1996-1998 Graduate Catalog
A MESSAGE FROM THE DEAN

Thank you for choosing Eastern Michigan University for furthering your studies in your chosen field. We are pleased to provide you this Graduate Catalog to help answer the most common questions graduate students have concerning many of the aspects of your studies here. These include departmental policies that apply to your chosen degree program, financial aid, and general information and requirements that assure that you receive a quality graduate education. The Graduate School is responsible for overseeing your admission to your program and will monitor the progress you make toward your educational goal. However, you will have interactions with other departments of the University. Of course, the Graduate School is always ready to assist you when you contact us regarding your individual concerns.

This Graduate Catalog and the Graduate Student Handbook are indispensable resources. Please become familiar with both as they contain vital information and resource material to make your studies at Eastern Michigan University the most pleasant and rewarding learning experience possible. The Graduate Deans and Staff wish you success in your studies.

Ronald E. Goldenberg, Dean
The Graduate School
Starkweather Hall
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Policies and Requirements

There are many Graduate School and University policies and/or requirements that students must fulfill, follow, and/or adhere to during their academic careers. Listed below are some of the more commonly encountered regulations and statutes. For additional and more complete information please read “The Graduate School Policies and Information” section in this catalog.

1. The graduate admission process requires that applicants submit official transcripts showing degrees conferred, where applicable, from each college or university attended. A transcript is official only when it is sent directly by the academic institution in a sealed envelope and is embossed with the official university seal. Students admitted in their senior year are required to submit an official transcript to the Graduate School once the degree is conferred, and no later than their first semester at Eastern.

2. Each semester, a priority date for accepting completed applications for degree admission is established. Priority deadlines are:

- Fall admission: March 15
- Winter admission: September 15
- Spring/Summer admission: February 15

Because of the complexity involved in the processing of international student applications, earlier admission dates have been established for this population. Please write to the International Admissions Office, 401 Pierce Hall, for these deadlines.

3. The Graduate School must receive all documents including required test score results no later than the established dates given above for students to be considered for degree admission.

4. Students seeking degree admission to the College of Business must take the Graduate Management Aptitude Test (GMAT).

5. All students seeking graduate degree admission to the College of Education must submit test score results from the Graduate Record Examination (GRE). The following programs also currently require the GRE: Biology (also requires the Subject test), Chemistry, Nursing, and Psychology. Please be advised that other programs may add this requirement as part of the admission process. Therefore, it is suggested that you contact the program to receive updated information.

6. If your admission objective is to obtain a teaching certificate, you must submit a statement of purpose and a letter of recommendation with your application. Preferably, the letter of recommendation should come from someone familiar with your work with children. In addition, your undergraduate grade point average must be 2.5 or above and you must successfully pass the Basic Skills portion of the Michigan Test for Teacher Certification (MTTC) before admission to the professional education program can be secured.

7. Students admitted to a degree or graduate certificate program must contact their advisers to establish a program of study no later than the first enrollment period following degree admission. A Program of Study must be on file at the Graduate School; it will also be required in order for a student to receive financial aid.

8. Students have seven years to complete the requirements for the doctoral degree; six years to complete the specialist degree, if the student holds a master's degree; or eight years if the student holds only a bachelor's degree; and six years to complete the master's degree. Graduate credit more than six years or eight years old, depending upon the degree, cannot be counted towards meeting graduation requirements without validation of credit or retaking the course.

9. Transfer credit recommended for inclusion on a degree program by the degree granting department must be clearly indicated on the program of study, be approved by the Graduate School on a Transfer of Credit request form, and meet the following criteria:
   a. Coursework must be from an accredited institution and applicable to the degree program.
   b. Coursework must be at the graduate level.
   c. A grade of "B" or better must have been awarded.
   d. Coursework must be available in terms of the six or eight year time limitation for completion of degree requirements.
   e. An official transcript from the institution indicating all of the above, must be submitted and on file at the Graduate School.
   f. No more than 9 hours of transfer credit can be applied to a program of study for doctoral students, 6 hours for specialist's, and 12 hours for master's. Some academic departments have established lower maximums allowable as transfer credit.

10. Graduate students are not eligible to take courses (graduate or undergraduate) on a pass/fail basis. Graduate students may take certain designated graduate courses for credit/no credit. These courses are noted in the Graduate School catalog.

11. To enroll in an approved 400-level undergraduate course for graduate credit, a request form must be submitted to the Graduate School for approval before enrolling in the course. Otherwise, you will receive undergraduate credit.

12. Graduate students may update a maximum of 9 credit hours of out-of-date credit. A grade of "B" must have been earned in these courses and the courses must be used to satisfy requirements of the degree. There are other stipulations regarding validation of out-of-date credit. Courses older than 10 years cannot be validated.

13. Graduate students are eligible to repeat graduate-level courses only when they earned a grade of less than a "B". Graduate courses may not be repeated more than once.

14. Graduate students are not awarded "D" grades. A "D" grade will automatically convert to an "E" grade.

15. Student teaching may never be taken for graduate credit. Undergraduate independent study courses may not be taken for graduate credit.

16. Graduate students who hold non-degree admission status and wish to transfer to a degree program must apply for degree admission. Students must meet all degree
requirements of the academic department, as well as
deadline dates and test score requirements of the
Graduate School and the program.

17. Official transfer (Change of Status) request forms are
available from the Graduate School and must be completed
for each of the following conditions:
a. Transferring to a new degree program.
b. Transferring to a new major or concentration within
an academic department.
c. Completion of non-degree status 1 requirements and
requesting degree admission.

18. After gaining admission to a degree program, students
must complete a minimum of 10 semester hours of
graduate credit.

19. Students who have not enrolled at Eastern Michigan
University for one full year should inquire from the
Graduate School as to their registration eligibility at least
one month prior to the first registration date.

20. For information about the drop/add schedule, please
consult the current "Class Schedule." Students should be
aware of the last day to drop a course and receive an
automatic "W" (withdrawal) on their transcript.

21. Graduate students must begin to plan for their graduation
the semester preceding their intended graduation date.
An official Graduate School Application for Graduation
must be submitted no later than the established deadline.
Forms are available in the Graduate School, the Cashier's
Office and in the Class Schedule bulletin.
THE INSTRUCTIONAL YEAR

The instructional year is divided into two semesters of 15 weeks each, and spring and summer sessions that offer both six and seven and one-half week courses. In addition, workshops of one to three weeks duration are offered.

1996-97 ACADEMIC CALENDAR

Fall Semester, 1996
Aug. 31, Saturday ........ Freshman residence hall move-in day
Aug. 31, Sept. 1, 2 ........ Freshman Orientation
Sept. 2 and 3 Monday,
 Tuesday ........ Upperclass residence hall move-in days
Sept. 4, Wednesday ........ Classes begin
Nov. 27, Wednesday ........ No classes after 5 p.m.
Nov. 28-Dec. 1, Thursday through
 Sunday ................... Thanksgiving recess
Dec. 2, Monday ................ Classes resume
Dec. 14, Saturday ........ Last day of classes
Dec. 15, Sunday (afternoon) .... Fall Commencement
Dec. 16-21, Monday through
 Saturday .................. Final examinations
Dec. 21, Saturday ............... Fall session closes

Winter Semester, 1997
Jan. 5, Sunday ................ Move-in day and Winter Orientation
Jan. 6, Monday ................ Classes begin
Jan. 20, Monday ........ Martin Luther King Jr. Day - No Classes
Feb. 24-March 2, Monday through
 Sunday ................... Winter recess
March 3, Monday ........ Classes resume
March 28-30, Friday through Sunday .......... Spring recess
March 31, Monday ........ Classes resume
April 21, Monday ........ Last Day of Classes
April 22-26, Tuesday through
 Saturday .................. Final examinations
April 26, Tuesday ........ Winter session closes
April 27, Sunday (afternoon) .... Winter Commencement

Spring Session, 1997
May 4, Sunday ................ Move-in day
May 5, Monday ........ Memorial Day (no classes)
June 10, Tuesday ........ Last Day of Classes-six week courses
June 11 & 12, Wednesday & Thursday .......... Six-week final examinations
June 23, Monday ........ Last Day of Classes-seven and one-half week courses
June 24 & 25, Tuesday & Wednesday .......... Seven and one-half week final examinations
June 25, Wednesday .......... Spring session closes

Summer Session, 1997
June 29, Sunday ........ Move-in day
June 30, Monday ........ Classes begin
July 4, Friday ........ Independence Day (no classes)
Aug. 6 & 7, Wednesday & Thursday ........ Six-week final examinations
Aug. 19 & 20, Tuesday & Wednesday .......... Seven and one-half week final examinations
Aug. 22, Friday .......... Summer session closes

1997-98 ACADEMIC CALENDAR

Fall Semester, 1997
Aug. 30, Saturday ........ Freshman residence hall move-in day
Aug. 30, 31 and Sept. 1, Saturday, Sunday,
 Monday ..................... Freshman Orientation
Sept. 1, 2, Monday,
 Tuesday ........ Upperclass residence hall move-in days
Sept. 3, Wednesday ........ Classes begin
Nov. 26, Wednesday ........ No classes after 5 p.m.
Nov. 27-30, Thursday through
 Sunday ................... Thanksgiving recess
Dec. 1, Monday ................ Classes resume
Dec. 14, Sunday (afternoon) .... Fall Commencement
Dec. 15-20, Tuesday through
 Saturday .................. Final examinations
Dec. 20, Saturday ............... Fall session closes

Winter Semester, 1998
Jan. 6, Tuesday ................ Move-in day and Winter Orientation
Jan. 7, Wednesday .......... Classes begin
Jan. 19, Monday ........ Martin Luther King Jr. Day - No Classes
Feb. 23-March 1, Monday through
 Sunday ................... Winter recess
March 2, Monday ........ Classes resume
March 10-12, Friday through Sunday .......... Spring recess
March 13, Monday ........ Classes resume
April 10-12, Friday through Sunday .......... Spring recess
April 13, Monday ........ Classes resume
April 23-28, Tuesday through
 Saturday .................. Final examinations
April 26, Sunday ............. Winter Commencement
April 28, Tuesday ............ Winter session closes

Spring Session, 1998
May 5, Tuesday ............... Move-in day
May 6, Wednesday .......... Classes begin
May 25, Monday ........ Memorial Day (no classes)
June 15 & 16, Monday & Tuesday .......... Six-week final examinations
June 25 & 26, Thursday & Friday .......... Seven and one-half week final examinations
June 26, Friday .......... Spring session closes

Summer Session, 1998
June 28, Sunday ........ Move-in day
June 29, Monday ........ Classes begin
July 3, Friday ........ Independence Day (no classes)
Aug. 6 & 7, Thursday & Friday .......... Six-week final examinations
Aug. 18 & 19, Tuesday & Wednesday .......... Seven and one-half week final examinations
Aug. 21, Friday .......... Summer session closes
THE GRADUATE SCHOOL POLICIES AND INFORMATION

ORGANIZATION

The Graduate School administers all graduate education at Eastern Michigan University. The dean serves as the chief executive officer and is charged with providing leadership for development of graduate education, the responsibility for adherence to educational policies and standards and for the effective operation of the Graduate School.

The Graduate School reserves the right to make modifications or changes in the curriculum pattern, admission standards, course content, degree requirements, tuition or fees at any time without advance notice. The information contained in this catalog is not to be considered as a binding contract between the Graduate School and the student.

The Graduate Council, with a membership of 50 persons, serves as a policy recommending body and engages in planning for the orderly development of graduate education. It consists largely of faculty, both elected and appointed, and five graduate students. A current roster may be obtained from the Graduate Dean’s Office.

OBJECTIVES

The Graduate School at Eastern Michigan University encourages graduate education that establishes or upgrades professional competence by providing programs designed to train students for careers in areas such as teaching, school administration, counseling, business, etc.; that prepares individuals for more advanced academic work, particularly in the academic disciplines; that provides students the knowledge of research techniques and the opportunity for practicing research pertinent to their specific disciplines; and that serves the unique needs of students by providing post-baccalaureate educational opportunities for individuals and groups at convenient geographic locations and in special or individualized modes.

Faculties within all colleges and departments continually strive to meet the educational needs of graduate students. A variety of programs have been authorized and accredited, and others are in the process of development. Although formal graduate study programs have been established in many academic areas, there is sufficient flexibility in each program to enhance the professional goal of each individual student.

PROGRAMS

The University offers graduate work leading to several types of academic degrees; doctor of education, specialist in arts, master of arts, master of business administration, master of business education, master of fine arts, master of individualized studies, master of liberal studies, master of public administration, and master of science. Programs leading to these degrees are administered by the departments in the respective colleges. Departments that offer more than one concentration in their degree programs are identified.

DOCTORAL DEGREE

The doctoral program requirements place emphasis on a comprehensive understanding of and demonstrated competence in a field of knowledge, familiarity with related or cognate disciplines, skills in the use of research techniques, and, therefore, responsibility for dissemination and advancement of knowledge. Meeting the requirements for the doctorate is measured primarily by examinations and by completion and defense of the dissertation.

It should be noted that the policies and procedures for doctoral programming will undergo evolutionary development and have an initial focus on the doctoral program in the Department of Leadership and Counseling.

1. Admission

To be eligible for admission to the Doctoral Program at Eastern Michigan University, the applicant must meet all Graduate School requirements for admission. These might include some or all of the following:

a. An earned master’s degree with a minimum grade point average of 3.5 on a 4.0 scale for full admission. Applicants with grade point averages of 3.3 to 3.5 may be considered for conditional admission. The degree must have been earned from a regionally accredited graduate program. Departments or programs may require higher academic achievements.

b. A department may require that an applicant submit additional materials for review. These might include: 1) valid teaching certificate, or waiver; 2) proof of teaching and/or administrative experience or equivalent; 3) recommendations by current supervisors familiar with the applicant’s professional role; 4) recommendations by university professors who have had an opportunity to observe the student in an academic setting; 5) an autobiographical statement containing information on education, work experience, nature of current position, and personal and professional aspirations.

c. The University requires the Graduate Record Examination and the applicant is responsible for having scores submitted to the Graduate School at EMU. Minimum scores or percentile rankings on standardized tests are established by individual departments. Some departments also may require the appropriate area examination in addition to the general test.

d. The department may choose to interview applicants for the doctoral degree.

The applicant’s academic record and test scores will be assessed by the Graduate School for admission to the University. The full dossier of materials submitted by the candidate will then be assessed by the department offering the doctoral program for an admissions recommendation. Once the department makes a recommendation, the Graduate School will review the department’s admissions decision and will notify the applicant of his/her admissions status.
2. Chronological Outline of Doctoral Work
   a. Plan of Study: Following admission, the student and her/his advisor confer to construct a program which meets the requirements of the doctoral degree program. It is recommended that the program of study must be approved by the program chair and the department head prior to completion of the first 12 semester hours of coursework.
   
   Directed Study: Registration in directed study must have advance approval of the student's adviser and advance authorization by the Graduate School. The Plan of Study must be approved by the student's adviser, the course instructor, and the Graduate School dean before registration. The form must contain all relevant details, including an explicit course outline, rationale for the course, and information about the major academic requirements the student must successfully complete.
   
   b. Doctoral Committee: The committee minimally consists of four persons, two from the doctoral program department, one from the cognate area, and a graduate faculty representative appointed by the dean of the Graduate School. The student selects the faculty member who serves as the chair of the committee. With the assistance of the committee chair, the student then selects two additional graduate faculty members to serve on the committee, one of whom is from the student's cognate area, the other from his/her program area.
   
   c. Comprehensive Qualifying Examination: The student's comprehensive qualifying examination is scheduled after completion of a minimum of thirty (30) hours of graduate work beyond the master's degree. To be admitted to candidate status for the doctoral degree, the student must successfully pass the Comprehensive Qualifying Examination. This written examination is prepared, administered, and evaluated by members of the graduate faculty in the student's major field of study. The examination tests knowledge in the student's major field, research, and the cognate. The results of the examination are reported to the Graduate School by the department head within one month after it is written.
   
   Failure on the comprehensive qualifying examination will cause the student's overall performance in the program to be reviewed by the doctoral committee in consultation with the department head, which will recommend that either the student be dismissed from the program or will prescribe what must be done before re-examination is appropriate. Re-examination may not take place sooner than six months, but must occur within one year. The results of the second examination are final.
   
   The Comprehensive Qualifying Examination Committee consists of no less than four members who are typically the same persons as the doctoral committee. The membership of this committee, once established, may not, under normal circumstances, be changed until the examination are final.

   d. Dissertation Prospectus: The written prospectus or dissertation proposal is initiated by the student with permission of the doctoral committee after successfully passing the comprehensive qualifying examination. Departments may require an oral defense of the dissertation prospectus in order to avoid problems at the final defense. The following signatures are obtained on the approval page of the prospectus: the department head, the dissertation adviser, chair of the student's doctoral committee, and all other dissertation committee members. The approval is filed with the dean of the Graduate School.
   
   e. Final Defense Form and Manuscript Approval: These are initiated by the student after obtaining all necessary signatures of the dissertation committee members, and the graduate dean at least one month before the dissertation defense. The last day for scheduling the dissertation defense is determined each semester by graduation or commencement deadlines.

3. Graduation Requirements
   
   Successful completion of the plan of study, comprehensive qualifying examination, and the dissertation will qualify the candidate to be recommended for graduation. Each student must file for graduation within the dates the University establishes for graduation/commencement.

   Grade Point Average: To be recommended for the doctoral degree, the student must maintain a minimum grade point average of 3.5 on a 4.0 scale.

   Transfer Credit: Applicable graduate course credit may be accepted from other accredited doctoral institutions and may be included in the candidate's program if approved by the student's doctoral committee, the department head, and the graduate dean. Credits requested for transfer must be consistent with the Graduate School's policy concerning time limits for completing degree requirements (seven years for doctoral programs). A maximum of nine (9) hours can be applied to a program of study at the doctoral level.

   Residency Requirement: In addition to completion of the planned program of study, each student in the educational leadership doctoral program must complete a residence experience. The faculty of the program expect the student to become a member of a community of scholars during this residence period. Students can meet this requirement in either of two ways:

   a. Students must enroll in a total of 16 semester hours of on-campus course work, exclusive of dissertation research credit, during two successive semesters in a 12-month period. Those opting for residence under this process are typically full-time students, i.e., enrolled in 8 semester hours of credit each semester, and available to participate in all activities planned for doctoral students during this period.

   b. A second residency option is offered for the benefit of doctoral students wishing to continue full-time employment while working on the doctoral degree. This op-
Dissertation Registration: Early consideration of a dissertation topic is suggested. Generally, a student will not be permitted to register for dissertation research credit until she/he has fulfilled all requirements for advancement to candidacy for the doctoral degree. The doctoral dissertation is to be an original piece of work which addresses an intellectually significant problem, makes a valuable contribution, and is publishable. Since group research efforts are common, there is a concern about that part of a total project which is attributable to and identified with the candidate. A multi-authored dissertation is not allowable. Ownership of the research contained in the dissertation must be cleared before the project is approved at the prospectus stage. In some cases, with the approval of the student’s adviser and the Graduate School, an applicant may be allowed to register for up to (but not more than) four hours of dissertation direction before being admitted to candidacy. The final year of the student’s program should properly center on the requirements of the dissertation.

Dissertation Outline: Prior to initiating research, the doctoral student must prepare the Graduate School form: Doctoral Dissertation Prospectus and Approval. The form is approved by the student’s dissertation committee and the department head of the department which offers the degree. A copy of the prospectus is forwarded to the Graduate School for the dean’s approval.

Time Limitations: Students have seven years to complete all requirements for the doctoral degree. This period begins with the end of the semester during which the student was admitted to doctoral study and was completing work toward meeting the requirements for the degree. Credit earned after acceptance as a doctoral applicant may not be more than seven years old at the time the degree is conferred, except when, on the recommendation of an adviser, up to 10 credits previously earned at Eastern Michigan University may be specified for revalidation.

Adviser: The student’s doctoral adviser also may serve as the chair of the dissertation committee and, in this role, represents the department in assisting the student in planning a program of study and research. The adviser also has the responsibility for assuring that the student meets degree requirements and, through the approval process, signs the Plan of Study, recommends candidacy, guides the student’s research, approves the dissertation prospectus, serves on the comprehensive qualifying examination committee, and certifies to the Graduate School that the degree requirements have been fulfilled.

Oral Defense of Dissertation: Before the oral presentation and defense of the dissertation are scheduled, the dissertation format and appearance must be acceptable to the Graduate School. The dissertation must be presented to the dissertation committee at least two weeks prior to the scheduled oral presentation and dissertation defense. The committee will certify in writing that the dissertation has been reviewed and approved for the oral presentation and defense.

The oral defense of the dissertation shall be presented by the candidate who shall state the methodology, research, and results of the investigation. Conducted by the candidate’s committee, and presided over by the chair of the dissertation committee, it will be publicized in advance to the entire University community by the major department. In the discussion following the presentation of a dissertation lecture, other matters pertaining to the dissertation and preparation of the research may be discussed as they are deemed relevant. The oral defense will be open to the general University community, but questions are generated only by the student’s dissertation committee members.

The Doctoral Committee chair will obtain signatures from each committee member on the Oral Defense Approval Form at the conclusion of the oral defense and file this document at the Graduate School within 24 hours of the completion of the dissertation oral defense.

Three final unbound copies of the dissertation will be submitted to the Graduate School within 14 calendar days after the lecture and oral defense. Graduation processing will take place upon receipt of these copies.

Graduation: The candidate for the doctoral degree must file an application for graduation not later than the end of the first week of classes during the semester in which he/she expects to complete the requirements for the degree. Consult the academic calendar in the Graduate Bulletin. If an application for a degree was filed for a previous semester in which the student did not graduate, a new application is necessary.
DEGREES OFFERED

DOCTOR OF EDUCATION
Educational Leadership

SPECIALIST’S DEGREES
Educational Leadership
Special Education
  Administration and Supervision
  Curriculum and Development

MASTER’S DEGREES

College of Arts and Sciences
Art
  Art Education
  Fine Arts (MFA)
  Studio Art

Biology
  Community College Teaching
  Ecosystem (Aquatic and Terrestrial)
  General Biology
  Molecular/Cellular
  Physiology

Chemistry

Communication
  Oral Interpretation
  Public Address

Criminology and Criminal Justice

Development, Trade and Planning

Drama/Theatre for the Young (MA, MFA)

Economics
  Applied Economics

English
  Children’s Literature
  English Linguistics
  Literature
  Creative Writing
  Written Communication

Foreign Languages
  French
  German
  Spanish

General Science

Geography
  Cartography and Remote Sensing
  Environmental Studies
  Physical Geography
  Urban and Regional Planning

Historic Preservation

Administration

Interpretation and Tourism

Preservation Planning

History

Language and International Trade

Liberal Studies
  Social Studies and American Culture
  Women's Studies

Mathematics
  Applied Statistics
  Computer Science

Music
  Choral Music
  Music Education
  Music Theory/Literature
  Music Performance
  Piano Pedagogy

Physics
  Physics Education

Psychology
  Clinical
  Clinical Behavior
  General

Public Administration

Social Science

Sociology
  Evaluation and Applied Research
  Family Specialty

Spanish (Bilingual/Bicultural Education)

Teaching English to Speakers of Other Languages (TESOL)

Theatre Arts
  Arts Management
  Drama/Theatre for the Young

College of Business

Accounting

Business Administration
  Finance
  Financial Accounting
  International Business
  Management-Human Resource
  Management-Information Systems
  Management-Organization Development
  Marketing
  Strategic Quality Management
  Tax Accounting

Computer-Based Information Systems
  Human Resource Management/Organizational Development

College of Education

Educational Leadership

Guidance and Counseling
  College Student Personnel
  Community Counseling
  School Counselor Endorsement

Physical Education

Teacher Education

Sports Medicine

Pedagogy

Special Education
  Emotionally Impaired
  General
  Hearing Impaired
  Learning Impaired
  Mentally Impaired
  Physically and Otherwise Health Impaired
  Speech Language Pathology
  Visually Impaired
Teacher Education
Curriculum and Instruction
Common Learnings in Curriculum
Elementary Education
Middle School Education
Secondary Education
Early Childhood Education
Educational Psychology
Development and Personality
Educational Technology
Research and Evaluation
Reading
Social Foundations of Education

College of Health and Human Services
Human, Environmental, and Consumer Resources
Clothing and Textiles
Hospitality Management
Human Nutrition
Interior Design
Nursing
Occupational Therapy
Social Work
  - Family and Children’s Services
  - Mental Health and Chemical Dependency
  - Services to the Aging

College of Technology
Business Education
Industrial Education
  - Industrial Art Education
  - Industrial Vocational
Industrial Technology
  - Construction
  - Manufacturing
  - Quality
Liberal Studies
  - Interdisciplinary Technology
Polymer Technology


The 36-hour master’s degree program in individualized studies is designed to serve the needs and interests of mature students who have a minimum of three (3) years of career employment beyond the baccalaureate and whose occupational, vocational or educational goals are not met by other graduate degree programs offered at Eastern Michigan University. This program is structured so as to assure a quality graduate level experience, while making provision for flexibility and innovation in graduate study.

Each applicant is expected to develop a set of specific goals and objectives for the proposed program of study with the assistance of two or more faculty members. The applicant and advisors develop a structured sequence of courses that has academic integrity and that meets the goals and objectives of the program. The resulting proposal and program of study are submitted to a Supervising Committee composed of members of the graduate faculty for review and recommendation. Applicants interested in this program must apply at least six months prior to the enrollment period in which they wish to begin their studies.

For additional information regarding the master’s degree program in individualized studies, please contact the Graduate School Office, Starkweather Hall.

GRADUATE CERTIFICATE PROGRAMS

Graduate Certificates
The graduate certificate programs provide expanded opportunities for those individuals who wish to further their education for personal or career advancement.

Certificates Available
At the present, a graduate certificate program is available in artificial intelligence, gerontology, historic preservation, state and local history, TESOL, Business Administration, and quality technology.

Graduate Certificate
The graduate certificate program is for students who have an earned bachelor’s degree from an accredited institution of higher education and have an interest in specialized studies but do not require a program as extensive as a master’s degree.

Advanced Graduate Certificate
The advanced graduate certificate is designed for students who have earned graduate degrees and are interested in staying current in their fields or gaining expertise in a related area.

Graduate Certificate Admission
Students must satisfy admission requirements of the Graduate School and the department offering the certificate. Students must be admitted to the graduate certificate or advanced graduate certificate program before enrolling in required course work.

Graduate Certificate Requirements
1. Both programs shall consist of at least 12 graduate-level credit hours.
2. Not more than one 400-level course may be used on the Graduate Certificate program.
3. No 400-level course may be used on the Advanced Graduate Certificate.
4. A minimum grade point average of 3.0 (“B”) must be achieved to obtain either certificate.
5. Credits earned for the Graduate Certificate or Advanced Graduate Certificate programs may apply, subject to applicability, to a graduate degree.
6. All requirements for either certificate must be completed within three years from the time of first enrollment.
THE GRADUATE SCHOOL POLICIES AND INFORMATION

MICHIGAN INTERCOLLEGiate GRADUATE STUDIES PROGRAMS (MIGS)

The Michigan Council of Graduate Deans offers a guest scholar program, Michigan Intercollegiate Graduate Studies (MIGS). The MIGS program enables graduate students of Michigan institutions offering graduate degree programs to take advantage of unique educational opportunities that are deemed necessary to the completion of a master's or doctoral program, but are not offered at the student's home institution, such as special courses, workshops, and field experiences. The course must appear on the student's program of study and must be approved to be taken as MIGS by the graduate advisor. No more than six (6) hours may be taken as MIGS by master's level students and nine (9) hours by doctoral-level students. Students interested in a MIGS application and additional information should contact the Graduate School Office, Starkweather Hall.

ADMISSION CATEGORIES

It should be understood that the admission policies presented are minimum standards and that many departments have established criteria above these minimums. For this reason, applicants for degree admission may have to meet additional requirements established by departments. These requirements often include admission tests, valid teaching certificates, letters of recommendation and/or personal interviews, and grade point averages above the minimum established by the Graduate School.

Anyone planning to enroll in graduate level courses must be admitted to the Graduate School through one of the following two admission categories: degree admission or non-degree student status.

For each semester, a priority date for accepting completed applications for degree admission is established. Please see procedures for graduate admissions.

ADMISSION REQUIREMENTS

The Graduate School wishes to call to your attention that many departments may require you to have official Graduate Record Examination (GRE) score reports submitted as part of the admissions process. All departments in the College of Education require GRE test scores. Students seeking degree admission to programs in the College of Business must submit test scores for the Graduate Management Admission Test (GMAT). Students need to be aware that academic departments may require additional subject area test scores for admission consideration. The following are the minimum admission requirements, students should check with individual programs to ascertain their specific admissions requirements.

Master's Degree

Degree admission requires that the applicant holds the equivalent of a four-year U.S. bachelor's degree from an accredited college or university and possess a minimum undergraduate grade point average of 2.50 (on a 4.00 basis) or 2.75 in the last half of the undergraduate program. Applicants who do not possess minimum requirements for admission may be granted conditional admission. Conditions of admission must be met prior to beginning core course work for the degree.

Specialist's Degree

A minimum grade point average of 3.3 (“B+”) in the master’s degree program is required for admission to the specialist’s degree. For those departments admitting students into the Specialist’s degree directly from the bachelor’s degree, a minimum undergraduate grade point average of 2.75 is required. Departments may establish standards higher than this minimum.

Doctoral Degree (Ed.D.)

For degree admission requirements students are directed to the Doctoral Degree and the Department of Leadership and Counseling sections of this catalog.

TYPES OF ADMISSION

Degree Admission Status

Degree admission into a master's or Graduate Certificate program requires that the candidate meet both the Graduate School requirements (conferred bachelor's degree and at least a 2.5 GPA or 2.75 GPA in the last half of the undergraduate program) and the departmental admission requirements as stated in The Graduate Catalog. Specialist's degree admission requires a 3.3 GPA in the completed master's program. For doctoral degree admission status see the Doctoral Degree section of this catalog.

Conditional Admission

Condition 1: Curriculum Deficiencies is a conditional admission for students who meet the degree admission requirements of the Graduate School, but have curricular deficiencies in their undergraduate program and/or other departmental standards and therefore do not meet departmental admission requirements. In such cases, special conditions are noted on the departmental recommendation form and these must be completed prior to gaining degree admission.

Condition 2: Senior Status is a conditional admission granted to candidates completing an undergraduate degree at the end of the current semester and is valid for one enrollment period only. This condition is removed when the student submits an official undergraduate transcript with the baccalaureate degree posted.

Condition 3: English as a Second Language (ESLN) Program is a conditional admission status granted to international non-native speakers of English who scored below the required minimum score in the English proficiency exam, i.e., the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE), or the Michigan English Language Assessment Battery (MELAB), and will be required to elect appropriate ESLN courses. The ESLN courses are determined by the ESLN program staff based on the candidate's score and a placement examination. The examination is administered by the English as a Second Language program staff at Eastern Michigan University prior to the beginning of each term.
Non-Degree Admission

The purpose of graduate study at Eastern Michigan University is a planned program of study leading to an advanced degree. Students who are exploring graduate study opportunities may enroll in a non-degree status. Non-degree students may enroll under this status for any of the semesters or sessions (fall, winter, spring or summer). Students may apply to transfer from non-degree student status to degree status if they meet departmental and Graduate School requirements (see Transfer of Credit to Degree Programs from Non-Degree Student Status). **Policy states that a student must complete a minimum of 10 semester hours after admission to the degree program.** Subject to University policy, non-degree students can earn a graduate certificate in such programs as artificial intelligence, gerontology, historic preservation, quality technology, TESOL, business administration, and state and local history.

Credits earned do not automatically apply toward a degree program but are dependent upon admission to the Graduate School, the requirements of the program, recommendation by an adviser, and the approval of the Graduate School.

**Status 1: Academic Deficiencies** is a non-degree admission status granted on the recommendation of the academic department to candidates who do not meet the minimum undergraduate grade point average (2.5 GPA) requirement of the Graduate School or the academic department GPA requirements, whichever is higher; and have demonstrated the potential to perform graduate level work at Eastern Michigan University. This type of admission provides students with an opportunity to demonstrate that they can be successful in a graduate program at EMU by completing a minimum of nine and no more than 12 graduate level credit hours specified by the department, while maintaining good academic standing (3.0 GPA). The hours elected as a non-degree admission candidate can only be applied to a graduate degree program upon the recommendation of the coordinator of graduate advising. It should be specifically noted that successful completion of nine and not more than 12 graduate level credit hours with a 3.0 GPA does not guarantee, nor does it constitute admission to a graduate degree program.

**Status 2: Professional Certification** is a non-degree admission status granted to certified teachers and other professionals in education who explicitly indicate that they do not intend to pursue a graduate degree program but wish to enroll in graduate level courses solely to meet professional certification requirements. The academic courses which are elected via the non-degree admission status do not follow a prescribed graduate degree program and do not earn the student a graduate degree.

**Status 3: Continuing Education** is a non-degree admission status granted to students who enroll in courses through Continuing Education. Courses taken under this non-degree admission status do not automatically apply to a graduate degree. **Students wishing to use graduate-level courses offered through the Division of Continuing Education on a degree program must seek formal admission to a graduate degree program by completing an admission application, providing the Graduate School with official transcripts and meet all requirements for admission.** The applicability of the courses to a degree program is subject to acceptance by and recommendation of the department offering the degree, and the approval of the Graduate School. **Policy states that a student must complete a minimum of 10 semester hours after admission to the degree program.**

**Status 4: Personal/Professional Development** is a non-degree admission status granted to candidates who wish to enroll in graduate level courses for self-enrichment purposes and/or participate in a graduate certificate/advanced graduate certificate program. Courses taken under this admission status do not automatically apply to a graduate degree at Eastern Michigan University. This status allows for a one semester enrollment and must be updated for additional semesters.

Teacher Certification

Students who have completed bachelor’s degrees and are interested in taking undergraduate courses for the purpose of teacher certification may do so as non-degree students. A student must have achieved a 2.5 grade point average in the baccalaureate degree and must take and pass the Basic Skills portion of the Michigan Test for Teacher Certification (MTTC) in order to be considered for admission to a teacher certification program and obtain a provisional certificate through the College of Education, see Teacher Certification section in this catalog. Students who do not meet the grade point requirement will be referred to the Second Bachelor’s Degree program office, see below.

Guest Students

Students who wish to use graduate credit at Eastern Michigan for transfer to the parent institution may do so as non-degree students. Guest students in the College of Business must meet the standards for regular admission to business programs. This status is granted for one semester only but may be renewed with permission of the Graduate School.

Second Bachelor’s Degree

Students wishing to pursue a second bachelor’s degree are admitted to the University through the Undergraduate Admissions Office, Fourth Floor Pierce Hall. Application for admission and official transcripts of all prior academic work must be submitted. The prospective candidate should make an appointment with the coordinator of Second Bachelor’s Degree Programs in the Academic Advising Center, 301 Pierce Hall (313) 487-2170 for evaluation of transcripts and development of a program of study. That program is approved by the appropriate academic department and is the basis of degree completion.

General requirements for a Second Bachelor’s Degree are as follows:

- Completion of a first bachelor’s degree from an accredited college or university with a minimum of 120 semester hours.
- Completion of a basic studies (liberal arts) program. Completion of a course in American Government or equivalent.
- Completion of curricular requirements for new academic major.
- Completion of a minimum of 30 semester hours post-
baccalaureate at Eastern Michigan University. Second bachelor's degree students may enroll only in undergraduate courses.

Students holding a bachelor's degree from EMU may only pursue a second bachelor's degree different from their first one: i.e., a student with an EMU Bachelor of Science degree may pursue a Bachelor of Arts degree and, conversely, a student with an EMU Bachelor of Arts degree may pursue a Bachelor of Science degree. Students not pursuing a different degree may complete additional majors or minors to supplement the original degree.

PROCEDURES FOR GRADUATE ADMISSION

Degree Status
Complete and submit the application form and nonrefundable fee to the Graduate School Office. Submit official transcripts with degree(s) posted, where applicable, of all undergraduate and graduate institutions attended. Transcripts must be official and be received in a sealed envelope directly from the university.

Where necessary, have official score reports from national examinations submitted. (Departments requiring test scores state this in The Graduate Catalog.) Please note the following priority date schedule for receiving all application materials required for admittance to a degree program at Eastern Michigan University:

Fall admission: March 15
Winter admission: September 15
Spring/Summer admission: February 15

Because of the complexity of processing International student applications, earlier deadlines have been established for this population. Please contact the International Admissions Office, 401 Pierce Hall, for these deadlines.

Applications received after the above established priority deadlines will be processed in the order they are received.

All documents and supporting data required for admittance become the property of the Graduate School and will not be returned to the applicant.

Applicants are not officially admitted to a graduate academic program until they have been notified in writing of acceptance by the dean of the Graduate School.

Non-Degree Student Status

Complete and submit the application form and nonrefundable fee to the Graduate School Office.

Submit official transcripts with degree(s) posted, where applicable, of all undergraduate and graduate institutions attended. Transcripts must be official and be received in a sealed envelope directly from the originating university.

Students in the non-degree student status are admitted for one semester at a time, therefore, applications must be updated for additional enrollment periods. Please note that not all graduate programs can accommodate students who are not in their degree programs, therefore, in some cases you may not be eligible to enroll in their courses, for example, non-degree students are not eligible to enroll in undergraduate or graduate business courses. Please check, in advance, with the department to insure that you will be able to enroll in the course you wish to take.

International Students

The Graduate School considers an applicant an international student if either or both of the following are true: applicant received a baccalaureate degree from an institution outside the United States; applicant currently holds or will hold F-1 (student) or J-1 (exchange visitor) visa status.

For admission, international students must:

1. meet the minimum academic requirements for admission to the Graduate School (e.g., hold the equivalent of a four-year U.S. bachelor's degree from an accredited college or university);
2. submit evidence of proficiency in the English language;
3. present a statement of financial responsibility;
4. provide two letters of recommendation from administrators or professors in the college or university from which the applicant holds a bachelor's degree; and submit official scores on a standardized test (GRE, GMAT) if required for admission to the selected degree program.

The Graduate School requires that all international students applying for admission and residing in this country or abroad demonstrate proficiency in the use of the English language. This may be done in one of two ways:

1. Taking the Test of English as a Foreign Language (TOEFL) and the Test of Written English (TWE). You must have a minimum score of 500 on the TOEFL and a 4 on the TWE. Many programs require higher scores, therefore, you should make sure you check with the programs on their specific requirements.
2. Taking the Michigan English Language Assessment Battery (MELAB). You must have a minimum score of 80.

For information on these two tests, write or telephone:

Test of English as a Foreign Language Education Testing Service Princeton, New Jersey 08540 Telephone 1-609-921-9000

English Language Institute Testing and Certification University of Michigan 3020 NUBS Ann Arbor, Michigan 48109-1057 Telephone 1-312-764-2416

The score reports for the TOEFL, TWE or the Michigan English Language Assessment Battery (MELAB) must be submitted to the Graduate School office before consideration can be given to the student's application and no later than the deadline.

English as a Second Language (ESLN)

English as a Second Language (ESLN) courses are taught in the Department of Foreign Languages and Bilingual Studies.

Four levels of ESLN instruction are offered: beginning, intermediate, advanced and academic support, in both fall and winter terms. Only advanced and academic support levels are offered in the combined spring-summer term.

Students admitted with an official (not institutional)
score of 80 or above on the Michigan English Language Assessment Battery (MELAB), or a score of 550 or above on the Test of English as a Foreign Language (TOEFL) and a score of 5/6 (determined by departmental requirement) on the Test of Written English (TWE) will not be required to take any ESLN courses. They may choose to take an ESLN class if they wish to further improve their ability or if their advisor requires it.

Students admitted with a Michigan English Language Assessment Battery (MELAB) score below 80 or a TOEFL score below 550 are required to take the departmental placement test before registration.

This test is usually given the week prior to the beginning of the semester. All students required to take this test must be on campus at that time.

Depending upon the results of the placement test, students will be placed in either part-time or full-time ESLN (two, three, four or five courses of ESLN) during their first semester.

Those students taking part-time ESLN will be allowed to register for other University classes. Students placed in full-time ESLN may not take any other University courses until a later semester. Some students may require two consecutive semesters of full-time ESLN before they can register in other courses.

Once placed in ESLN courses, students must complete each course with a grade of "C" or better. Successful completion of a course allows the student to move on to the next higher level of that course in the following semester. Students starting below the 400-level must continue to enroll in ESLN courses until two 400-level courses are taken, one of which must be ESLN 412. Students must repeat all ESLN courses in which they receive a "C-" or below.

When students have successfully completed ESLN 412 and ESLN 414 or ESLN 416, their admission status is changed from conditional to regular. Admission status is based on the first English proficiency score that students send to the University. If a later test results in a higher score, it also should be sent to the Admissions Office. All scores must arrive in the Admissions Office two weeks before the first day of the term in order to have the ESLN condition removed.

Failure to enroll in the required ESLN courses during the first semester and any required subsequent semesters will result in the cancellation of University enrollment and a possible loss of tuition for that semester.

Regular University academic probation and dismissal policies apply to students who are enrolled in ESLN.

**Fall Term**

Beginning ESLN 112
Intermediate ESLN 210, 212, 214, 216
Advanced ESLN 310, 312, 314, 316, 318
Advanced Support ESLN 412, 414, 416
Graduate Writing ESLN 512 (pre-requisite TWE 4)

**Winter Term**

Beginning ESLN
Intermediate ESLN 210, 212, 214, 216
Advanced ESLN 310, 312, 314, 316, 318
Academic Support ESLN 412, 414, 416
Graduate Writing ESLN 512 (pre-requisite TWE 4)

**Spring/Summer Term** (dependent on enrollment)

Advanced ESLN 310, 312, 314, 316, 318
Academic Support ESLN 412, 416

The following is a brief description of the ESLN courses:

**Grammar**

ESLN 210 Intermediate Grammar continues to teach the basic components of the simple sentence.
ESLN 310 Advanced Grammar presents the formation and usage of clauses, the sequence of verb tenses in complex sentences and the more refined uses of English grammar.

**Writing**

ESLN 112 Beginning Writing focuses on sentence and paragraph construction.
ESLN 212 Intermediate Writing focuses on construction of paragraphs and larger compositions while teaching unity, cohesion and transition.
ESLN 312 Advanced Writing teaches rhetorical patterns in essay length papers.
ESLN 412 Academic Support Writing continues practice with rhetorical patterns in compositions and guides students through the process of researching, outlining and writing an original research paper.
ESLN 512 Grammar Writing guides students through the process of writing a graduate-level research paper and provides practice in essay exams.

**Reading**

ESLN 214 Intermediate Reading moves from personal narratives to informational reading in simplified English. Vocabulary developing techniques and reading skills are taught.
ESLN 314 Advanced Reading continues to provide practice in reading and analyzing unsimplified passages of greater length and linguistic complexity.
ESLN 414 Academic Support Reading promotes reading in specialized fields at professional levels and provides practice in outlining, summarizing and synthesizing ideas from different sources.

**Speaking/Listening**

ESLN 216 Intermediate Speaking/Listening provides practice in sustained interchange of social conversation and in discreet point listening.
ESLN 316 Advanced Speaking/Listening continues to develop conversational skills and prepares students to present short monologues and comprehend short lectures. Must be taken concurrently with ESLN 318.
ESLN 318 ESLN Lab. Must be taken concurrently with ESLN 316.
ESLN 416 Academic Support Speaking/Listening focuses on academic oral/aural skills; lecture comprehension, note-taking essay exam preparation and group speaking strategies.

All levels of this skill area have accompanying lab work and/or classes.
English for Special Purposes
The Department of Foreign Languages and Bilingual Studies also offers courses for non-native speakers preparing to enter the specialized fields of business and technology. These courses develop language skills necessary for professional settings.

GENERAL REGULATIONS FOR ADMITTED STUDENTS
Once degree admission to the Graduate School has been granted, but prior to graduation, various policies and procedures regulate the pathway to the degree. The following sections provide the policies and procedures that will assist students to successfully progress through their academic programs to degree completion. These sections should be read carefully.

REGISTRATION INFORMATION
Students may not attend classes unless they are properly registered and have paid appropriate fees.
New students who have satisfied all admission requirements are eligible to register by telephone. (See the current class schedule booklet color insert for telephone registration procedures). If for some reason you are unable to attend the semester you are admitted, but wish to attend the following semester, you must notify the Graduate Admissions Office to insure that your records are updated.
Returning students who have not been enrolled during one of the four preceding enrollment periods, must complete a re-enrollment form from the Graduate Admissions Office before attempting to register. In some cases, evaluation for re-admission will be required.

Registration
Graduate students register for on- and off-campus classes via telephone registration and in accordance with the procedures for telephone registration as they are described in the class schedule booklet which is issued each semester or session.

Program of Study
A Program of Study with an adviser’s signature is required for students in most degree programs including business, economics, geography, hearing impaired, history, industrial education, industrial technology, mathematics, music, psychology, public administration, social foundations, sociology, speech and language impaired. Other students enrolling in either business or industrial education courses also must obtain the departmental adviser’s signature before registering. Students on degree programs who do not obtain the adviser’s signature assume full responsibility for their registrations. Courses that do not satisfy requirements on the student’s program of study will not be applied toward the degree.

Undergraduate 400-level Courses for Graduate Credit
Some upper division 400-level undergraduate courses are identified in this catalog as available for graduate credit. Some departments make no provision for the use of upper division courses on a graduate degree program; others make only limited use. Request forms are available at the Graduate School. Students must obtain approval of the faculty member teaching the course and from their Graduate Advisors before seeking Graduate School authorization. The completed forms should be submitted to the Graduate School no later than three weeks into the semester (fall/winter). No more than nine (9) credit hours of 400-level course work may be applied towards a graduate degree program. See Undergraduate Courses for Graduate Credit at the back of each departmental section of this catalog. These courses must appear on the Program of Study to be applied towards the degree.

Students taking 400-level courses for graduate credit will be required to perform additional graduate-level work by the faculty teaching the courses.

AUDITING COURSES
Graduate students who wish to audit a course must register for audit status and pay the same tuition and fees as for academic credit enrollment. No student may receive academic credit for audited courses. See class schedule for audit deadline.

ACADEMIC LOAD
Twelve hours of graduate credit for the fall or winter semester is the usual full-time load. The usual full-time load for the spring or summer session is six hours.
The recommended academic load for graduate students employed in remunerative work on a full-time basis is six credit hours per semester. Special permission for a program in excess of this must be obtained from the adviser.
Course loads in excess of the 12-13 hour limit for the fall and winter semesters, and eight hours for spring and summer sessions, are not permitted. In addition, a maximum of two courses may be taken during the year through such programs as Adventures in Education (e.g. Petoskey and Traverse City), offered through Continuing Education.
Since graduate assistantships are granted for the support of students making substantial academic progress, each person holding an assistantship is expected to enroll for a minimum of six graduate credit hours per semester during the period of appointment. For the spring and summer terms, graduate assistants must be enrolled for a minimum of one graduate credit hour in either the spring or the summer term, in order to maintain the assistantship.
For Title IV programs, veterans’ benefits purposes and loan deferment purposes, the following formula is used: (Please note that per federal requirements, a student must be enrolled in at least four semester hours to be considered a half-time student.)
Credit hour requirements for students with loan deferments are as follows:

Fall and Winter Semesters
- maximum load: 12-13 hours per semester
- full-time student: eight to 12 hours per semester
- half-time student: four to seven hours per semester
- less than half-time student: less than four hours per semester
Spring and Summer Sessions
maximum load: eight hours per session
full-time and half-time student: four hours per session
less than half-time student: less than four hours per session

COURSE NUMBERING SYSTEM
400-500: For advanced undergraduates and graduate students. Lists of senior level courses available for graduate credit are found toward the end of the departmental sections in the Graduate Catalog. Students must obtain approval of the Graduate School before enrolling for such courses. To achieve graduate credit for a 400-level course, the student must do work at the graduate level. The 500-numbered courses are open to advanced undergraduates under existing policies; see Enrollment in Graduate Courses by Advanced Undergraduates.
600: For graduate students only.
700-800: For advanced level graduate work, as well as, courses that are utilized on the doctoral and specialist's degree programs.

GRADING SYSTEM
The grades used in the Graduate School of the University are listed below together with their description and grade point values.

<table>
<thead>
<tr>
<th>Grade Point Per Semester Hour</th>
<th>Effective Fall 1979</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Outstanding Performance</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B Good Performance</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C Inadequate Performance</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>E Failing Performance</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Graduate students' academic records are kept on permanent file in the Records Office of the Graduate School, Starkweather Hall. Graduate transcripts can be ordered through the Cashier's Office in 201 Pierce Hall.

Credit/No Credit
The Graduate School awards credit/no credit only in theses, practica, selected field work, selected independent study courses and special cases such as exhibitions in art.

Academic departments may recommend to the graduate dean those appropriate types of courses for inclusion on the approved list of credit/no credit courses. It is not a student's prerogative to elect a course for credit/no credit; only previously designated courses are available for such credit.

To receive credit for a credit/no credit course, a student must perform in a manner equivalent to "B" level work according to the judgment of the faculty supervising the student's work.

Repeating Courses
For a variety of reasons, students sometimes find it desirable to repeat a course. When this occurs, the grade received in the second attempt is substituted for the first in the computation of the student's grade point average. However, the first grade remains on the record. A course may be repeated only once, and then only those courses in which grades of "E," "C-," "C," "C+," or "B-" were received the first time.

"I" (Incomplete) Grades
An "I" grade is awarded when these conditions prevail: illness or extenuating circumstances beyond the control of the student which have prevented completion of the required components of the course; academic performance for the completion portion of the course was equivalent to a grade of "B" or better.

In such cases, the instructor will provide the student and the department head with a statement of the reason or reasons for the "I" grade and will specify the amount and nature of the work required in order to remove the incomplete.

An "I" grade must be removed within one calendar year from the end of the semester or session in which that grade was issued; one and one-half calendar years from the beginning of the semester of registration for correspondence courses. The time for removal of an "I" may be extended upon written recommendation of the instructor and approval of the graduate dean. An extension will be granted only under unusual circumstances. The initiative for conversion of an "I" to a letter grade rests with the student. If not converted to a letter grade by the end of the one year period, the "I" will remain as a permanent part of the student's academic record. Courses where "I" grades were not removed within the specified time period may be repeated once and fall under the policy on Repeated courses as stated above.

Incomplete grades received in thesis type courses are not governed by these regulations.

"W" (Withdrawal)
The grade of "W" will be assigned only when the withdrawal process has been completed, see the section on Withdrawal. If a student stops attending a class without officially withdrawing, the grade of "E" will be assigned for the course. Requests for a grade change of an unearned "E" to "W" will be accepted no later than the semester immediately following the semester the "E" grade was received; i.e., an unearned "E" received in the fall semester must be appealed during the following winter semester. No other requests will be honored.

ATTENDANCE
Students who find it necessary to be absent from classes in order to observe major religious holidays may arrange with their instructors to make up work, including examinations, that they miss as a result of their absence. If satisfactory arrangements cannot be made with the appropriate instructors, students may appeal to the department heads in which the courses are offered.

Expectations regarding class attendance should be included in the printed syllabi which instructors distribute at the beginning of the semester.
WITHDRAWAL
Policy and procedures have been established for withdrawal from the University and from individual classes. Because of this, appropriate procedures must be followed; non-attendance and/or non-payment of tuition does not absolve one of academic and financial responsibility nor does it constitute withdrawal.

WITHDRAWAL FROM INDIVIDUAL CLASSES
First Three Weeks—Students who find it necessary to reduce their academic load may do so as part of the registration adjustment process at the Registration Office.

Fourth Through 10th Week—During this period, a student completes a Request for Withdrawal from Class form in the Registration Office, 302-303 Pierce Hall. The student will receive a grade of "W" in each course if officially withdrawn during this period.

Beginning with the 11th Week—Students may withdraw from individual classes with a grade of "W" for any reason up to one week before the end of the semester, providing the academic performance in each course (graduate/undergraduate) is a grade of "B" or better at the time of withdrawal. Poor academic performance is not recognized as a valid reason for withdrawal. Because of this, students not performing at least at "B" level will be denied permission to withdraw with a grade of "W." Exceptions may be granted when due to extended personal illness, verifiable by a physician’s statement, or death in the student's family. Withdrawal forms are obtained from the Graduate School.

Prior to considering withdrawal, a student should consult with the instructor(s). Students should not stop attending class until they have received official notification that their withdrawal has been approved. If a student stops attending class without officially withdrawing from the class and does not take the final examination, University policy requires that the instructor assigns a grade of “E” for the course.

Policies governing the refund of tuition and fees are to be found in another section of this catalog. The class schedules should be consulted for the calendar regulating withdrawals. See Tuition and Fees section of this catalog for more information.

Withdrawal from All Classes
Students may withdraw from all classes (withdraw from the University) up to one week before the end of the semester for a given enrollment period for any reason and receive grades of “W” for all courses in which they are enrolled. Such withdrawal will be considered as a withdrawal from the University and may result in the students needing to update their admission status. Students in their first semester who withdraw from the University should notify their department and the Graduate School of their plans for re-enrollment.

GRADUATION REQUIREMENTS
Before receiving a diploma, certain requirements must be fulfilled. It is the student’s responsibility to see that all requirements are met.

Graduation Fee
A non-refundable graduation fee of $35 is to be paid when a student makes application for graduation.

Application for Graduation
Candidates for graduation must submit to the Graduate School Office a Diploma Application at the time of registration for the semester or session in which they plan to complete requirements for a graduate degree.

Fall registration for December graduation
Winter registration for April graduation
Spring registration for June graduation
Summer registration for August graduation

Diploma applications may be obtained in the Graduate School Office, Cashier’s Office, and applications also may be found in the Class Schedule Bulletins. The completed application, together with the application fee, should be turned in at the Cashier’s Office, Pierce Hall.

Failure to apply for graduation will result in a delay in receiving the degree.

A candidate for graduation who enrolls at another college or university for credit to be transferred to Eastern Michigan University and applied toward meeting degree requirements must submit an official transcript of such credit not later than one month prior to the closing date of the semester in which the degree is to be awarded. Delay of at least one enrollment period in granting the degree will result if transfer credit has not been received by this time. Grade reports and/or letters from instructors will not be accepted in lieu of official transcripts. Students completing their degree work at the close of the summer session should expect to receive their degree verification letter two or three weeks after the close of the session. Special requests for advance verification cannot be honored. The student’s degree recommendation letter documents the University's degree verification process and can be used to inform any employer of the date when the student's degree verification can be expected.

Good Academic Standing and Grade Point Average Requirements for Graduation
Students must maintain a 3.0 grade point average in all graduate-level courses to remain in good academic standing. Academic status is based on the cumulative grade point average at the end of each semester.

The grade point average requirement for graduation is a minimum of 3.0 and applies to:
- all graduate credit earned at Eastern Michigan University;
- all graduate credit included in the area of specialization.

Only grades received in courses taken for graduate credit at Eastern Michigan University are used in computing a student’s grade point average. Grades received in courses accepted as transfer credits are not included in the grade point average.
Credit Requirements
The minimum credit requirement for the specialist's degree is 32 hours beyond the master's; the master's degree requires a minimum of 30 hours. Some programs have credit requirements in excess of these Graduate School minimums. For the doctoral degree credit requirements, see sections on Doctoral Programs and the Department of Leadership and Counseling.

A program of study must be on file in the Graduate School Office by the end of the first enrollment period following degree admission.

Cognate Requirement
Cognates are defined as those supportive and complementary courses which are related to the area of concentration and are outside the department and/or college in which the degree is to be earned. Each program of study should include cognates. The number of hours associated with the component(s) of interest, see program description and graduation requirement.

Course Limitations
If courses in any of the categories listed below are used to satisfy the requirements of a graduate degree, no more than six hours in that category may be used:

- Special Topics—course numbers 590, 591, 592, 679, 680, 681
- Independent Study—course numbers 697, 698, 699
- Seminar—course numbers 693, 694, 695, 696
- Workshop—course numbers 594, 595, 596, 682, 683, 684, 685
- Thesis/Final Project—course numbers 690, 691, 692, 790, 791, 792

Correspondence Courses—No more than four hours of approved correspondence courses may be used on a graduate degree; Graduate School approval required; contact Office of Continuing Education for details.

A graduate program of study may not include more than 12 hours of special topic, independent study, seminar, and workshop courses, in combination; and no more than 9 hours of 400-level courses.

Residency Requirements
The doctoral requirement for residence following the master's degree is met by the completion of sixteen (16) credit hours of course work, exclusive of dissertation research, during two adjacent semesters. Only course work taken on the University's main campus in Ypsilanti satisfies the residency requirement. Student is directed to read specific department requirements.

For the specialist's degree, at least 16 hours of credit must be earned on the campus in Ypsilanti. This requirement also may be met by enrollment in travel-study tours sponsored by Eastern Michigan University and at the facilities at the Kresge Environmental Center.

Enrollment in a Division of Continuing Education course that meets on the campus in Ypsilanti may fulfill this residency requirement.

Time Limitations
Students have seven years to complete the requirements for the doctoral degree. For additional information on time limitation policy, read the section on doctoral programs.

All requirements for a specialist's degree are expected to be completed within six calendar years if a master's degree is held at time of first enrollment, and within eight calendar years if a bachelor's degree is held at time of first enrollment. Graduate credit that is more than six/eight years old respectively, prior to the date on which the degree is to be granted, is not counted towards meeting graduation requirements without validation with the approval of the department.

All requirements for a master's degree are expected to be completed within six years from the time of first enrollment. Courses used on a master's degree program that are over six years old are out of date for use on the program. It is possible to validate out-of-date credit for use on a degree program if the appropriate procedure available in the Graduate School is followed. Validation of out-of-date credit is dependent upon the requirements of the program on which they are to be used, the recommendation of the adviser, and the approval of the Graduate School.

All requirements for a graduate certificate must be completed within three years from the time of first enrollment.

Graduate students admitted to the Graduate School prior to September 1, 1971, have had the option of applying four hours of out-of-date course work to a degree program without validation. This option is no longer available. As of fall 1995, all out-of-date credit (no older than 10 years from the date taken to the conferral date of the degree) must be retaken or validated if it is to be used on a degree program. No more than nine (9) hours of out-of-date credit can be validated. For additional information on the policies and procedures governing validation, contact the Graduate School.

Graduate students files are kept for a period of six years in either an active or inactive category. If there is no student action in the form of updating one's status, filling out a transfer request to another program area, or active enrollment after a period of six years then the student file is purged. For students last enrolled prior to Fall 1994 a Permanent Record Card (PRC) will be the only information retained on a student.

Transfer of Credits to Degree Programs
From Other Institutions
Applicable graduate course credit may be accepted from other accredited doctoral institutions, and may be included in a doctoral candidate's program, if approved by the student's doctoral committee, the department head, and the graduate dean. Credits requested for transfer must be consistent with
the Graduate School's policy concerning time limits for completing degree requirements. A maximum of nine (9) semester hours of graduate transfer credit may be allowed on a doctoral program.

Of the total number of credit hours required for specialist's degree programs, a maximum of six (6) hours can be transferred from other accredited institutions; and, for the master's degree program, a maximum of twelve (12) semester hours may be transferred. Any graduate credit transferred must:

- be applicable to the degree program;
- have associated with each course a grade of "B" or higher;
- be viable in terms of the six year time limitation for completion of degree requirements;
- appear as graduate-level credit on an official graduate transcript from an accredited degree granting institution;
- be upon recommendation of the adviser and the approval of the Graduate School.

Such credits are recorded on the student's permanent record card only when a program of study is on file in the Graduate School. Transfer Credit Request forms are available in the Graduate School. The student should request that an official transcript from the transfer credit institution be sent directly to the Graduate School. Some departments have specified a more limited transfer credit policy; see individual department.

**From Non-Degree Student Status**

Students admitted to non-degree student status may apply for admission to a degree program after meeting all special entrance requirements, including any test requirements, of the academic area of specialization selected. Change of Status Request forms are available in the Graduate School Office and must be submitted to that office at least two months prior to the semester or session that transfer is contemplated. In some cases, programs require students to meet the same admission deadlines and requirements as new applicants.

Credits earned while on non-degree student status do not automatically apply to the requirements of a degree program. Transfer of credits depends upon the requirements of the program, the recommendation of the adviser, and the approval of the Graduate School Office. A student transferring from non-degree student status must complete a minimum of 10 graduate hours after admission to a degree program.

**From Previous Master's Degree**

On occasion, individuals may wish to obtain another master's degree. Appropriate credit from a previous master's degree may be applied to the second program under these conditions:

- the degree must be in a discipline different from the previous master's degree;
- not more than six semester hours of appropriate credit may be applied.

**INDEPENDENT STUDY**

Independent study is designed to enable graduate students to pursue academic interests beyond those normally covered in conventional courses. Independent study is structured on a tutorial basis, affording opportunity for student and faculty interaction on a project of joint interest. No more than six hours of independent study may be used on a degree program. See section on Course Limitations above.

Expectations Regarding Instructional Requirements

A clearly defined proposal for the study is presented by a student and approved by a professor before enrollment. Regular student/faculty meetings to monitor progress and to provide assistance are held. Evaluation is established on the basis of the completed product.

**THESIS**

Aside from independent study, more opportunity for the degree student to demonstrate individual initiative and creativity is provided by a number of departments where the writing of the thesis is offered either as an option or as a requirement. Taken toward the end of a student's program of study, it serves as a capstone experience affording an opportunity for the integration of one's specialized subject matter. No more than six hours of thesis may be used on a degree program. See section on Course Limitations above.

Guidelines and requirements governing this activity are available through the departments and the Graduate School.

**ACADEMIC PROBATION AND DISMISSAL**

**Academic Probation**

A student (degree/non-degree) is removed from good academic standing (gpa of 3.0 or better) and placed on academic probation at the end of the semester in which his/her cumulative grade point average in courses taken for graduate credit at Eastern Michigan University is less than 3.0 ("B" average) based on the student's completion of at least six graduate hours. A graduate student placed on academic probation who does not remove his/her probationary status at the end of the next two periods of enrollment (spring and summer equal one enrollment period) is dismissed from the University for academic reasons.

1. At the end of any semester in which a student's cumulative grade point average falls below a 3.0, he/she is placed on academic probation. A letter is sent to the student from the Graduate School indicating probationary status.

2. If the student's cumulative grade point average is still below 3.0 at the end of the subsequent period of enrollment, the student will remain on academic probation.

3. A letter is sent to the student from the Graduate School indicating that enrollment in only one more semester will be allowed.

4. If the student's cumulative grade point average remains below 3.0 at the end of the third semester of probation he/she is dismissed from the University.

5. If at any time a student's cumulative honor points are 15 or more points below those required for a "B" in all completed graduate level courses, the student will be dismissed.
When the student's cumulative grade point average rises to 3.0 or above during any probationary period, the student is removed from academic probation.

Dismissal Process
At the end of the third consecutive enrollment period in which any graduate student has a cumulative grade point average of less than 3.0, the student is dismissed from the University. A letter of dismissal is sent to the student from the Graduate School.

After the dismissal letter is received, the student may appeal the expulsion from the Graduate School and the University by submitting an appeals petition (letter form) for re-entry to the Graduate Dean. This petition should include information that reveals the causes of the student's academic problems, the modifications/changes in the student's individual situation which have occurred and how such will presumably help to rectify the situation; and the student's proposed plan of action to become successful in his/her graduate studies.

Appeal Process
Upon receipt of the appeals petition, it is the responsibility of the dean of the Graduate School to uphold the dismissal decision, re-admit the student, or initiate the appeals process with the Academic Dismissal Appeals Board. A review by the board may not be considered for dismissed students with a GPA of less than 2.0 unless extreme circumstances can be documented.

A. The dean of the Graduate School will notify the chair of the Academic Dismissal Appeals Board.
B. An appeals hearing will be held within 30 days of the receipt of the appeals petition.
C. The appeals hearing will adhere to the following guidelines:
   1. A detailed record shall be kept of the hearing, preferably a taped sound recording.
   2. The student shall be permitted an adviser. The adviser must be a member of the University community (staff, full-time faculty or student.)
   3. The hearing shall be open unless the student requests a closed hearing.
   4. The student may call witnesses and the Academic Dismissal Appeals Board may question the witnesses called.
   5. All deliberations of the Academic Dismissal Appeals Board will be in executive sessions.

The Academic Dismissal Appeals Board
A. The Academic Dismissal Appeals Board, which will serve for one year, will consist of a chair and four members.
   1. The chair will be selected by the dean of the Graduate School from the membership of the Graduate Council.
   2. Two members of the Academic Dismissal Appeals Board will be selected by the dean of the Graduate School from the membership of the graduate faculty.
   3. Two members of the Academic Dismissal Appeals Board will be selected by the dean of the Graduate School from the student members of the Graduate Council
B. The chair does not have voting rights except in the case of a split decision.

Additional Appeals
An additional appeal will be considered only if new evidence is presented.

Teacher Certification
Students who seek provisional teacher certification must be admitted to the College of Education. Among the prerequisites for admission are a minimum overall undergraduate GPA of at least 2.50, a minimum GPA of 2.50 in the teaching major or three minors, and a letter of recommendation. In addition, applicants are required to take the Michigan Test for Teacher Certification (MTTC) Basic Skills Test. More information concerning admission standards and procedures is available in the College of Education Admissions Office, 101 Boone Hall.

Most questions regarding teacher certification should be directed to:

Provisional Certificate
Office of the Registrar
Third Floor, Pierce Hall
Ypsilanti, Michigan 48197
(313) 487-4111

Professional or Renewal Certificate
Nancy Dahl
Office of Continuing Certification
101 Boone Hall
Ypsilanti, Michigan 48197
(313) 487-0275

In some unusual circumstances, it may be desirable to seek information from the state office. In those cases, write to:

Michigan State Department of Education
Teacher Education and Certification Section
Box 30008
Lansing, Michigan 48909

Provisional Certification
(Students who hold a bachelor’s degree)

Graduates of Michigan Institutions
A graduate of a Michigan institution must be recommended for certification by a Michigan teacher training institution. The certificate will usually be recommended by the institution offering the professional education program. When part of the professional education courses were completed at the degree granting institution, it may be advantageous to ask that institution to make the recommendation and approve the balance of requirements being completed at Eastern Michigan University.

Graduates of Approved Out-of-State Teacher Training Institutions
1. Persons with an earned bachelor’s degree who hold a currently valid teaching certificate in another state based
on the completion of an approved teacher education program in that state may apply to the Michigan Department of Education for a Michigan provisional certificate. Application forms are available in the Office of the Registrar, Third Floor, Pierce Hall.

2. Persons who have completed 12 or more academic credit hours on an education program at a regionally accredited out-of-state institution approved for teacher training may apply to the Michigan Department of Education for an evaluation of their credentials to ascertain what courses they will need to take to qualify for a Michigan provisional certificate. Application forms are available in the Office of the Registrar.

The student then applies for admission and submits a copy of the plan of work prepared by the Michigan Department of Education to The Graduate Office.

3. Graduates who do not fit category 1 or 2 must be recommended for certification by a Michigan teacher training institution. Although requirements vary depending upon the curriculum pursued, the basic minimum requirement for recommendation for certification is normally 30 semester hours work with Eastern Michigan University. Information about the specific requirements for certification may be obtained from the EMU Office of the Registrar. A written plan of work will be provided on request, following admission to the Graduate School.

Elementary endorsement to secondary certificate or secondary endorsement to elementary certificate

Persons seeking to qualify for an additional provisional certificate must complete a minimum of 18 semester hours of credit following the first certificate, that includes the appropriate methods courses and 3-4 hours of student teaching or proof of two years teaching experience appropriate to the level of certification sought. A written plan of work will be provided by the Office of the Registrar on request, following admission to the Graduate School.

Additional teaching majors and/or minors

Persons who seek to broaden their teaching qualifications by the addition of majors and minors do so by completing the course work required.

1. Minor—a minimum of 20 hours in courses appropriate to the pure minor or 24 hours in a group minor.
   Major—a minimum of 30 hours in courses appropriate to the pure major or 36 hours for a group major.

2. Students should contact the Office of the Registrar for information about course requirements. Departmental approval may also be required. A copy of the approved plan of study must be placed on file in the Graduate School.

Renewal of a Provisional Certificate

Persons whose provisional certificate has been permitted to expire without having acquired three years of successful teaching experience may renew the certificate by completing 10 hours of approved credit after the issuance of the provisional certificate. Application to renew an expired certificate is made through an approved teacher training institution where a person has earned at least 10 semester hours of approved credit following the provisional certificate as part of the 18 hour planned program for a professional certificate.

Certification in special fields

(Art education, physical education, industrial education, special education, home economics, music, reading): Persons seeking certification in a special field should contact the Office of the Registrar for more information. A copy of the approved plan of work must be placed on file in that office.

Professional Certification*

Persons may apply for the professional certificate upon completion of three years of successful teaching and 18 semester hours of credit on a planned program after the date of issuance of the Michigan provisional certificate. The recommendation must be made by the Michigan teacher training institution which approved the 18 semester hour planned program and where the majority of the 18 semester hours was earned.

Students on master's degree programs appropriate to K-12 education may apply the first 18 hours of a degree program toward this requirement. For this reason, applicants seeking professional certification are strongly urged to seek admission to a degree program.

All other students who wish to be recommended for professional certification by Eastern Michigan University should have a plan of work approved by the Office of Professional Certification (College of Education, 101 Boone Hall) on file in the Graduate School Office before enrollment in courses.

To qualify for the professional certificate, all candidates must also satisfy the Michigan Department of Education's reading methods requirements (effective July 1, 1983).

Use of Credit

Undergraduate credit earned to satisfy the requirements for a provisional certificate cannot apply to a graduate degree. Graduate credit earned for a provisional certificate cannot apply to the requirements of a professional certificate.

Graduate credit earned for a professional certificate may apply to a graduate degree only if it meets the requirements of a degree program, the recommendation of the adviser and approval of the Graduate School.

School Personnel Certificates and Permit Fees

Public Act 339 of 1988 authorizes collection of fees for teacher certification in Michigan in accordance with the fee schedule listed below. In addition, the Administrative Rules Governing the Certification of Michigan Teachers requires that an application for certification must be made no later than five years after credit requirements have been met. Payment of the fee is a certificate requirement that must be met prior to the issuance of your Michigan teaching certificate.
Effective October 18, 1988

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<th>Application Fee</th>
<th>In-State Applicant</th>
<th>Out-of-State Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisional teaching certificate</td>
<td>$125</td>
<td>$175</td>
</tr>
<tr>
<td>Professional teaching certificate</td>
<td>125</td>
<td></td>
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<tr>
<td>Vocational temporary authorization</td>
<td>125</td>
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<tr>
<td>Full vocational authorization</td>
<td>125</td>
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<tr>
<td>Occupational education certificate</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Additional teaching certificate endorsement</td>
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</tr>
<tr>
<td>Substitute teacher permit</td>
<td>25</td>
<td></td>
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<tr>
<td>Full-year teacher permit</td>
<td>25</td>
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<tr>
<td>Emergency permit</td>
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<tr>
<td>Annual vocational authorization</td>
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<tr>
<td>Duplicate certificate or authorization</td>
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<tr>
<td>School psychologist certificate</td>
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<tr>
<td>Parent cooperative preschool certificate</td>
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<td>Temporary special education approval</td>
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<tr>
<td>School administrator certificate for persons eligible for certificate on July 1, 1988</td>
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<td>School administrator certificate for persons eligible for certificate after July 1, 1988</td>
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<td>School administrator endorsement</td>
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<tr>
<td>School admission permit</td>
<td>125</td>
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</tr>
</tbody>
</table>

Renewal or Reinstatement Application Fee

| Provisional teaching certificate                     | 75                 |                        |
| Professional teaching certificate                    | 125                |                        |
| Vocational temporary authorization                   | 75                 |                        |
| Full vocational authorization                        | 125                |                        |
| Occupational education certificate                    | 125                |                        |
| School administrator                                | 125                |                        |

ENROLLMENT IN GRADUATE COURSES BY ADVANCED UNDERGRADUATES

An advanced undergraduate student in good academic standing at Eastern Michigan University may register for specified 500-level graduate courses if recommended by the adviser and approved by the dean of the Graduate School. Credit so earned may be used for only one of two purposes:

- to meet the requirements of the baccalaureate degree, and thus receive undergraduate credit;
- to apply toward a master's degree, and thus receive graduate credit.

To be eligible to enroll in graduate courses, an undergraduate student must meet one of two criteria:

1. Hold undergraduate admission at Eastern Michigan University, must have completed 76 hours or more of undergraduate credit, and have a cumulative grade point average of 2.5 in all course work taken at Eastern Michigan University;
2. Hold undergraduate admission at Eastern Michigan University, be a participant in the undergraduate Honors Program, have completed at least 55 hours of undergraduate credit and have written authorization from the director of the Eastern Michigan University Honors Program.
3. Before enrolling in approved 500-level courses, students must complete a Request form and obtain authorization from the Graduate School, Starkweather Hall.

Completed request forms must be submitted no later than three weeks into the semester (fall/winter); there will be no 500-level courses approved for undergraduate students after that time.

Advanced undergraduate students who hold guest or special admission as an undergraduate are not eligible to enroll in graduate courses.

Permission to enroll in graduate courses as an advanced undergraduate should not prolong the completion of the undergraduate degree requirements.

The maximum number of graduate hours that can be taken as an advanced undergraduate student is fifteen (15). See Course Numbering System for level of courses available to advanced undergraduates.

There are several restrictions on the use of credit earned in graduate courses by advanced undergraduates:

- Permission to take graduate courses does not represent degree admission to the Graduate School.
- Students desiring to continue graduate study and utilize the graduate credit earned in courses taken as an advanced undergraduate must apply and meet all requirements for admission to the Graduate School and degree program.
- Graduate courses taken for either undergraduate or graduate credit and taken prior to receipt of a provisional teaching certificate cannot be used to satisfy any requirement of the professional certificate.

Advanced undergraduates are not permitted to enroll in 600 and above numbered courses.

FINANCIAL ASSISTANCE

There are several sources and types of financial aid available to graduate students at Eastern Michigan University. Assistantships, fellowships, scholarships, work study jobs and loans are offered to eligible students to help fund graduate studies. Most of the aid programs listed below are awarded through the Office of Financial Aid located at 403 Pierce Hall.

The Graduate Assistantship Program is administered by The Graduate School of Eastern Michigan University. This very competitive program provides financial support and experiential training to graduate students who are degree-admitted to graduate programs and who display the skills to be graduate assistants (GA) in academic or administrative departments on campus. Appointments to graduate assistantships are made for up to a two-year period and are contingent upon the recommendation of an academic department and the approval of The Graduate School. Once accepted into the assistantship program, the student must maintain a minimum 3.0 cumulative grade point average and continue satisfactory progress toward completing the program of study.

Three categories of assistantships are available; departmental (hired by the academic department), minority approved by the Graduate Dean and Minority Graduate Assistantship Committee, and Work-Study (approved by the Graduate Dean and
The Office of Financial Aid). Please note that foreign students are not eligible for minority or Work-Study assistantships, but can be considered for departmental GA positions.

Eligibility
1. The graduate assistant applicant must be degree-admitted to a graduate program.
2. The undergraduate grade point average must be equal to the average of students already admitted to the college’s degree programs (usually a B average). Once admitted, a 3.0 graduate grade point average must be maintained.
3. Work-Study GA applicants also must complete the required financial aid forms through the Office of Financial Aid. The Free Application for Federal Student Aid must be submitted by March 1 for consideration for the following Fall semester.

Benefits
1. For a full-time, academic year GA appointment, the University provides tuition up to 18 credit hours for each fiscal year of the assistantship. For graduate assistants who are appointed to part-time positions, the number of credit hours covered by the award will be proportionately less as with those GAs beginning their assistantships after the start of the semester.
2. The graduate assistantship program also provides payment for registration, and the general university fee.
3. Graduate assistants will receive a parking permit for selected lots, library privileges and a 10 percent discount on items purchased at the University Bookstore.
4. In addition to the above direct University payments and services provided, the full-time graduate assistant also receives a stipend which, during 1996-97, will be $5,450 for the first academic year of appointment, and $5,680 for the second year. Again, part-time appointments are proportionately lower.
5. Graduate assistants receive priority registration, provided they register by telephone on a date specified to them beforehand by The Graduate School.
6. The experiential opportunities which are provided by the graduate assistantship program also should be recognized as intangible benefits.

   Contact the academic department for information on graduate assistant positions that may be open. For more information on the graduate assistantship program, please contact the Graduate Dean’s Office, Starkweather Hall, (313) 487-0042, or obtain a copy of the Graduate School Policies Governing the Graduate Assistant Program.

The purpose of the Minority Graduate Assistantship Program is to attract highly qualified minority students interested in academic disciplines that traditionally have not been accessible to minorities. Eastern Michigan University encourages the application and enrollment of promising minority graduate students and recognizes the need for well-trained minority scholars.

For more information on this program, please call (313) 487-0042.

The Graduate Fellowship Program is a distinction of honor awarded to selected graduate students on the basis of academic merit and with a focus on minority and non-traditional students. The fellowship for students enrolled part-time is in the form of a $500 tuition award per semester (fall and winter) with the provision that the fellow must enroll in and complete at least six hours of graduate level course work in each of the terms of the award. Undergraduate courses taken for graduate credit are not considered as part of the six hours. The fellowship for students enrolled full-time is an award of $4,000. The full-time fellow must be enrolled for a minimum of eight graduate credits per semester. Students receiving full-time fellowship awards are also eligible to hold Graduate Assistantships.

Both new and continuing graduate students are eligible to apply for an appointment as a graduate fellow. New graduate students must present a minimum 3.6 cumulative undergraduate grade point average to receive consideration. Graduate students who have already begun their programs must present a minimum 3.6 cumulative graduate grade point average to receive consideration.

Graduate students who have been appointed as graduate fellows (1) must hold degree admission to an academic program leading to either a master’s degree or a specialist’s degree; (2) must maintain a cumulative graduate grade point average of 3.6 at all times during their fellowship; (3) are eligible to apply for reappointment for one additional academic year if they continue to achieve a 3.6 cumulative graduate grade point average. Students accepted into the graduate assistantship program are not eligible for part-time graduate fellowships.

Applications are available in the Graduate Dean’s Office, Starkweather Hall.

Need-Based Aid
Application Process
To qualify for need-based aid, graduate students must complete and file the Free Application for Federal Student Aid (FAFSA). The FAFSA collects information about family income and assets, family size, and the number of family members attending college at least half-time. After analyzing this data, the federal government determines the Expected Family Contribution which is identified on the returned Student Aid Report. To find out if a student has “need,” the Expected Family Contribution is subtracted from EMU’s cost of education. Need is the positive difference between the student's ability to pay and the cost of education. Most federal and state aid programs are awarded based on a student's need.

The Free Application for Federal Student Aid should be completed and filed in January of each year prior to fall enrollment. Graduate students who are unconditionally admitted to a graduate degree program will be awarded financial aid once EMU receives their application results from the federal processor. Aid is automatically awarded for fall and winter semesters. Students who need financial aid for spring and summer terms must file an additional application at the Office of Financial Aid, 403 Pierce Hall.

Students applying for financial aid at EMU must submit Financial Aid Transcripts to the Office of Financial Aid.
from each college and university previously attended regardless of whether aid was received. Federal regulations prohibit the disbursement of aid until all Financial Aid Transcripts are on file.

Eligibility
Students must be accepted by The Graduate School as:
1. A degree admitted students; or
2. A graduate degree conditionally admitted student (Note: For conditionally admitted students, a copy of their Program of Study must be submitted to the Office of Financial Aid and reviewed by an advisor before aid is awarded. Annual loan limits are subject to undergraduate maximums based on prerequisite class levels.)

To remain eligible, students must demonstrate progress toward completion of their degree or program. As noted in the Satisfactory Academic Progress policy, graduate students are eligible for aid provided that:
1. A GPA of 3.00 or above is maintained;
2. 75% of the classes attempted are completed; and
3. The graduate degree is completed in 6 semesters of enrollment.

Federal and State Aid
Federal and State Work-Study is awarded to eligible students who demonstrate need. Students may work up to 20 hours weekly on campus or at participating off-campus agencies during the fall and winter semesters. Hourly wages are set by the individual offices seeking work-study students.

Full-time work-study jobs are available for students who will not be enrolled during the spring and/or summer terms, but plan on being enrolled during the subsequent fall semester. Students participating in the full-time work-study program must file the Free Application for Federal Student Aid for the next fall semester. For example, a student who wants to work during the 1996 summer term must complete the 1996-97 Free Application for Federal Student Aid. (These are not graduate assistantship positions.)

Work-Study Graduate Assistantships: A limited number of work-study graduate assistantships are funded through the work-study program. Interested students should contact the Graduate Dean's office. Students must submit graduate assistantship application material as well as the Free Application for Federal Student Aid by March 1st for the following semester.

The receipt of a work-study graduate assistantship will affect other need-based aid award levels. If awarded a work-study assistantship, student must contact the Office of Financial Aid to determine the impact upon other aid offers.

Perkins Loans are long term educational loans made to students demonstrating financial need. Graduate students may borrow up to $5,000 per academic year. Repayment of the loan at 5 percent simple interest depends on your borrowing status as described below:
For students who owe any principal or interest on a Perkins National Direct Loan prior to July 1, 1987, repayment begins six months after graduating, leaving school, or dropping below half-time.
• For new borrowers, repayment begins nine months after graduating, leaving school, or dropping below half-time.

Students have up to 10 years to repay Perkins Loans. The amount of payment depends upon the total amount borrowed. Students generally pay a minimum of $30/month to $40/month (depending upon when they first borrowed.) Repayment terms must be arranged with the Student Loan Accounting Office before students leave Eastern Michigan University.

Subsidized Stafford Loans carry low variable interest rates (set each July 1st) and are available to graduate students who demonstrate need. Graduate students may borrow up to $8,500 per academic year with a cumulative undergraduate and graduate limit of $65,000. Interest does not start to accrue until the student graduates, drops below half-time or leaves school.

Unsubsidized Stafford Loans are available to graduate students are not based on need. Interest rates and loan maximums are identical to Subsidized Stafford Loans. The primary difference between the two Stafford Loan programs is that the interest on Unsubsidized Stafford Loans must be paid by the student during enrollment periods.

Other Aid
Student Employment listings for on and off campus jobs are maintained by the Eastern Michigan University Student Employment Office, Career Services Center, Fourth Floor Goodison Hall. Many non-college work-study opportunities are available. Students do not have to demonstrate financial need to work in regular on-campus jobs.

Students apply with Student Employment in order to be placed in part-time positions with the University. On-campus employment is limited to 20 hours per week.

The Student Employment Office Telephone number is (313) 487-0400.

Off-Campus and Summer Employment
Annually, students obtain part-time positions through the Student Employment Office in the Career Services Center, Fourth Floor, Goodison Hall. These positions are on campus and in the surrounding community. Positions range from odd jobs and baby-sitting to extended part-time highly skilled positions.

The Job Location and Development Office develops off-campus, career related part-time and summer jobs for students.

Summer employment opportunities are available with campus, resorts, recreation programs, businesses, industries, and governmental agencies. Listings for such begin during the winter semester. Many summer employers schedule on-campus interviews through the Student Employment Office.
Adult Tuition Loans are tuition-only loans for up to $500.

Eligibility Criteria
Applicant must:
• be at least 23 years old;
• earn a minimum annual income of $15,000;
• have repaid previous loans satisfactorily;
• have a minimum 3.0 grade point average;
• be enrolled at EMU at the time the funds are released;
• not have past-due obligations owed to EMU; and
• demonstrate sufficient means to repay loan by due date.

For more information on Adult Tuition Loans, contact the Student Loan Accounting Department, 2nd floor, Pierce Hall.

University Short Term Loans (USTL) are available for direct and indirect educational expenses to EMU graduate students.

Eligibility Criteria
Applicant must:
• have a minimum 3.0 grade point average;
• satisfactorily repaid previous loans;
• be enrolled at EMU at the time the funds are released;
• not have past-due obligations owed to EMU; and
• demonstrate sufficient means to repay loan by due date.

For more information on University Short Term Loans, contact the Student Loan Accounting Department, 2nd floor, Pierce Hall.

Employer Tuition Reimbursement Plans are offered by many companies. Graduate students are encouraged to investigate their company’s policy. The Office of Financial Aid maintains a brochure listing companies which offer some form of tuition reimbursement.

AWARDS AND SCHOLARSHIPS
The Graduate Deans’ Award for Research Excellence is a $250 cash award made in the fall and winter semesters to reward excellence in on-going or completed research projects.

Currently enrolled Eastern Michigan University graduate students or recent graduates (within one year) are eligible to apply for the award. Part and full-time students in good academic standing, in all academic disciplines, who are in the final stages of completion of their master’s thesis, are encouraged to apply.

The major criterion for the award is the demonstration of superior initiative in the student’s own research project. Deadlines for application are November 15 for the fall award and March 15 for the winter award. Applications are available in the Graduate Dean’s Office, Starkweather Hall.

The Barton Scholarship is a one-time competitive award of up to full coverage of in-state tuition and fees. Applications will be considered by the Graduate School Scholarship Committee bi-annually for the fall and winter semesters.

Eligibility Criteria
Applicant must:
• have earned a baccalaureate degree from Eastern Michigan University with no graduate level academic work completed prior to receiving the award;
• have a cumulative undergraduate grade point of 3.5 or better; and
• become a candidate for admission into a graduate academic program at Eastern Michigan University or the University of Michigan prior to submitting the Barton Scholarship application form.

Students who wish to pursue their graduate studies at the University of Michigan must submit a completed Graduate Admission Verification Form before consideration can be given to their scholarship application. The deadline for submission of materials for a fall semester award is June 30; for a winter semester award it is November 30. Applications are available at the Graduate School, Starkweather Hall.

The Anton Brenner Scholarship is a one-time award of $500 which is applied to the recipient’s tuition and fees. Applications will be considered by the Graduate School Scholarship Committee for each fall semester.

Eligibility Criteria
Applicant must:
• have completed at least one full academic semester (spring and summer combined equals one full semester) at EMU and earned at least 10 graduate credit hours toward their master’s degree;
• have a cumulative graduate grade point average of 3.5 or better;
• be enrolled in at least four graduate credit hours during the fall semester for which the scholarship award is granted; and
• submit an application on or before April 15 to be considered for an award the following fall.

Applications are available at The Graduate School, Starkweather Hall.
TUITION AND FEES

Fees Subject to Revision
All University fees and assessments are subject to change by action of the Board of Regents.

Application Fee
A one-time, non-refundable application fee is charged to each student who makes application for admission to the Graduate School. The fee is $25 for applications through Summer 1997, $30 beginning Fall 1997.

Graduation Fee
A graduation fee of $35 is charged to each student who makes application for graduation. The fee is non-refundable and is assessed only once for each degree; doctorate, specialist’s, and master’s. A fee of $20 is charged to each student who makes application for a non-teaching certificate (e.g., a graduate certificate in gerontology).

TUITION SCHEDULE
Tuition will be assessed for all credit hours for which the student is registered. Off-campus tuition rates are the same as on-campus tuition rates. Regardless of student class level, undergraduate tuition will be assessed for all 100- through 400-level courses. Graduate tuition will be assessed for all 500-, 600-, 700-, 800-, and 900-level courses.

1996-97 tuition rates per credit hour are (these rates are subject to review at each June Board of Regents meeting and may increase):

<table>
<thead>
<tr>
<th>Michigan and Ohio Residents</th>
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</thead>
<tbody>
<tr>
<td><strong>Undergraduate Courses</strong></td>
</tr>
<tr>
<td>(100-200 level) .................. $93.75</td>
</tr>
<tr>
<td>(300-400 level) .................. $101.75</td>
</tr>
<tr>
<td><strong>Graduate Courses</strong></td>
</tr>
<tr>
<td>(500-900 level) ................ $141.00</td>
</tr>
<tr>
<td><strong>Non-Resident</strong></td>
</tr>
<tr>
<td><strong>Undergraduate Courses</strong></td>
</tr>
<tr>
<td>(100-200 level) .................. $245.00</td>
</tr>
<tr>
<td>(300-400 level) .................. $261.00</td>
</tr>
<tr>
<td><strong>Graduate Courses</strong></td>
</tr>
<tr>
<td>(500-900 level) ................ $327.00</td>
</tr>
</tbody>
</table>

Michigan residency questions should be raised by the student with the Student Accounting Office, prior to registration. The Student Accounting Office is located in 203 Pierce Hall.

Official Registration Day
The official registration day each semester for each student for purposes of payment of the registration fee and assessment of tuition is the day the student completes the initial registration for the semester or session.

Registration and General Fees
A registration fee of $40 for each semester is charged to each student. This fee is assessed at the time the student registers for the semester or session. A general fee of $13.33 per credit hour is assessed to maintain certain campus services and facilities.

Qualifications for Michigan Residence

Eligibility
In order to be eligible for the resident tuition rate at Eastern Michigan University, it must be demonstrated that a student is already a resident of the state of Michigan or that he/she is coming to the University from outside of the state for reasons primarily other than to attend the University. In order to determine the residence of a student, the following policies will be utilized.

I. Minors
The residence of a student who is not yet 18 years of age follows that of the student’s parents or legal guardian. If that student’s parents or legal guardian would qualify in accordance with the criteria listed in VI. Criteria for Determining Intent, that student shall be considered a Michigan resident for tuition purposes.

II. Non-Dependent Students
A student 18 years of age or older shall be eligible for classification as a Michigan resident for tuition purposes if he/she qualified in accordance with the criteria listed in VI. Criteria for Determining Intent.

III. Spouse of Eligible Person
The residence of a student who otherwise would be classified as a non-resident for tuition purposes will follow that of the student’s spouse, if the spouse is eligible for classification as a Michigan resident for tuition purposes (applicable only to U.S. citizens or to aliens admitted for permanent residence in the United States who have obtained a permanent or diplomatic visa).

IV. Aliens
An alien (non-citizen) shall be eligible for classification as a Michigan resident for tuition purposes only if the student is lawfully admitted for permanent residence in the United States, has received a permanent or diplomatic visa, and qualifies in accordance with the criteria listed in VI. Criteria for Determining Intent.

V. Migrants
Migrant status is one factor considered when determining if a student is domiciled in Michigan for tuition purposes. Michigan migrants are defined as individuals who have made their livelihood in seasonal work in the state of Michigan, and have traveled interstate for this purpose. Migrant students shall be considered Michigan residents for tuition purposes if they or their parents or legal guardians were employed in Michigan for a least two months during each of three of the preceding five years. Verification of employment as migrant workers should be secured from the Michigan Farm Labor and Rural Manpower Services Office. Other appropriate evidence also may be used by migrant workers to establish their status.

VI. Criteria for Determining Intent
Students from outside the state and for whom the above policies are not applicable shall be considered non-resident students unless it can be determined that their primary purpose in coming to Michigan is to establish residence in the state, rather than to attend a university. For the purpose of determining intent in such cases, the following criteria shall, standing alone, necessarily be controlling.
It shall be the responsibility of the administration to apply the criteria in a fair and consistent manner and in the spirit of the intent of this policy.

a. High school attendance in Michigan.
b. Reliance upon Michigan sources for financial support.
c. Residence in Michigan of family, legal guardian, or other relatives or persons legally responsible for the student.
d. Former residence in Michigan and maintenance of significant connections therein while absent.
e. Continuous presence in Michigan during periods when not enrolled as a student.
f. Long-term military commitments in Michigan.
g. Traditional considerations made in determining legal residence; i.e., voter registration, ownership of real estate, source of driver’s and vehicle licenses, taxpayer status, self-supporting or dependency on others whether residents of Michigan or elsewhere.

VII. Determination of Residence

A student’s residence status shall be determined at the time of his/her initial admission to the University. This status may be reviewed at each subsequent registration. If a student’s circumstances should change to the extent that he/she would no longer be considered a Michigan resident for tuition purposes, as herein described, that student shall be reclassified as a non-resident for tuition purposes six months thereafter.

Note: It shall be the responsibility of all students, prior to registration, to raise questions in the Student Accounting Office regarding their right to be registered as Michigan residents. The administration is authorized to establish the Michigan State Board of Education and the Ohio Board of Regents. The agreement was entered into by the Michigan State Board of Education and the Ohio Board of Regents. The agreement was effective with the fall semester of 1978, and is scheduled to expire in 1999.

Tuition Reciprocity Agreement with Ohio

Ohio residents may attend Eastern Michigan University at Michigan resident tuition rates, and Michigan residents of Monroe County can attend the University of Toledo at Ohio resident tuition rates.

The tuition reciprocity agreement was entered into by the Michigan State Board of Education and the Ohio Board of Regents. The agreement was effective with the fall semester 1978, and is scheduled to expire in 1999.

Auditing Fees

Tuition and registration rates for auditing classes are the same as for credit.

Workshop Sessions

Several two- and three-week workshop sessions are offered during the spring and summer sessions. Tuition and registration fees apply to workshop sessions at the same rates as for regular class sessions. However, a student enrolled in another course work during a session will not be assessed an additional registration fee for enrolling in a workshop during the same session.

1. An adjustment of 100 percent of the tuition assessment will be made to those students who withdraw prior to the close of business (5:00 p.m.) on the first day of the session.

2. No other adjustment or refund will be granted.

Financial Obligations

Having fulfilled all other requirements, a student is eligible for registration or graduation only if all financial obligations to the University have been met at the time of graduation or at the close of the semester or session. Transcripts or other statements of record will be withheld and the student will be ineligible for further registration (fall advance registration excepted) at EMU and until all obligations have been fulfilled.

Payment of Tuition

The exact due date for tuition and other University fees is printed on the invoice from Student Accounting and is published in the class schedule bulletin for each semester. To ensure a correct billing address, it is the responsibility of the student to inform the University of any address changes by completing a change of address form in the Registration Office.

Registration for the fall semester begins in March and continues until the eighth day of classes. Payment of previously incurred University obligations may be required prior to registration. If a student wishes to drop all classes, written verification must be given to the Registration Office.

For those students who prefer to make installment payments, the University provides an optional installment payment plan for fall and winter semesters only. The installment payment plan requires payment of 50 percent of tuition, room and board, and 100 percent of required fees before the start of classes. The remaining balance, including any course fees, is payable approximately the eighth week of the semester. Specific dates are published in the class schedule bulletin for each semester. An installment payment service fee of $20 is charged for the installment plan.

A late payment fee of $20 per month is assessed if the payment is not received by the due date.

Winter semester registration procedures require that students will pay as a minimum all previously incurred University obligations.

Spring and summer sessions are separate sessions. Registration procedures require that for each session, students pay all previously incurred University obligations. There is no provision for installment payment for spring or summer sessions.

Eastern Michigan University accepts Visa and MasterCard credit cards in payment of tuition, fees, room and board.

If a student’s account is past due for a current semester, enrollment, University housing, and other University services (such as a certified transcript) are subject to suspension until the account is brought into current status. Payment of assessments for a current semester does not relieve the student of the obligation for payment of any balance from a previous semester.

Program Adjustment Fee

Program adjustments may be made prior to the beginning of classes without penalty.
During the first eight business days of the fall/winter semesters and the first four class days of the spring/summer sessions, a program adjustment fee of $10 per transaction will be assessed for each drop.

No program adjustment fees will be assessed for changes required as a result of University actions.

**Late Registration Fee**

A late registration fee of $10 is charged to those students who, for any cause, do not complete registration prior to the official first day of classes each semester. Checks returned by a bank constitute late registration, and the late registration fee is charged.

**Cancellation of Registration**

If a registered student should decide before classes begin not to return to Eastern, he/she must initiate a cancellation of registration form in person or by letter through the Registration Office, Pierce Hall. If the student has applied for University housing, the contract also must be canceled in the Housing Office. This is necessary for cancellation of tuition and room and board assessments.

**Withdrawal From the University**

A credit adjustment of 100 percent of tuition and fees for the fall and winter semesters, less an administrative fee, will be made to those students who cancel their registration or withdraw from the University through the eighth class day. For the spring and summer sessions, a 100 percent credit adjustment, less an administrative fee, will be made during the first four days of classes. Actual dates are printed in the Class Schedule each semester. The Administrative Fee is calculated as 5 percent of all charges to the date of withdrawal, with a maximum fee of $100 per semester.

A credit adjustment of 50 percent of tuition and fees for the fall and winter semesters, less an administrative fee, will be made to those students who withdraw from the University from the ninth through the nineteenth class day. For the spring and summer sessions, a 50 percent credit adjustment less an administrative fee will be made from the fifth through tenth class day of the session. Actual dates are printed in the Class Schedule for each semester and session.

A credit adjustment of 25 percent tuition and fees for the fall and winter semesters, less an administrative fee, will be made to those students who withdraw from the twentieth through the thirty-eighth class day. For the spring and summer sessions, a 25 percent credit adjustment, less an administrative fee, will be made from the eleventh through nineteenth class day of the session. Actual dates are printed in the Class Schedule for each semester and session.

No credit adjustments will be made after the above stipulated dates.

**Decrease in Academic Load**

1. A credit adjustment of 100 percent of the difference in tuition assessment for the fall and winter semesters will be made to those students who decrease their academic load prior to the eighth business day of the semester. For the spring and summer sessions, a 100 percent credit adjustment will be made during the first four business days. Actual dates are printed in the class schedule for each semester and session.

2. No credit adjustments will be made after the above stipulated dates.

**Suspended or Dismissed Student**

During the semester or term, a student suspended or dismissed from the University for a violation of the Student Conduct Code shall receive a credit adjustment based on the Account Adjustment Schedule published in the Account Adjustment Schedule published in "Eastern Michigan University bulletin". The date from which the credit adjustment will be calculated for tuition and fees will be the day the appropriate administrative officer, i.e., the dean of students or president or their designees, first notifies the student of suspension or dismissal. The date from which the credit adjustment will be calculated for housing and food service will be the day the service is terminated to the student.

**Account Adjustments and Refunds**

An appeals process exists for students who feel that individual circumstances warrant exceptions from published policy, as stated within those sections under "Withdrawal from the University" and "Decrease in Academic Load." The appeals process is as follows:

1. Obtain a Tuition and Fee Appeal Application from the Student Business Office in Pierce Hall. Complete and return the application along with an explanation of the extraordinary circumstances involved and supporting documentation of those circumstances. An approval or denial will be issued in writing by return mail.

2. If the application is denied, appeal in writing to the manager of student business services at the address above. Be sure to include any additional pertinent information with your written appeal.

3. If, after following the procedures in steps 1 and 2, an acceptable solution is not achieved, a final written appeal may be made to the Vice President for Business and Finance (101 Welch Hall, Ypsilanti, MI 48197).

Tuition and fee appeal applications must be submitted as early in the semester as possible. Applications received later than 15 calendar days after the close of the semester may be denied on the basis of a lack of timeliness.

**Applied Music Fee**

All students accepted for private music lessons will be assessed an applied music fee. Applied music fee rates for 1995-98 are:

**Music majors**

- $60 per semester for all instruction
- Graduate and other University students
  - $60 per semester for one-hour lesson
  - $30 per semester for half-hour lesson
Students from public schools, the community, and EMU staff and families:

- $90 per semester for one-hour lesson
- $45 per semester for half-hour lesson

Lessons are arranged through the Music Department.

The applied music fee is assessed to each student’s account at the close of the program adjustment period. This fee is not refundable after the first lesson.

Other Course Fees

Fees are assessed to cover extra costs and materials involved with certain courses. These courses are identified in each semester’s class bulletin.

Education Bulletin

A charge of $10 is made for each annual subscription to the University Education Bulletin service. Subscriptions are available on an annual basis only.

Transcript Fee

Each student is furnished one official transcript at the time of graduation without charge, after all financial obligations are paid.

A charge of $5 is made for each additional transcript.

Vehicle Operation and Parking

All students meeting the requirements of the law, and who live in University housing or are defined as commuting students, are eligible to maintain and operate a motor vehicle on campus by purchasing a proper parking decal. Motor vehicles are required to be operated within the provisions of the Traffic, Parking and Pedestrian Ordinance of the University, details of which are printed in the Ordinance and in the Parking and Traffic Regulation brochure.
CONTINUING EDUCATION & WORLD COLLEGE

CONTINUING EDUCATION
Paul T. McKelvey
Dean
304 Goodison Hall
(313) 487-0407 or (800) 777-3521

Continuing Education offers flexible, innovative, and exciting credit courses and program options available to all EMU students. This includes full or part-time, residential or commuter, graduate or undergraduate students. Courses offered through Continuing Education are available at times, locations, and in formats that are convenient for students balancing a full or part-time job, co-curricular activities, and/or family responsibilities with their college education. Credit earned in Continuing Education courses and programs is regular university academic credit.

Course Listings
Each semester, Continuing Education publishes a Course Bulletin listing the courses available that semester. These bulletins are available at the Continuing Education Office in 321 Goodison Hall and in display racks in various locations around the EMU campus. Since some courses are scheduled after the Course Bulletin is published, you may also want to stop by the office to check the course listing update posted in the hallway. You can also call 487-0407 with questions about the availability of a particular course.

As with all EMU courses, your academic adviser is the person best equipped to guide you and answer specific questions about which courses will meet the requirements of your program of study.

ACADEMIC PROGRAMS ABROAD
George Klein
Director
332 Goodison Hall
(313) 487-2424 or (800) 777-3541
E-mail: programs.abroad@emich.emu

In today’s interconnected world, a global perspective is increasingly important and valuable. The Office of Academic Programs Abroad provides opportunities for EMU students to diversify and enrich their university education through several kinds of study abroad programs.

Semester-Long Programs
1) The European Cultural History Tour, offered fall semester, is a unique travel-study program that includes more than 40 cities in 18 countries throughout Europe, Russia, and the Mediterranean. Students and EMU professors visit major historic and cultural sites while pursuing in-depth academic studies in an interdisciplinary context. Up to 15 hours of credit are available in history, art, literature, and political science. Since its beginning in 1974, ECHT has grown to become the largest university-sponsored program of its kind in the country, drawing students from EMU as well as other colleges and universities throughout the United States and Canada. ECHT is also offered in summer. A program in Asia is anticipated for winter semester 1994.

2) Exchange with the University of Groningen, The Netherlands, available fall and winter semesters. A limited number of EMU students spend a semester in residence at the University of Groningen studying Dutch language, history, art, literature, society, and politics. All courses except Dutch language are taught in English. Tuition and housing costs are the same as a semester in residence at EMU.

Summer Intensive Language Programs
Intensive French, Spanish, and German language programs are available in Canada, Mexico, and Austria respectively, in settings of cultural immersion with additional instruction and supervision by EMU faculty. These programs are offered in cooperation with the Department of Foreign Languages and Bilingual Studies.

Other Summer Programs
A version of the European Cultural History Tour is available in summer, along with a variety of travel and residence programs that carry credit in such fields as art, business, economics, education, history, political science, and social work. These study abroad programs have taken students to countries in Europe, Asia, and Latin America.

Access to Programs Sponsored by Other Universities:
The Office of Academic Programs Abroad has a library of information on hundreds of study abroad programs sponsored by universities all over the world and offers comprehensive advising and assistance to interested EMU students. EMU students who qualify for financial aid may apply that aid to all EMU-sponsored programs and to many programs sponsored by other universities.

ADVENTURES IN EDUCATION
Karen Cline
Coordinator
325 Goodison Hall
487-0407 or (800) 215-3350

Adventures in Education programs are all built around the concept of intensive shortened courses offered in beautiful resort-like or adventurous settings appropriate or relevant to the course content. Most Adventures in Education programs are held in the summer months or during other traditional breaks in the academic year. The students who take advantage of these programs do not fall into a stereotype. They include adult learners, traditional age undergraduates, teachers, and other seasoned professionals from many fields. The diversity of participants is a strength of the Adventures programs. A pre and/or post assignment is required for each course.
CONFERENCES AND INSTITUTES
(Vacant)
Director
304 Goodison Hall
487-4045

Continuing Education’s Office of Marketing and Special Programs is responsible for the administration of conferences and institutes. Although some conferences are held on an annual basis, new programs are added each year. Most range in length from two to ten days. Several credit and non-credit attendance options are typically available. Topics are most often tied to major national or international issues and/or targeted at certain professions. In addition to one or more University instructors, nationally known experts in the field are usually involved. All conferences and institutes involve additional fees.

INDEPENDENT STUDY (DISTANCE EDUCATION)

Michael McPhillips
Coordinator
327 Goodison Hall
487-1081
E-mail: distance.education@emich.edu

The Independent Study Program allows you to enroll anytime and earn university credit without classroom attendance. The time limit for course completion is six months. When you register for a course through our Independent Study Program, you receive study guides, instructions, and all required assignments. In addition, all courses incorporate audio and/or video materials. Assignments, papers, and proctored exams are an integral part of each course. Courses are academically rigorous; students on probation may not enroll. For course listings and additional information, contact the Independent Study Office by phone or e-mail.

Regional Learning Centers
Detroit: (313) 831-5250
Flint: (313) 762-0303
Traverse City: (616) 922-1750
Jackson: (517) 787-7265

In order to make it more convenient for individuals living in southeastern Michigan to take courses through Eastern Michigan University, Continuing Education offers a wide range of courses at a number of off-campus locations. These courses are coordinated through three EMU Continuing Education Regional Learning Centers located in Detroit, Flint, and Jackson and are listed in the Continuing Education Course Bulletin. Registration for these courses is no different than for any other course. See the Course Bulletin for details. For more information, you can either call the Regional Center directly or our main campus office at (800) 777-3521 long distance or (313) 487-0407 local.

WEEKEND UNIVERSITY

Arthur Hoover
Coordinator
321 Goodison Hall
(313) 487-0407

Continuing Education’s Weekend University program offers a wide range of undergraduate and graduate courses scheduled on the weekend. All Weekend University courses are held either on EMU’s main campus or at the EMU Corporate Education Center. Among the many Weekend University offerings is a Weekend MBA program designed to meet the needs of students already in the workplace. For information about the Weekend University, call (313) 487-0407. For information about the Weekend MBA program, call the College of Business at (313) 487-4444.

For more information about EMU Continuing Education in general or about any of the specific programs or services, either call the appropriate numbers listed with each special program or the main office at (800) 777-3521 long distance or (313) 487-0407 local.

WORLD COLLEGE

Ray Schaub
Director and Professor of German
Geoffrey M. Voght
Associate Director and Professor of Spanish
Louis Saalbach
Manager, Communication and Marketing
David Archbold
Manager, International Cooperative Education Exchange Program
307 Goodison Hall
487-2414

Eastern Michigan University established the World College in 1987 as one of the top institutional priorities of the University’s “Decade of Advancement.” The result of internal restructuring, this new college evolved from the administrative function of the Language and International Trade Program in the department of Foreign Languages and Bilingual Studies. It also encompasses the functions of the former Office of International Projects.

Reporting to the Provost and Vice President for Academic Affairs and to the Executive Vice President, the World College coordinates and facilitates the development of internationally-focused programs via collaboration with the entire University community. Among the major goals of the World College are:

To facilitate the incorporation of global perspectives in university curricula.
To assist in developing and maintaining liaison with foreign academic institutions, governments and business organizations.
To serve as a clearinghouse of information and referrals regarding internationally-focused projects, programs, events, and activities.
To assist faculty and staff in internationalizing their own expertise and in applying their expertise to new international endeavors.
To increase international educational experiences for students and faculty, on campus and abroad.
To develop international programs through federal and state funding.
• To develop contract-based, non-credit, internationally-focused experiences and courses for the public and private sectors.

The World College is not a traditional academic college with its own departments and courses, faculty members, majors, and degrees. Rather, it serves as a facilitating and coordinating center for international education, seeking to promote the broadening of awareness and understanding—in all colleges, departments, and programs at EMU—of the world outside the borders of our country. World College programs are developed in conjunction with faculty and administrators in the other academic colleges.
UNIVERSITY GOVERNMENT

Eastern Michigan University is an autonomous university governed by an eight-member Board of Regents appointed by the governor and subject to the approval of the state Senate. Financial support for the University comes from tax money paid by the people of Michigan and receipt of student tuition and fees.

Members of the Board of Regents, whose terms expire at the end of the calendar year listed, are James Clifton ('96), Ypsilanti; Robert A. D'Mattia ('94), Northville, chair; Anthony A. Derezinski ('96), Ann Arbor; Philip A. Incarnati ('94), Linden; Mara M. Letica ('98), Bloomfield Hills; Carl Pursell (2000), Plymouth; Colonel William J. Stephens (2000) and Gayle P. Thomas ('98), Dearborn, vice-chair.

CIVIL RIGHTS POLICY

Eastern Michigan University shall not discriminate against any person because of race, color, religion, creed, sex, national origin, or ancestry. Further, the University shall work for the elimination of improper discrimination in the areas listed above (1) in organizations recognized by the University, and (2) from non-University sources where students and employees of the University are involved.

Statement of Equal Opportunities and Affirmative Action Policies

Eastern Michigan University admits students of either sex, any race, color, and national or ethnic origin to all the rights, privileges, programs, and activities accorded to students at this University. The University does not discriminate against students on the basis of sex, race, color, or national and/or ethnic origin in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic and other University-administered programs. Further, it is the policy and practice of Eastern Michigan University to take affirmative action in all personnel matters.

Title IX of the Education Amendments of 1972

It is the policy of Eastern Michigan University to comply with Title IX of the Education Amendments of 1972 and its regulation, which prohibits discrimination on the basis of sex. Anyone who believes that in some respect Eastern Michigan University is not in compliance with Title IX and its regulations should contact the Executive Director of Human Resources at (313) 487-1052, 311 King Hall.

Rehabilitation Act of 1973

In its programs, activities, and employment, Eastern Michigan University does not discriminate on the basis of handicap. Anyone who believes that in some respect Eastern Michigan University is not in compliance with the Rehabilitation Act and its regulations should contact the Executive Director of Human Resources at (313) 487-1052, 311 King Hall. Handicapped individuals who are otherwise qualified for admission are invited to apply. Students encountering difficulty with access to full participation in University activities should contact the Dean of Students in 218 Goodison Hall.

Family Educational Rights and Privacy Act

In compliance with the Family Education Rights and Privacy Act, Eastern Michigan University assures that any person who is or has been in attendance as a student at EMU has access to his/her educational records. Furthermore, such individual's rights to privacy are assured by limiting the transferability of records without the student's consent.

The following are matters of public record and may be included in publications or disclosed upon request without consent: the student's name, address, telephone listing, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, and the most recent previous educational agency or institution attended by the student. Registration documents or student organizations that contain the names and addresses of the officers and the statement of purpose of the organization also are considered public information. These documents are available in the Campus Life Office, McKenny Union.

EMU reserves the right to make directory information public unless a student's written objection (specifying the category of information not to be made public without prior consent) is filed at the Office of the Dean of Students within 14 days after each term begins.

Individuals who believe that the University is not in compliance are invited to contact the executive director of human resources at (313) 487-1052.

UNIVERSITY PROFILE

Eastern Michigan University is a multipurpose university whose roots date back to 1849, when the State Legislature designated it as Michigan's first institution to educate teachers to serve the public schools. At that time the Detroit school system was only 10 years old and the transition from one-room schoolhouses had just begun.

Graduate education was inaugurated in 1938 when programs were conducted in cooperation with the University of Michigan. In 1953, Eastern gained approval to offer its own graduate programs.

For its first 100 years, Michigan State Normal School, as EMU was conceived, certified thousands of teachers and developed the broad-based academic curricula that prepared it for its evolution to university status in 1959. Within the new university, three colleges emerged: the College of Education, the College of Arts and Sciences, and the Graduate School. The University has expanded three more times: in 1964 with a College of Business, in 1975 with a College of Health and Human Services, and in 1980 with a College of Technology.

New colleges precipitated the need for additional acreage. The University campus spread from its original 275 acres on the south side of the Huron River to encompass an additional 182 acres west of the campus primarily for student residences and athletic facilities. Buildings have multiplied; among the newest are the Olds Student Recreation Center, opened in the fall of 1982 to provide needed recreational and intramural activities for the growing student body, the Sponberg Theatre addition to the Quirk Building, dedicated in January 1986, and the Coatings Research Building, opened in fall 1987. Eastern Michigan University's campus now extends into downtown Ypsilanti, where its new Gary M. Owen College of Business Building is located.
Student enrollment continued to increase through the 1980s. The rapid college matriculation experienced in the late 1960s peaked in 1975 at 19,965, stabilized at 18,500 plus in 1979 and then began its upward climb again, totaling 25,024 in the fall of 1990, 19,700 students enrolling as undergraduates and 5,324 as graduate students.

Today's student body includes both full-time and part-time students, indicative of the national trend of mature adults returning to complete college educations and to prepare for new careers in a changing society. Women comprise almost 60 percent of EMU's student body. Many students work part time and others are assisted by EMU's Office of Financial Aid in work-study programs to meet the escalating costs of a college education.

Included in the geographic distribution of EMU graduate students in 1990 were 91.2 percent from the state of Michigan, 4.7 percent from out-of-state, and 4.1 percent who listed citizenship from countries other than the United States. Approximately 60 percent of the students from other states were from Ohio, largely because of a reciprocity tuition plan.

Program development has consistently adapted to the needs of entering and returning students as the world greets the new era of high technology. College faculty as well as college students are becoming computer literate. More opportunities are being offered to those seeking practical experience through business-industry internships and cooperative education experiences. Courses are provided in approximately 70 fields of study to the graduate student body.

EMU's perspective also has grown larger, not only in on-campus program developments but also in regular or special courses offered in 14 counties through its Division of Continuing Education and in cooperative agreements with nearby community colleges. The Office of Academic Programs Abroad plans spring/summer travel-study credit programs abroad and student-faculty exchanges with the University of Warwick, the Bulmershe College of Higher Education, and Nonington College, all in England.

Eastern Michigan University today is known worldwide for its educational contributions. Its 76,700 graduates are scattered among many countries as well as coast-to-coast in the United States, both strengthening and supporting the foundation that is the multipurpose university in Ypsilanti, Michigan.

Eastern Michigan University campuses and buildings are detailed at the back of the catalog, along with a map of the campus.

**Colleges and Departments**

**College of Arts and Sciences:** African American Studies; Art; Biology; Chemistry—accredited by American Chemical Society; Communication and Theatre Arts; Computer Science; Economics; English Language and Literature; Foreign Languages and Bilingual Studies; Geography and Geology; History and Philosophy; Mathematics; Music—accredited by National Association of Schools of Music; Physics and Astronomy; Political Science (Public Administration Program—accredited by the National Association of Schools of Public Affairs and Administration); Psychology; Sociology, Anthropology and Criminology; Women's Studies.

**College of Business:** accredited by the American Assembly of Collegiate Schools of Business; Accounting; Finance and Computer Information Systems; Management; Marketing.

**College of Education:** accredited by the National Council for Accreditation of Teacher Education; Health, Physical Education, Recreation and Dance; Leadership and Counseling—accredited by the Council for Accreditation of Counseling and Related Educational Programs; Special Education—accredited by the American Speech and Hearing Association for its Speech Pathology Program for Teachers of the Speech and Language Impaired and by the Council on Education of the Deaf for the Hearing Impaired Program; Teacher Education.

**College of Health and Human Services:** Associated Health Professions; Human, Environmental and Consumer Resources; Nursing Education; Social Work.

**College of Technology:** Business and Industrial Education; Industrial Technology; Interdisciplinary Technology; Military Science.
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<td>SPMI</td>
<td>Special Education-Mentally Impaired</td>
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<td>SPA</td>
<td>Specialist in Arts</td>
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<td>SPI</td>
<td>Special Education-Physically and Otherwise Impaired</td>
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<td>SPNH</td>
<td>Spanish</td>
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SOCL  Sociology
SWRK  Social Work
TESOL  Teaching English to Speakers of Other Languages (Program)
TOEFL  Test of English as a Foreign Language
TSL  Teaching English to Speakers of Other Languages (Courses)
TWE  Test of Written English
W  Withdrawal
WMST  Women’s Studies
ZOOL  Zoology

DEPARTMENTS OF INSTRUCTION

The courses here listed are those which have been authorized in accordance with policies approved by the Graduate Council. Class schedules must be consulted for courses to be offered during a given semester or term since the frequency of offering of each course is determined by the department as program needs dictate, with no assurance that a given course will be offered every year. The requirements as stated in the departmental summaries are designed to serve as a guide to program planning and are subject to specific determination and consultation with the department adviser.
COLLEGE OF ARTS AND SCIENCES

BARRY A. FISH, DEAN
ELLENE T. CONTIS, INTERIM ASSOCIATE DEAN
JAMES C. WALTZ, INTERIM ASSOCIATE DEAN
VELMA CLARK, ADMINISTRATIVE ASSOCIATE

411 PRAY-HARROLD
487-4344

DEPARTMENTS

ART
BIOLOGY
CHEMISTRY
COMMUNICATION AND THEATRE ARTS
COMPUTER SCIENCE
ECONOMICS
ENGLISH LANGUAGE AND LITERATURE
FOREIGN LANGUAGES AND BILINGUAL STUDIES
GEOGRAPHY AND GEOLOGY
HISTORY AND PHILOSOPHY
MATHEMATICS
MUSIC
PHYSICS AND ASTRONOMY
POLITICAL SCIENCE
PSYCHOLOGY
SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY
WOMEN’S STUDIES
ART

Roy Johnston
Department Head
114 Ford Hall
487-1268

Christopher Bocklage
Coordinator of Advising
208 Ford Hall
487-3388

The Art department offers three programs leading to the master's degree: the Master of Fine Arts, the Master of Arts in art education, and the Master of Arts in studio art. The Master of Fine Arts program requires completion of a minimum of 60 semester hours beyond the bachelor's degree and has a residency requirement of full-time enrollment each semester. The Master of Arts programs require completion of a minimum of 30 semester hours beyond the bachelor's degree and allow part-time enrollment. Further information about all these master's programs may be obtained from the Art department.

Students with undergraduate degrees in areas other than art must complete approximately 30 semester hours of undergraduate course work in art through consultation with the graduate coordinator prior to being admitted to an Art Department graduate program.

MASTER OF FINE ARTS

ADMISSION REQUIREMENTS

As a prerequisite for admission, the Master of Fine Arts degree applicant is expected to have an undergraduate degree, with a major in art, from an accredited institution, and must meet degree admission standards of the Graduate School.

An applicant for admission must do the following:

1. Send an application for admission, supported by official transcripts of all undergraduate and graduate credit at each institution attended, to Graduate School Admissions, Starkweather Hall, Eastern Michigan University.
2. Send an application for admission to the MFA program to the coordinator of the MFA program in the Art department.
3. Arrange to have three letters of recommendation sent to the program coordinator.
4. Send a portfolio of 10-15 color slides and/or photographs of recent work, presented in a clear plastic holder, with each slide/picture individually labeled with name, title of work, medium or media, size, and date of completion (applicants in three-dimensional disciplines may submit multiple views of examples) to the Art department.

International students must have a score of 80 or above on the MELAB (Michigan English Language Assessment Battery) or 560 or above on the TOEFL (Test of English as a Foreign Language) or a minimum score on the TWE (Test of Written English) of 4.

Applications received in the Art department by March 15 for fall semester and by November 1 for winter semester will be given priority. Late applications will be considered as studio space permits. Graduate School application deadlines are: March 15 for fall semester, September 15 for winter semester, February 15 for spring-summer sessions.

DEGREE REQUIREMENTS

The graduate adviser will meet with each student to construct a program of study. Students should follow closely the Graduate School requirements for “Application for Diploma.” Students whose degree program includes a final exhibition of work must apply for gallery space one semester prior to the proposed exhibition.

Two years of residency (i.e., full-time enrollment) are required. In some circumstances exceptions may be made to this requirement with the approval of the student’s adviser and the MFA committee. At the end of the first year, the MFA student and either allow the student to continue or formally ask the student to withdraw from the program.

COURSE REQUIREMENTS

Required courses ........................................ 43 hours
- FA 630 Graduate Studio .................................. 9
- FA 631 Graduate Studio .................................. 9
- FA 695 Seminar in Contemporary Ideas ............ 3
- FA 696 Seminar in Contemporary Ideas ............ 3
- FA 732 Graduate Studio .................................. 9
- FA 733 Graduate Thesis and Exhibition .......... 8
- FA 734 Oral Defense of MFA Exhibition

Electives .................................................. 11 hours
- Art Electives ............................................ 5
- Art History Electives ................................. 6

Cognates ................................................ 6 hours
Courses selected from art or other areas, chosen in consultation with adviser

Total .................................................. 60

(Cognate and elective hours may be grouped to form a minor with prior approval of the adviser.)

MASTER OF ARTS (ART EDUCATION)

This degree is designed for persons currently teaching or who have fulfilled Art teaching certificate requirements. The program emphasizes the four components of discipline-based art education (DBAE): aesthetics, art history, art criticism, and art production.

ADMISSION REQUIREMENTS

Entry requirements are a minimum of 34 semester hours of art education and studio art with a minimum 2.8 grade point average in these classes. In addition, each applicant is expected to hold a teaching certificate for the teaching of art. An applicant for admission must do the following:

1. Send an application for admission, supported by official transcripts of all undergraduate and graduate credit at each institution attended, to Graduate School Admissions, Starkweather Hall, Eastern Michigan University. Applicants must also submit GRE test scores with the application.
2. Send a letter of purpose outlining aspirations in graduate
work to the Art Department.

3. Send a portfolio of 10-15 color slides and/or photographs of recent work, presented in a clear plastic holder, with each slide/picture individually labeled with name, title of work, medium or media, size, and date of completion (applicants in three-dimensional disciplines may submit multiple views of examples) to the Art department.

4. Take the GRE (Graduate Record Examination).

International students must have a score of 80 or above on the MELAB (Michigan English Language Assessment Battery) or 560 or above on the TOEFL (Test of English as a Foreign Language) or a minimum score on the TWE (Test of Written English) of 4.

DEGREE REQUIREMENTS

The graduate adviser will meet with each student to construct a program of study. Students should follow closely the Graduate School requirements for “Application for Diploma.” Students whose degree program includes a final exhibition of work must apply for gallery space one semester prior to the proposed exhibition.

Graduate credit in art education (theory and practice) earned more than six years prior to the date on which the degree was granted may not be applied to meet the graduate requirements.

After the student has completed six hours of course work in art education, the graduate coordinator or program adviser will evaluate for approval the selection of a thesis proposal or paper option in an appropriate art education area. A required thesis review will be conducted by a faculty committee.

COURSE REQUIREMENTS

**Art Education courses (to be selected through advisement by art education faculty) ........ 10 hours**

*Six to eight hours from the following:* ........................ 6-8
FA 504 Aesthetic Education (2)
FA 505 Curriculum Development (Art Education) (2)
*FA 506 ARTAG (Art for the Talented and Gifted) (2)*
*FA 507 Studio Connections in Art Education (2)*
*FA 508 Research in Art Education (2)*
*FA 591 Special Topics (2)*
FA 694 Seminar in Art Education (2)
Other courses as they become available and approved by the adviser.

**Two to four hours from the following:** .................. 2-4
*FA 691 Thesis (2)*
*FA 698 Independent Study (paper of publishable or distributable quality) (2)*

*These courses may be repeated if appropriate.

**Art Electives (Studio, Art History, Art Education) ........................................... 14 hours**

Students wishing to have an exhibition in conjunction with their art education studies are subject to a 10-hour review of their studio concentration.

**Cognates ................................................. 6 hours**

Selected from art or other areas in consultation with the adviser.

**Total ..................................................................................... 30**

**Master of Arts (Studio Art)**

This degree is designed for persons seeking an advanced degree in studio art.

**ADMISSION REQUIREMENTS**

An undergraduate degree with a major in art is normally required for admission, with a minimum grade point average of 2.8 in art classes. A student may be required, after review by the MA Committee, to make up deficiencies at the undergraduate level. An applicant for admission must do the following:

1. Send an application for admission, supported by official transcripts of all undergraduate and graduate credit at each institution attended, to Graduate School Admissions, Starkweather Hall, Eastern Michigan University.

2. Send a portfolio of 10-15 color slides and/or photographs of recent work, presented in a clear plastic holder, with each slide/picture individually labeled with name, title of work, medium or media, size, and date of completion (applicants in three-dimensional disciplines may submit multiple views of examples) to the Art department.

International students must have a score of 80 or above on the MELAB (Michigan English Language Assessment Battery) or 560 or above on the TOEFL (Test of English as a Foreign Language) or a minimum score on the TWE (Test of Written English) of 4.

**DEGREE REQUIREMENTS**

The graduate adviser will meet with each student to construct a program of study. Students should follow closely the Graduate School requirements for “Application for Diploma.” Students whose degree program includes a final exhibition of work must apply for gallery space one semester prior to the proposed exhibition.

**COURSE REQUIREMENTS**

**Fine arts concentration (major) .................. 14 hours**

The Art department offers concentrations in drawing, graphic design, painting, printmaking, photography, sculpture, ceramics, jewelry, textiles, and watercolor.

**Art Electives .................................................... 10 hours**

Select from courses outside the major area (courses may be grouped to form a minor with adviser’s approval).

**Cognate courses ............................................. 6 hours**

Selected from art and/or other areas in consultation with the adviser. Must include FA 428 Seminar in 20th Century Art for graduate credit or FA 530 Art History.

**Total ..................................................................................... 30**

**Art Courses**

**FA 500 Photography.** ........................................... 2 hrs

Advanced studio courses in photography. Based on background and need of students. Designed for graduate students not majoring in photography.

*Prereq: Department permission.*
FA 501 Art Education. 2 hrs
This course is primarily designed for the classroom teacher. A variety of media, applicable to classroom utilization, will be employed with an emphasis on innovative selections such as film making, batik, weaving, and other three-dimensional activities. Special problems and independent research may be arranged within the format of the class. Not open to students who have a major in art.

FA 504 Aesthetic Education. 2 hrs
This course provides an opportunity to explore and research the four components of discipline-based art education. Emphasis will be placed on aesthetics, its connections with art education, and its relationship to general education.

FA 505 Curriculum Development (Art Education). 2 hrs
Fundamentals of curriculum development and an interdisciplinary approach for developing and implementing the four components of discipline-based art education into school art programs.

FA 506 ARTAG (Art for the Talented and Gifted). 2 hrs
A workshop course involving interaction of students as teachers with elementary and junior high students from area schools. Focus will be on a unit of study in art using discipline-based art education.

FA 507 Studio Connections in Art Education. 2 hrs
A course designed to help students strengthen their skills in developing units of study for both two-dimensional and three-dimensional art areas using the components of discipline-based art education.

FA 508 Research in Art Education. 2 hrs
A course used by students for individual research to further their studies in art education and to share this information with their peers.

FA 510 Ceramics. 2 hrs
Studio course in ceramics. Art majors only.

FA 520 Drawing. 2 hrs
Advanced studio course in drawing. Art majors only.

FA 530 Seminar in 20th Century Art. 3 hrs
Readings, reports, and group discussions on 20th century art. Topics may vary. Art majors only.

FA 540 Jewelry. 2 hrs
Advanced studio course in jewelry. Art majors only.

FA 550 Printmaking. 2 hrs
Advanced studio course in graphics. Art majors only.

FA 555 Textiles. 2 hrs
Advanced studio course in textiles. Art majors only.

FA 560 Watercolor. 2 hrs
Advanced studio course in watercolor. Art majors only.

FA 570 Sculpture. 2 hrs
Advanced studio course in sculpture. Art majors only.

FA 580 Painting. 2 hrs
Advanced studio course in oil painting. Art majors only.

FA 590/591/592 Special Topics. 1/2/3 hrs
A graduate-level course in a specific area of art, to be determined by the field of specialization of the instructor and the interest of the student.
Prereq: Department permission.

FA 595 Workshop in Art. 2 hrs
A workshop in art history focusing on personal observation of the visual arts of a particular area.
Prereq: Department permission.

FA 596 Workshop in Art Education. 3 hrs
A workshop in art education and/or art history focusing on personal observation of the visual arts of a particular area.
Prereq: Department permission.

FA 600 Photography I. 1 hr
Advanced studio course in photography. Based on background and need of students.
Prereq: Department permission.

FA 601 Photography II. 2 hrs
Advanced studio course in photography. Based on background and need of students. This course allows the student a more intense photographic experience than FA 600.
Prereq: Department permission.

FA 602 Photography III. 3 hrs
Advanced studio course in photography. Based on background and need of students. This course allows the student a more intense photographic experience than FA 601.
Prereq: Department permission.

FA 603 Photography IV. 4 hrs
Advanced studio course in photography. Based on background and need of students. This course allows the student a more intense photographic experience than FA 602.
Prereq: Department permission.

FA 604 Photography V. 4 hrs
Advanced studio course in photography. Based on background and need of students. This course allows the student a more intense photographic experience than FA 603.
Prereq: Department permission.

FA 610/611/612 Ceramics. 1/2/3 hrs
Advanced studio courses in ceramics. Based on background and need of the student. Graduate majors only.

FA 620/621/622 Drawing. 1/2/3 hrs
Advanced studio courses in drawing. Based on background and need of the student. Graduate majors only.
FA 630 Graduate Studio. 9 hrs
The first of the four graduate studio courses leading to the MFA degree. Course is conducted on a one-to-one basis. Instructor is selected for the student for this first course upon his/her acceptance into the program by the Graduate Acceptance Committee. MFA candidates only.
Prereq: Department permission.

FA 631 Graduate Studio. 9 hrs
The second of the four graduate studio courses leading to the MFA degree. Instructor to be selected by the student from the MFA faculty. MFA candidates only.
Prereq: Department permission.

FA 640/641/642 Jewelry. 1/2/3 hrs
Advanced studio courses in jewelry. Based on background and need of the student. Graduate majors only.

FA 650/651/652 Printmaking. 1/2/3 hrs
Advanced studio courses in graphics. Based on background and need of the student. Graduate majors only.

FA 655/656/657 Textiles. 1/2/3 hrs
Advanced studio courses in textiles. Based on background and need of the student. Graduate majors only.

FA 660/661/662 Watercolor. 1/2/3 hrs
Advanced studio courses in watercolor. Based on background and need of the student. Graduate majors only.

FA 665/666/667/668 Painting. 1/2/3/4 hrs
Advanced studio courses in oil painting. Based on background and need of the student. Graduate majors only.

FA 670/671/672 Sculpture. 1/2/3 hrs
Advanced studio courses in sculpture. Based on background and need of the student. Graduate majors only.

FA 679/680/681 Special Topics. 1/2/3 hrs
A graduate-level course in a specific area of art, to be determined by the field of specialization of the instructor and the interest of the student.
Prereq: Department permission.

FA 690/691/692 Thesis. 1/2/3 hrs
Prereq: Department permission.

FA 694 Seminar in Art Education. 2 hrs
Art education seminar involving research to enhance the class lectures and discussion concerning the subject of art's relativity to art education.

FA 695/696 Seminar in Contemporary Ideas. 3 hrs each
A two semester seminar sequence for all master of fine arts degree candidates dealing with in-depth questions and problems in 20th-century art. Discussions will be supplemented with slides, films and the presentation of papers. MFA candidates only.
Prereq: Department permission.

FA 697/698/699 Independent Study. 1/2/3 hrs
Advanced study on an individual basis in areas not covered, or not covered in depth, in formal coursework.
Prereq: Department permission.

FA 732 Graduate Studio. 9 hrs
The third of the four graduate studio courses leading to the MFA degree. Instructor to be selected by the student from the MFA faculty. MFA candidates only.
Prereq: Department permission.

FA 733 Graduate Thesis and Exhibition. 8 hrs
A culmination of the three sequential graduate studio courses. The ideas developed in these courses result in a body of work that comprises the graduate exhibition. A written thesis is optional. An oral defense of the ideas presented in the exhibition is required. The University reserves the right to retain work from the graduate exhibition to be added to the EMU collection. A set of 35mm slides of all the works in the exhibition will be taken by the MFA candidate and will become part of the Art Department files. Must be taken concurrently with FA 734. MFA candidates only.
Prereq: Department permission.

FA 734 Oral Defense of MFA Exhibition. 2 hrs
A course conducted by the adviser in each area of concentration. Individual conferences, reading assignments and slides increase understanding of the art context of the candidate’s work. Must be taken concurrently with FA 732 and FA 733. MFA candidates only.
Prereq: Department permission.

OTHER COURSES
These upper division undergraduate courses may also be taken for graduate credit and applied on the department’s degree program. A maximum of nine hours in approved 400-level courses may be permitted in the earning of any graduate degree. See the undergraduate catalog for course descriptions.
If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

FA 406 Printmaking (3)
FA 408 Ceramics (3)
FA 409 Advanced Photographic Imagery (3)
FA 410 Metal Casting Techniques (3)
FA 412 Sculpture (3)
FA 413 Painting (3)
FA 414 Watercolor II (3)
FA 419 Life Drawing (3)
FA 421 History of Oriental Art (3)
FA 422 Chinese and Japanese Art History (3)
FA 423 Watercolor III (3)
FA 424 Watercolor IV (3)
FA 426 Medieval Art History
FA 427 Baroque Art (3)
FA 428 Seminar in 20th Century Art (2)
FA 429 History of American Architecture (3)
FA 430 Mesoamerican Art (3)
FA 432 Drawing III (3)
FA 436 Women in Art (3)
FA 439 Life Drawing (3)
FA 440 Art since 1945 (3)
FA 441 Studies in Clay and Glazes (3)
FA 443 Jewelry (3)
FA 455 Textiles (3)
FA 460 Advanced Graphic Design (3)
FA 462 Image making II (3)
FA 464 Corporate Identity and Graphic Systems (3)
FA 480 Painting (3)
FA 481 Painting (3)
FA 487 Cooperative Education (3)
The Biology department offers a Master of Science degree program with concentrations in general biology, ecosystem biology (aquatic and terrestrial), molecular/cellular biology, physiology, and community college biology teaching. Graduate assistantships are usually available. All applicants for admission to the biology Master of Science program are encouraged to apply for an assistantship. The department believes that the experience in teaching and research gained as a graduate assistant is a valuable part of the graduate program in biology for those who can be accommodated in these positions.

The Master of Science in general science administered by the Physics department includes some work in biology. For information, see the Physics department listing.

The Biology department shares the Mark Jefferson Science Building with the departments of Chemistry and Psychology. This building provides modern teaching laboratories, research laboratories, and classrooms and such specialized facilities as an electron microscopy and photo-micrography suite, controlled environment chambers, a walk-in cold room, aquarium rooms, animal rooms, photographic darkrooms, space for work in radiation biology, a radio frequency screened room, herbarium and teaching museums with plant and animal collections, and a vertebrate skull collection. The department's on-campus resources also include a greenhouse and the Loesell Field Laboratory. The adjacent Huron River and nearby state game and recreation areas as well as the Kresge Environmental Education Center at Lapeer, Michigan, are also available for fieldwork. Vans and boats are available for class and research use.

MASTER OF SCIENCE IN BIOLOGY

The Master of Science in biology program is designed to provide all students with a broad background of knowledge, scientific skills and attitudes.

ADMISSION REQUIREMENTS

All concentrations in the biology master's program share the same general admission requirements:

1. bachelor's degree;
2. a minimum of 20 (normally 30) semester hours in biology to include coursework in genetics and physiology with at least seven hours each in botany and zoology;
3. one year of general chemistry;
4. one year of organic chemistry, or one semester of organic chemistry and one semester of biochemistry;
5. one year of basic physics;
6. one semester of calculus or one semester of statistics;
7. an academic record of "B" (3.0) or better during the junior and senior years;
8. meet Graduate School degree admission requirements;
9. submit to the biology department a completed departmental admission form and two recommendations.
10. As of the 1994 fall semester, students applying for admission must submit scores from the Graduate Record Examination (GRE) general and biology subject tests to the Graduate School.

Students deficient in one or more of the above admission requirements may be granted conditional admission subject to removing deficiencies while beginning a graduate program. Hours earned in deficiency courses may not apply toward degree requirements. Special admission requirements in some areas of concentration are cited under that area of concentration.

DEGREE REQUIREMENTS

A minimum of 30-34 credit hours of graduate work is required on the various programs, including at least 24-25 hours of course work in the Biology department and typically five to six hours of cognate credits to be taken outside the department. Courses on the program must be distributed to ensure that the student's combined undergraduate and graduate experiences include a minimum of 12 hours in biology, 10 hours in zoology and 10 hours in botany. Microbiology courses may be substituted for some of the botany hours in meeting this requirement. Two credit hours in the biology department seminar courses are required on all programs.

To accommodate such diverse needs as research experience, internships and specialized course work, each student is required, by the end of the first semester after admission to the degree program, to develop a personalized program of studies in consultation with the student's own faculty Guidance Committee. This must be approved and kept on file by the graduate coordinator. Requests for changes to the approved program must be submitted to the graduate coordinator with the written approval of the student's Guidance Committee.

In addition to satisfying the common requirements outlined above, students in all concentrations except Community College Biology Teaching will complete the degree by following one of two alternative plans: Plan A, with thesis; or Plan B, with a practical research/methodology oriented culminating experience.

Plan A: Candidates must successfully complete an original investigation with approval of, and supervision by, their Guidance (Thesis) Committee. This research must be of a quality suitable for publication and submitted in writing in thesis form as outlined by the Graduate School. The student must successfully defend this thesis in an oral examination. A maximum of four credit hours may be earned for thesis research.

Plan B: Candidates must successfully complete three hours of credit in either a Practicum (BIOL 686/687/688) or an approved equivalent and three hours of credit in independent study (BIOL/BOTN/MICR/ZOOL 697/698/699). They must prepare a written research report and report orally on their own findings or contributions in an approved biology seminar setting.
ADVISING
At the time of their admission to the biology program, students will receive temporary advising from the graduate coordinator or the principal adviser in their selected area of concentration or from the Graduate Committee. Courses approved for the first semester during the initial advising period will count in the student's permanent program.

Students are responsible for forming a permanent Guidance Committee and developing a permanent program approved by that committee before registering for their second semester. Beyond the first semester, if no approved program of study is on file, courses taken, whether initially approved or not, are not binding on the Guidance Committee for inclusion on the student's final permanent program.

The Guidance Committee for Plan A students will include at least three biology department graduate faculty members. The chair is usually selected by the student; the other two members are then chosen by the chair in consultation with the student. Additional members may be added from inside or outside the department by agreement between the chair and the student.

The Guidance Committee for Plan B students will consist of the principal graduate adviser for the selected concentration and the graduate coordinator. The graduate adviser, in consultation with the student, will prepare the student's program; the graduate coordinator must also sign and approve the program. The student may select a third member of the Guidance Committee from the biology department graduate faculty.

COMMUNITY COLLEGE BIOLOGY TEACHING CONCENTRATION

This program is designed to prepare students for the professional teaching of biology at the community college level. It requires a minimum of 30 graduate credit hours. Principal adviser: Dr. John Novak.

COURSE REQUIREMENTS

Required Courses .................................................... 2 hours
BIOL/BOTN/MICR/ZOOL 693/BIOL 696 Seminar:
Laboratory Instruction (1/1/1/1) .............................. 2
Restricted Electives ................................................ 4 hours
BIOL 686 Practicum ................................................... 1
BIOL 689 Internship ............................................... 3
Electives .................................................................. 18-22 hours
To include one course in zoology and one course in botany or microbiology
The student's combined undergraduate and graduate course work must include: botany and zoology (or equivalents), genetics, general physiology, a botany field course, a zoology field course, human anatomy and physiology, general microbiology and microbiology techniques, one additional techniques course from BIOL 413/415/516, ecology, biometry (or a computer course)
Cognates ................................................................. 2-6 hours
Total ..................................................................... 30 hours

ECOSYSTEM BIOLOGY CONCENTRATION

This program is intended to prepare students to pursue research and teaching careers in ecosystem biology. The program is also designed to provide background for students entering doctoral programs in diverse areas of ecology and to prepare research personnel for careers with government agencies or private companies concerned with the protection or management of aquatic and terrestrial ecosystems. Emphasis is placed on the development of research skills, taxonomic expertise, field and laboratory methods, and their application to applied and theoretical ecology. Students may choose to emphasize either aquatic or terrestrial ecosystems in their individual programs.

The concentration requires a minimum of 32 semester hours, 26 in the biology department and at least five to six hours of cognates; however, students without credit for a course in general ecology as an undergraduate must complete a 36 semester hours program, including BIOL 524 General Ecology.

Principal advisers: Dr. Gary L. Hannan and Dr. Robert K. Neely.

COURSE REQUIREMENTS

Required Courses .................................................... 2-6 hours
BIOL/BOTN/MICR/ZOOL 693/BIOL 696 Seminar:
Laboratory Instruction (1/1/1/1) (both seminars must be in ecosystem biology)
BIOL 524 General Ecology (4) (if no undergraduate credit for a course in general ecology)

Restricted Electives ................................................ 6 hours
Plan A students must select BIOL 690/691/692 Thesis (1/2/3) ......................................................... 4
and BIOL/BOTN/MICR/ZOOL 697/698/699 Independent Study (1/2/3) .... .................... 2
Plan B students must select BIOL 686/687/688 Practicum (1/2/3) or BIOL 587 Cooperative Education (3) or equivalent ............. 3
and BIOL/BOTN/MICR/ZOOL 697/698/699 Independent Study (1/2/3) ....................... 3

Electives ............................................................. 18-19 hours
The student’s combined undergraduate and graduate course work must include botany, zoology or equivalent, physiology, general ecology, biometry, genetics, three taxonomic field courses (one botanical, one zoological, and the third in either botany or zoology), and at least three courses from among approved advanced courses in ecology.

Cognates ................................................................. 5-6 hours
Total ..................................................................... 32-36 hours

GENERAL BIOLOGY CONCENTRATION

This program is designed to provide the additional background in biology appropriate for secondary teachers, and for students entering a variety of doctoral programs in biology. It requires a minimum of 30 credit hours of graduate work, including at least 24-25 hours of course work in the biology department and typically 5-6 hours of cognates to be taken out-
side the department. Principal adviser: the graduate coordinator and the Graduate Committee.

COURSE REQUIREMENTS

Required Courses .......................................................... 2 hours
BIOL/BOTN/MICR/ZOOL 693/BIOL 696 Seminar: Laboratory Instruction (1/1/1/1)

2 Restricted Electives ................................................. 4-6 hours
Select either a. or b.
- a. BIOL 690/691/692 Thesis (1/2/3) ......................... 4
- b. BIOL 686/687/688 Practicum (1/2/3) or equivalent

and BIOL/BOTN/MICR/ZOOL 697/698/699
Independent Study (1/2/3) ............................................. 6

Electives ................................................................. 22-23 hours
The student's combined undergraduate and graduate course work must include genetics, physiology, ecology, structural and/or developmental biology, evolution, and microbiology.

Cognates ................................................................. 2-6 hours
Total ........................................................................... 34 hours

MOLECULAR/CELLULAR BIOLOGY

CONCENTRATION

This program is designed to prepare students to pursue research and teaching careers in molecular and cellular biology. In addition to the general requirements stated above, this concentration has the following additional admission requirements:

1. one year of general biology or equivalent (replaces seven credit hours each in botany and zoology);
2. a structural or developmental biology course;
3. a course in biochemistry with laboratory;
4. two semesters of calculus or equivalent;
5. a statistics course.

A course in physical chemistry and a course in microbiology are highly recommended. Principal advisers: Dr. James L. VandenBosch and Dr. Glenn Walker.

COURSE REQUIREMENTS

Required Courses .......................................................... 18 hours
BIOL/BOTN/MICR/ZOOL 693/BIOL 696 Seminar: Laboratory Instruction (1/1/1) ...................... 2
Plan A students must select BIOL 690/691/692 Thesis (1/2/3) or BIOL 690/691 Thesis (1/2) and BIOL/BOTN/MICR/ZOOL 697/698 Independent Study (1/2) .......... 3
Plan B students must select BIOL/BOTN/MICR/ZOOL 697/698 Independent Study (1/2)  ................. 3
(a minimum of 2 hours must be experimental)
Select 13 hours from approved list (see adviser). 13
(Students must select two research methodology courses as approved by adviser.)

Restricted Electives .................................................... 9-11 hours
Select 9-11 hours from approved list (see adviser)/9-11

Cognates ................................................................. 5-10 hours
(restricted, see adviser)

Total ........................................................................... 34 hours

PHYSIOLOGY CONCENTRATION

This program is designed to prepare students for technical, teaching, clinical, or research careers in physiology. Individually prepared programs of study are designed to provide, in conjunction with the undergraduate background, a balance of physiological concepts and analytical methods at both the cellular and organismal levels as demonstrated in at least two of the following areas: vertebrate physiology; invertebrate physiology; plant physiology; and microbial physiology. Principal adviser: Dr. Merlyn C. Minick.

COURSE REQUIREMENTS

Required Courses .......................................................... 2 hours
BIOL/BOTN/MICR/ZOOL 693/BIOL 696 Seminar: Laboratory Instruction (1/1/1/1) ...................... 2

Restricted Electives .................................................... 16-18 hours
Select 12 hours from the following: ...................... 12
BIOL 540 Cell Biology (3)
BOTN 640 Plant Cell Physiology (2)
ZOOL 536 Vertebrate Tissues: Structure and Function (3) ZOOL 548 Functional Biology of the Invertebrates (3) ZOOL 671 Comparative Vertebrate Physiology (4)
ZOOL 672 Endocrinology (4)
ZOOL 673 Membrane Physiology (3)
ZOOL 674 Animal Cell Physiology Laboratory (1)

Plan A students must select BIOL 690/691/692 Thesis (1/2/3) ......................................................... 4
Plan B students must select courses in biological research techniques or instrumentation, or equivalent .... 3
and BIOL/BOTN/MICR/ZOOL 697/698/699 Independent Study (1/2/3) .......................................... 3

Electives ................................................................. 8-12 hours
The student's combined undergraduate and graduate course work must include one year of physics, botany, zoology or equivalent, general or cell physiology, and two of the following: vertebrate physiology, plant physiology, microbial physiology, invertebrate physiology (others approved by physiology adviser).

Cognates ................................................................. 5-6 hours
Total ........................................................................... 30-34 hours

Biology Courses

BIOL 508 Evolution: Fact and Theory.* .............................. 2 hrs
Evidence bearing on the origin and evolution of life and the processes involved is critically examined in this lecture and discussion course. Original term paper on an aspect of recent advances in evolutionary theory required.
Prereq: Background in biology, anthropology, geology or biochemistry and department permission.

BIOL 509 Biometry.* ..................................................... 3 hrs
A general course designed to study statistical methodology and the practical application of such statistics in biology.
Prereq: A course in college algebra, 15 hours in biology.
BIOL 510 Light and Electron Microscopy, Theory, and Applications.* 1 hr
A lecture/demonstration course covering principles and methodologies of light and electron microscopy.
Prereq: Twenty semester hours of biology.

BIOL 511 Biological Aspects of Aging.* 2 hrs
A survey of aging changes at the cellular, tissue, and organismal level in plants and animals from protozoa to the human. The major theories of aging will be considered. Not open to students with credit in BIOL 239 Biology of Aging.
Prereq: One college level course in biology. A course in chemistry is recommended.

BIOL 512 Biological Photography.* 1 hr
A laboratory course on the fundamentals of micro- and macrophotography of biological specimens; includes image exposure, development, and printing.
Prereq: BIOL 415 Basic Histological Techniques, BIOL 510, or department permission.

BIOL 516 Advanced Histological Techniques.* 1 hr
A laboratory, lecture, and demonstration techniques mini-course giving practice and theory in animal tissue slide preparation for clinical/research purposes such as fluorescence microscopy, phase/contact microscopy, histochemical staining, cryostat sectioning, and metallic impregnation staining.
Prereq: BIOL 415 Basic Histological Techniques.

BIOL 518 History of Biology.* 2 hrs
Development of major concepts in biology from the Greek natural philosophers to the present.
Prereq: At least two courses in biology.

BIOL 522 Limnology.* 3 hrs
A lecture, laboratory, and field course dealing with physico-chemical and biological interrelationships in standing waters.
Prereq: BIOL 420/524 General Ecology and one taxonomic field course or department permission.

BIOL 524 General Ecology.* 4 hrs
A field and laboratory course introducing the concepts involved in the study of terrestrial and aquatic communities, their physical environment, and their integration into ecosystems. Emphasis will be on properties at the ecosystem, community, and population levels. An individual student problem will be required.
Prereq: BOTN 221 General Botany, ZOOL 222 General Zoology and one taxonomic field course or department permission.

BIOL 525 Conservation.* 2 hrs
A survey of the natural resources of Michigan; its land, water, minerals, forests, grasslands, wildlife, and human resources. Some of the current problems in conservation peculiar to Michigan on the basis of its history, its present resource utilization and its future possibilities. Not open to students with credit in BIOL 224 Principles of Conservation.

BIOL 526 Immunobiology.* 3 hrs
Cellular and molecular responses to immunogens; primary and peripheral immune organs; T-cells and B-cells in cell-mediated and humoral immunity, immune regulation and mechanisms; hypersensitivity; immunity against microbial infectious agents; antigen-antibody reactions in vitro used in research and diagnostics.
Prereq: MICR 329 General Microbiology; biochemistry desirable.

BIOL 527 Immunobiological Methods.* 1 hr
An individualized laboratory course on antibody production with available antigens; immunodiffusional and immunoelectrophoretic analysis of antigens and their components with available sera; immunobiological research projects of student's choice. Must be taken concurrently with BIOL 526.
Prereq: MICR 329 General Microbiology, BIOL 301 Genetics; biochemistry desirable.

BIOL 528 Tropical Ecology.* 3 hrs
Important biotic communities of the tropics. Investigation in both marine and terrestrial environments; lectures, laboratory, and fieldwork. Field course. Offered only on demand and when appropriate arrangements can be made for visiting tropical laboratories and/or field stations.
Prereq: Botany, zoology, some concept of ecological principles and some familiarity with use of taxonomic keys.

BIOL 535 Wetland Ecosystems.* 3 hrs
Advanced field ecology course in the theory and methods of study of wetland ecosystems.
Prereq: BIOL 420/524 General Ecology and one taxonomic field course, or department permission.

BIOL 536 Terrestrial Ecosystems.* 3 hrs
Advanced field ecology course in the theory and methods of study of the structure and dynamics of terrestrial ecosystems.
Prereq: BIOL 420/524 General Ecology and one taxonomic field course, or department permission.

BIOL 540 Cell Biology.* 3 hrs
A lecture course covering the structure and function of the nuclear and cytoplasmic components of the cell.
Prereq: Twenty hours of biology including: BOTN 221 General Botany, ZOOL 222 General Zoology, CHEM 270 Organic Chemistry, and a course in physiology.

BIOL 542 Molecular Genetics.* 3 hrs
A follow-up to introductory genetics. Concentrates on the molecular aspects of the subject. The properties of genetic material at the molecular level.
Prereq: Twelve hours of biology, including BIOL 301 Genetics.

BIOL 543 Developmental Biology.* 3 hrs
A course on the molecular aspects of early development, cytodifferentiation, cell communication, morphogenesis, pattern formation and developmental genetics.
Prereq: ZOOL 323 Animal Embryology, CHEM 451-452 Biochemistry I-II or department permission.
BIOL 544 Tissue Culture Techniques and Methods.* 2 hrs
A course on the techniques and methodologies employed in plant and animal cell culture. An introduction to theory and practice which facilitates students' ability to develop and use in vitro systems.
Prereq: Twenty hours of biology and department permission.

BIOL 587 Cooperative Education. 3 hrs
Four to six months of full-time employment at an industrial firm or laboratory specially chosen for imparting a practical educational experience in biology or technology. The program consists of work experience alternated with full-time attendance at the University. Admittance to program by application only. Offered on credit/no credit basis.
Prereq: Department permission.

BIOL 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

BIOL 594/595/596 Workshop. 1/2/3 hrs
Workshops will be offered dealing with selected areas. Workshops emphasize student participation and are designed to offer practical experience and training, and theoretical study. Topics to be announced. (See current campus and Continuing Education bulletins)

BIOL 610 Cytogenetics.* 4 hrs
The structure and behavior of cells with emphasis on their nuclear components. Implications for genetics and evolution; some opportunity in the laboratory for individual investigation and for demonstration of techniques in cytological study.
Prereq: Fifteen hours of biology, including at least one course in genetics.

BIOL 621 Electron Microscopy Laboratory.* 3 hrs
A specialized course in techniques of electron microscopy including preparation of various tissues, use of electron microscope and its application to the study of biological problems. Darkroom technique is also covered. Potential candidates for electron microscopy should sign up and interview with the instructor early in the preceding semester. Recitation required.
Prereq: Twenty hours of biology and department permission.

BIOL 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

BIOL 682/683/684 Workshop. 1/2/3 hrs
Workshops will be offered dealing with selected areas. Workshops emphasize student participation and are designed to offer practical experience and training, and theoretical study. Topics to be announced. (See current campus and Continuing Education bulletins)

BIOL 686/687/688 Practicum. 1/2/3 hrs
Practical experience in a particular field study, with each student responsible for the experimental design and the collection, analysis, and interpretation of field data for a specific area within a broader problem under group investigation.
Prereq: Department permission.

BIOL 689 Internship. 3 hrs
An intensive internship experience consisting of supervised participation in teaching biology at the community college level. The intern will participate in all department and professional activities at a community college and will conduct specific courses. Credit/no credit.
Prereq: Department permission.

BIOL 690/691/692 Thesis. 1/2/3 hrs
Intensive research into a biological problem, under the guidance and supervision of a graduate faculty member in the Biology department, and the preparation of a thesis consistent in substance and form with the standards of the discipline. Offered on credit/no credit basis.
Prereq: Department permission.

BIOL 693 Seminar.* 1 hr
Presentation of special reports and group discussions of selected topics. Offered on a credit/no credit basis.
Prereq: Twenty hours of credit in biology, including botany and zoology and department permission.

BIOL 696 Seminar: Laboratory Instruction. 1 hr
Analysis and discussion of the special problems of laboratory instruction in biology in college. Offered on credit/no credit basis.
Prereq: Appointment to a graduate assistantship.

BIOL 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

Botany Courses

BOTN 530 Plant Products in Industry. 2 hrs
The various ways in which plants and plant products are utilized in modern industry; plants and the source of technical raw materials; the dependence of man upon the plant kingdom. Not open to students who have credit in BOTN 215 Economic Botany.

Denotes technique courses
BOTN 540 Plant Morphology of Algae and Fungi. 4 hrs
A lecture and laboratory course on comparative morphology of the algae (freshwater and marine) and the fungi. A study of the structure and life cycles of representative organisms with emphasis on the relationship of morphology to reproduction, environmental adjustment, classification and evolution.
Prereq: Fifteen hours of biology including BOTN 221 General Botany.

BOTN 541 Morphology of Mosses through the Vascular Plants. 4 hrs
A lecture and laboratory course on comparative morphology of the mosses, liverworts, ferns and other vascular plants. A study of the structure and life cycles of representative forms with emphasis on the relationship of morphology to reproduction, environmental adjustment, classification and evolution.
Prereq: Fifteen hours of biology, including BOTN 221 General Botany.

BOTN 543 Plant Pathology. 3 hrs
A study of plant diseases caused by fungi, bacteria, viruses, nematodes, phanerogams and environmental stress, with emphasis on the biology of the causal organisms, principles of pathogenesis, practical techniques of applied plant pathology and disease control.
Prereq: BOTN 442 Plant Physiology desirable.

BOTN 550 Systematic Botany. 3 hrs
A lecture, laboratory and field course addressing the principles of plant systematics and taxonomy and techniques of obtaining and analyzing data used in systematics. Major plant groups will be studied by collection, preservation and identification of specimens. Counts as a taxonomic field course. Not open to students who hold credit in BOTN 455 Systematic Botany.
Prereq: BOTN 221 General Botany.

BOTN 551 Freshwater Algae. 3 hrs
A survey of the freshwater algal divisions; their morphology, taxonomy, ecology and economic importance. Lectures will emphasize an evolutionary approach. Laboratory work will stress the identification of representative algal taxa. A class field study will be required. Counts as a taxonomic field course.
Prereq: BOTN 221 General Botany.

BOTN 552 Taxonomy and Ecology of Aquatic Vascular Plants. 3 hrs
Analysis of vascular aquatic and wetland plants and habitats. Lectures stress physical and biological habitat features and plant adaptations. Laboratories stress identification of aquatic and wetland species. Counts as a taxonomic field course.
Prereq: BOTN 221 General Botany.

BOTN 553 Taxonomy and Ecology of Diatoms. 3 hrs
A taxonomic field course on the collection, preservation and identification of freshwater diatoms; includes familiarity with the more significant world literature. Collection required. Counts as a taxonomic field course.
Prereq: BOTN 551 or department permission.

BOTN 554 Trees and Shrubs. 3 hrs
A taxonomic field course on identification of native trees and shrubs in winter and spring condition. Counts as a taxonomic field course.
Prereq: BOTN 221 General Botany or BIOL 205 Field Biology.

BOTN 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

BOTN 594/595/596 Workshop. 1/2/3 hrs
Workshops will be offered dealing with selected areas. Workshops emphasize student participation and are designed to offer practical experience and training, and theoretical study. Topics to be announced. (See current campus and Continuing Education bulletins)

BOTN 640 Plant Cell Physiology.* 2 hrs
Selected topics on recent advances in molecular botany.
Prereq: BOTN 221 General Botany, laboratory physiology (general, cell, plant, or animal) and organic chemistry.

BOTN 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

BOTN 683 Seminar.* 1 hr
Presentation of special reports and group discussions on selected topics. Offered on credit/no credit basis.
Prereq: Twenty hours of credit in biology, including botany and zoology.

BOTN 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

MICR 541 Microbial Genetics.* 4 hrs
A lecture and laboratory course on the hereditary mechanisms employed by microbes, both prokaryote and eucaryote. Methods of genetic manipulation of microbes for human benefit will be considered.
Prereq: MICR 329 General Microbiology, or two semesters of biochemistry and department permission.

MICR 555 Determinative Microbiology.* 4 hrs
A lecture and laboratory course on the biochemical characteristics, isolation and growth of selected groups of microorgan-
Identification characterization, numerical taxonomy techniques and independent laboratory work will be emphasized.

**Prereq:** MICR 444 Microbial Physiology, a biochemistry course and 15 hours of biology.

**MICR 587 Cooperative Education.** 3 hrs

Four or six months of full-time employment at an industrial firm or laboratory specially chosen for imparting a practical educational experience in microbiology or technology. The program consists of work experience alternated with full-time attendance at the University. Admission to program by application only. Offered on credit/no credit basis.

**Prereq:** Department permission.

**MICR 620 General Virology.* 3 hrs**

Molecular virology dealing with biophysical, biochemical and biological properties of viruses; cultivation in vitro for vaccine production; infection cycles; molecular patterns of replication; and control mechanisms.

**Prereq:** Fifteen hours of credit in biology including microbiology and biochemistry.

**MICR 679/680/681 Special Topics. 1/2/3 hrs**

An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.

**Prereq:** Department permission.

**MICR 693 Seminar.* 1 hr**

Presentation of special reports and group discussions of selected topics. Offered on a credit/no credit basis.

**Prereq:** Twenty hours of biology, including botany and zoology.

* Denotes technique courses

**ZOOLOGY COURSES**

**Zool 536 Vertebrate Tissues: Structure and Function.* 3 hrs**

Vertebrate tissue structure and function are examined in a lecture, discussion, laboratory course. An original term paper is required. To be offered once a year.

**Prereq:** Twenty semester hours of biology including ZOOL 222 General Zoology.

**Zool 548 Functional Biology of the Invertebrates.* 3 hrs**

A lecture/laboratory discussion course to contrast various invertebrate functional approaches to common environmentally posed problems of survival. This will include participation in a discussion group, a team research project and report, and a term paper.

**Prereq:** Twenty semester hours college biology including ZOOL 222 General Zoology and BIOL 320 Introduction to Cell Physiology (ZOOL 430 Invertebrate Zoology recommended).

**Zool 570 Natural History of Invertebrates. 3 hrs**

A field course in the recognition, collection, identification, and preservation of common invertebrates of Michigan, exclusive of the insects; natural history, ecology, and economic importance. Counts as a taxonomic field course.

**Prereq:** ZOOL 222 General Zoology.

**Zool 571 Natural History of Vertebrates. 3 hrs**

Vertebrates, their adaptations, and natural history; the taxonomic classification, identification, and distribution of local and other forms. Fieldwork, sometimes under adverse weather conditions and at night; accurate original data on local species. Counts as a taxonomic field course.

**Prereq:** ZOOL 222 General Zoology.

**Zool 572 Ichthyology. 3 hrs**

A study of some aspects of the biology, classification, distribution, and evolution of fishes. Attention is given to the morphology, physiology, behavior, natural history, and ecology of fishes through work in lecture, laboratory, and in the field. Specific experience in the identification of the freshwater fishes of the Great Lakes region is provided in addition to a general survey of some marine fish families. Counts as a taxonomic field course.

**Prereq:** ZOOL 222 General Zoology.

**Zool 574 Herpetology. 3 hrs**

Amphibian/reptilian biology; taxonomy, evolution, adaptations, anatomy, behavior, ecology, zoogeography. Field trips: some nocturnal, rainy, and two Saturdays. Dissections: salamander, lizard. Study living/preserved representatives, extant families, and American species. Field or library research project required. Counts as a taxonomic field course.

**Prereq:** ZOOL 222 General Zoology and one of the following: ZOOL 310 Natural History of Vertebrates or ZOOL 431 Comparative Anatomy of Vertebrates or BIOL 420 General Ecology.

**Zool 575 Ornithology. 3 hrs**

Bird biology for the secondary teacher and for students with an advanced interest in biology; field identification and census methods of summer and fall bird populations, behavior and ecology. A survey in the laboratory of major North American bird families. A student field project is required. Counts as taxonomic field course.

**Prereq:** ZOOL 222 General Zoology or department permission.

**Zool 580 Advanced Field Ornithology.* 2 hrs**

Field study and identification of all migratory birds and the spring migration as a biological phenomenon. Counts as a taxonomic field course.

**Prereq:** ZOOL 575, or some experience in field identification of birds and department permission.
ZOOL 582 Aquatic Entomology. 3 hrs
Aquatic insect families and some common genera; ecology, including adaptations to the aquatic environment, life histories, and taxonomy. A collection of the common insect families of this area is required. Counts as a taxonomic field course.
Prereq: ZOOL 421/585 Entomology recommended.

ZOOL 583 Field Parasitology. 3 hrs
The helminth, protozoan, and arthropod parasites of animals, both vertebrate and invertebrate; collection, preparation, and identification of parasites of local animals.
Prereq: ZOOL 222 General Zoology; ZOOL 462 Parasitology; ZOOL 430 Invertebrate Zoology or ZOOL 300/570 Natural History of Invertebrates; and ZOOL 310/571 Natural History of Vertebrates or ZOOL 431 Comparative Anatomy of Vertebrates. Department permission.

ZOOL 584 Protozoology. 3 hrs
Survey of the protozoa, both free living and parasitic; their life cycles, morphology, and ecology. Techniques of collecting, culturing and preserving protozoans and their identification. Counts as a taxonomic field course.
Prereq: ZOOL 222 General Zoology.

ZOOL 585 Entomology. 3 hrs
A survey of the world of insects, their structure, function, behavior, and ecology; identification and classification of local insects. A field project is required. Counts as a taxonomic field course.
Prereq: ZOOL 222 General Zoology.

ZOOL 586 Mammalogy. 3 hrs
Some aspects of the biology of mammals; origin and evolution, anatomy, classification, adaptations, and zoogeography. Natural history and ecology are studied in the field, including behavior and population dynamics. A collection of five or more museum study specimens of different species is required of each student. Counts as a taxonomic field course.
Prereq: ZOOL 222 General Zoology and ZOOL 310/571 Natural History of Vertebrates or BIOL 420/524 General Ecology or ZOOL 431 Comparative Anatomy of Vertebrates.

ZOOL 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

ZOOL 594/595/596 Workshop. 1/2/3 hrs
Workshops will be offered dealing with selected areas. Workshops emphasize student participation and are designed to offer practical experience and training, and theoretical study. Topics to be announced. (See current campus and Continuing Education bulletins)

ZOOL 670 Animal Behavior.* 2 hrs
The behavior of both vertebrates and invertebrates; instinct, learning, sociality, communication, and breeding behavior, with emphasis on the ontogenic and adaptive significance of behavior patterns.
Prereq: Two courses in zoology.

ZOOL 671 Comparative Vertebrate Physiology.* 4 hrs
A study of physiological and biochemical control systems utilized to maintain endogenous homeostasis in a series of vertebrate animals. Lab required.
Prereq: Organic chemistry, vertebrate physiology, or department permission.

ZOOL 672 Endocrinology.* 4 hrs
A biological and nonclinical survey of the invertebrate and vertebrate endocrine systems; the histology and function of each of the major endocrine organs, their specific hormones, and integrative mechanisms. Lab required.
Prereq: Organic chemistry and vertebrate physiology, or department permission.

ZOOL 673 Membrane Physiology.* 3 hrs
A molecular study of animal membrane phenomena including receptor-ligand kinetics, effector protein responses and their interactions, and other events which are responsible for cell irritability, conductivity, respiration, and metabolism.
Prereq: Six hours of laboratory physiology, organic chemistry and CHEM 451 Biochemistry I or biochemistry major. One year of physics is required.

ZOOL 674 Animal Cell Physiology Laboratory. 1 hr
A lab course on animal cell physiology. Laboratory study of the physicochemical relationships responsible for the properties of cell irritability, conductivity, contractility, metabolism, respiration, excretion, growth, and reproduction.
Prereq or coreq: ZOOL 673.

ZOOL 678/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

ZOOL 693 Seminar.* 1 hr
Presentation of special reports and group discussions on selected topics. Offered on credit/no credit basis.
Prereq: Twenty semester hours in biology, including botany and zoology.

ZOOL 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

* Denotes technique courses

Courses Designed for Teachers

BIOL 506 Methods in Teaching Biology. 2 hrs
Salient techniques and methodology in presenting biological principles; text analysis, test construction, course content, planning and equipping a modern high school biology laboratory. Not open to students who hold credit in BIOL 403 Methods and Materials for Teaching Biology.
BIOL 521 Outdoor Science and Land Laboratories. 4 hrs
Using the outdoors effectively in instruction; recognition of instructional resources on school sites and other land laboratories. Basic ecological factors affecting associations of organisms; correlations between physical and social science. Field trips.

BOTN 507 Experimental Plant Physiology for Teachers.* 2 hrs
Lecture and laboratory course concentrating on selected experimental physiological studies of seed plants. Offered during the summer session only. Not open to students who have had plant physiology.
Prereq: Fifteen hours in biology.

ESCI 505 Science in the Elementary School. 2 hrs
A survey of subject matter and process skills utilizing current science texts and courses of study; readings in current literature; the construction and use of science materials; supply and equipment needs for elementary science. Not open to students who hold credit in ESCI 302 Elementary School Science or ESCI 303 Science for the Elementary Teacher.

ESCI 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

ESCI 594/595/596 Workshop. 1/2/3 hrs
Workshops will be offered dealing with selected areas. Workshops emphasize student participation and are designed to offer practical experience and training, and theoretical study. Topics to be announced. (See current campus and Continuing Education bulletins)

ESCI 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

ESCI 693/694 Seminar.* 1/2 hrs
Presentation of special reports and group discussions on selected topics. Offered on credit/no credit basis.
Prereq: Twenty semester hours in biology, including botany and zoology.

Courses for Nonspecializing Students

The following courses are made available for graduate students who have had little or no previous training in biology, or more specifically, have not had equivalent courses as undergraduates. These courses may be applicable as cognates for other departments within the University. Unless also listed in the preceding section, they are not open to students with an undergraduate major in biology and cannot be applied to the graduate degree program in biology. Since most require no prerequisites, they are especially suited to the general student who would like to become better informed about biology, either for general interest or for better preparation for science teaching in the elementary grades.

BIOL 502 Biology of Man. 2 hrs
Man as a living organism in the world, emphasizing his/her place and relationships with the other organisms; the morphological, physiological, taxonomic, and ecological relationships of mankind. Lectures and laboratory experience.

BIOL 513 Principles of Heredity. 2 hrs
The basic principles of heredity with emphasis on inheritance in man. Not open to students who hold credit in BIOL 301 Genetics.
Prereq: BIOL 105 Biology and the Human Species.

BIOL 525 Conservation. 2 hrs

BOTN 500 Survey of the Plant Kingdom. 2 hrs
The major types of plants from algae to seed plants; emphasis on development of structure. Not open to students who have credit in BIOL 205 Field Biology or BOTN 221 General Botany.

BOTN 503 Plants and Nature. 2 hrs
Plants in their natural environment; identification and classification of local flowering plants, use of hand-lens and plant manuals, and methods of collection and preservation. Major plant groups and their climatic and geographic significance.

BOTN 530 Plant Products in Industry. 2 hrs
The various ways in which plants and plant products are utilized in modern industry; plants as the source of technical raw materials; the dependence of man upon the plant kingdom. Not open to students who hold credit in BOTN 215 Economic Botany.

ZOOL 501 Survey of the Animal Kingdom. 2 hrs
A survey of the major animal groups from protozoans to mammals. Structure function; the basis for classification and the evolutionary relationships of the several groups. Not open to students who hold credit in BIOL 205 Field Biology or ZOOL 222 General Zoology.

ZOOL 504 Field Zoology. 2 hrs
Animals in their natural habitats; identification, behavior and environmental relations. Field study and observations in woods, fields, ponds and streams; collecting and displaying living and preserved material.
OTHER COURSES

These upper division undergraduate courses may also be taken for graduate credit. A maximum of nine credit hours in approved 400-level courses may be applied on the department’s degree program. See the undergraduate catalog for course descriptions.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

Biology
BIOL 403 Methods and Materials for Teaching Biology (3)
BIOL 407 Advanced Hematology (3)
BIOL 412 Biogeography (2)
BIOL 413 Animal and Plant Preservation Techniques (1)*
BIOL 415 Basic Histological Techniques (1)*
BIOL 416 Biological Instrumentation—Theory and Practice (1)*
BIOL 434 Advanced Immunohematology (3)
BIOL 461 Oncology (3)
BIOL 480 Radiation Biology (3)

Botany
BOTN 404 Mycology (3)
BOTN 412 Plant Anatomy (3)
BOTN 442 Plant Physiology (3)
BOTN 446 Medical Mycology (4)

Microbiology
MICR 432 Clinical Microbiology (4)
MICR 442 Microbial Ecology (3)
MICR 444 Microbial Physiology (3)
MICR 445 Food Microbiology (3)
MICR 454 Molecular Biology of Bacteria and Viruses (3)

Zoology
ZOOL 417 Neuroanatomy (3)
ZOOL 427 Vertebrate Physiology (3)
ZOOL 430 Invertebrate Zoology (4)
ZOOL 431 Comparative Anatomy of Vertebrates (4)
ZOOL 439 Physiological Ecology (3)
ZOOL 462 Parasitology (3)
CHEMISTRY

Judith T. Levy
Department Head
225 Mark Jefferson
487-0106

Krish Rengan
Coordinator of Advising
106-B Mark Jefferson
487-0106

MASTER OF SCIENCE IN CHEMISTRY

The purpose of this program is to provide advanced study of chemistry leading to the master of science degree for individuals (a) who are currently employed in chemistry-related industrial or governmental positions, or (b) who desire professional training before going into the job market or on to a doctoral program.

ADMISSION REQUIREMENTS

1. An undergraduate degree with either a major or a strong minor (approximately 25 semester hours) in chemistry.
2. Credit in advanced undergraduate courses corresponding to CHEM 371-373 (Organic Chemistry I-II with lab), CHEM 361, CHEM 365 and CHEM 465 (Physical Chemistry), and CHEM 481 Instrumental Analysis, along with either CHEM 432 Advanced Inorganic Chemistry or CHEM 451-452 (Biochemistry I-II). Competency in any deficient areas may be established by examination. The graduate coordinator will use the results of these examinations to ascertain the need for remedial work. If deficiencies exist for which competency is not established by examination, a maximum of four semester hours of graduate credit will be allowed for courses taken to correct these deficiencies.
3. One year of calculus-based college physics (PHY 223 Mechanics, Sound, and Heat; PHY 224 Electricity and Light); linear algebra and calculus through differential equations.
4. An undergraduate record that meets the requirements specified by the Graduate School.
5. Submission of scores from the general tests of the Graduate Record Examination is required.

DEGREE REQUIREMENTS

Students on this program follow either the Thesis Plan or the Non-thesis Plan. Requirements for each plan include a research seminar and a research experience, a course in chemical literature and four core courses, and additional courses to complete the stated minimum number of hours.

Thesis Plan. This plan is intended for most students and requires satisfactory completion of a minimum of 30 semester hours of graduate credit.

Non-thesis Plan. This plan requires satisfactory completion of a minimum of 34 semester hours of graduate credit. It is intended for the part-time student whose professional experience constitutes a reasonable substitute (as determined by the graduate coordinator) for the laboratory research of the thesis plan.

COURSE REQUIREMENTS

Required Courses .................................................. 2 hours
- CHEM 610 Information Retrieval in Chemistry (1) or equivalent
- CHEM 693 Seminar (1) and attendance at department seminars.

Distribution Requirements .................................. 8-32 hours
Select at least one course from four of the following six areas of chemistry, viz., analytical, biochemistry, inorganic, organic, physical and polymer (courses are listed below). A grade point average of "B" or better in all distribution courses is required.
- Analytical CHEM 641
- Inorganic CHEM 632
- Organic CHEM 571, CHEM 574
- Physical CHEM 561, CHEM 562
- Biochemistry CHEM 553, CHEM 555, CHEM 655
- Polymer CHEM 665, CHEM 675

Electives ....................................................... 0-24 hours
Select from among graduate courses at the 500 or 600 level or from approved 400-level courses listed below:
- CHEM 411, CHEM 412, CHEM 413, CHEM 414, CHEM 415, CHEM 432, CHEM 433, CHEM 451, CHEM 452, CHEM 453, CHEM 481, CHEM 485, CHEM 487, CHEM 488, and CHEM 489. No graduate credit is allowed for courses numbered below 400. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

If you intend to enroll in any of the above undergraduate courses for graduate credit, you must come to the Graduate School for written permission before enrolling in the course; otherwise you will receive undergraduate credit.

Research Requirement .................................... 0-10 hours
- Thesis Plan students will complete 6-10 hours in CHEM 697/698/699 Research in Chemistry (1/2/3). An approved written thesis and an oral presentation of the research to the chemistry department is required.
- Non-thesis Plan students will satisfactorily complete a written report, in thesis style, on a project carried out in the student's job in the off-campus setting. The industrial research experience must be judged a reasonable substitute for a typical academic research project. This substitutability will be evaluated by the Graduate Committee and the department head. Students will also present a seminar to the chemistry faculty; this seminar must meet the standards described for the research seminar in the Department Graduate Student Handbook.

Cognates ....................................................... 0-6 hours
Select from courses outside the Chemistry Department. Cognates chosen from 400-level courses will be included in the 9 hour limit stated above.

Total Program Hours ........................................ 30-34 hours
CHEM 510 Computer Applications in Chemistry. 2 hrs
A course in computer programming designed for advanced undergraduates and graduate students. The emphasis is on the application of computer-based numerical methods to the solution of complex chemical problems.
Prereq: Senior or graduate standing in chemistry; no prior background in computer programming is necessary.

CHEM 511 Introduction to Industrial Hygiene. 2 hrs
The course introduces the concepts, practices, standards, and legal requirements associated with the protection of workers from chemical hazards, radiation, noise stress, and heat stress in the work place.
Prereq: CHEM 372 Organic Chemistry II required; CHEM 281 Quantitative Analysis and CHEM 411 Toxicology I recommended.

CHEM 512 Industrial Hygiene Laboratory. 1 hr
This laboratory course instructs students in the methods used to analyze for the presence of hazardous chemicals in the air of factories.
Prereq: CHEM 271 Organic Chemistry Laboratory; CHEM 281 Quantitative Analysis; CHEM 373 Organic Chemistry Laboratory. Prereq or Coreq: CHEM 511.

CHEM 515 Industrial and Environmental Chemistry. 3 hrs
A three-part course covering selected aspects of industrial organic chemistry, industrial inorganic chemistry, and environmental chemistry. Environmental problems most closely associated with the production aspects of industrial chemistry will be discussed.
Prereq: One year of organic chemistry; one course in inorganic chemistry; one course in physical chemistry.

CHEM 553 Enzymology. 2 hrs
A lecture course covering the nomenclature, kinetics, mechanism, and regulation of enzymes.
Prereq: CHEM 451 Biochemistry I.

CHEM 555 Neurochemistry. 3 hrs
Discussion of the biochemistry of the nervous system covering the synthesis, distribution, mechanism of function, and degradation of compounds involved in neural function (including neurotransmitters, neurohormones, brain sphingolipids, steroids, and prostaglandins). Mental diseases with a known biochemical basis and the rationale for drug therapy are described.
Prereq: CHEM 452 Biochemistry II.

CHEM 561 Quantum Chemistry and Spectroscopy. 2 hrs
A study of atomic and molecular structure and spectroscopy based on quantum chemistry.
Prereq: CHEM 465 Quantum and Statistical Mechanics, MATH 325 Differential Equations, PHY 224 Electricity and Light.

CHEM 562 Statistical Mechanics and Chemical Kinetics. 2 hrs
Introduction to the principles of statistical mechanics, the connection between the microscopic world and classical thermodynamics, and modern theories of chemical reaction rates.
Prereq: CHEM 465 Quantum and Statistical Mechanics, MATH 325 Differential Equations, PHY 224 Electricity and Light.

CHEM 564 Physical-Chemical Characterization of Polymers. 2 hrs
Physical methods of polymer characterization, including molecular weight determination, size fractionation; thermal analysis, degradation, depolymerization, and reaction kinetics. Laboratory: six hours per week.
Prereq: CHEM 365 Physical Chemistry Laboratory and CHEM 475 Introduction to Polymer Chemistry.

CHEM 565 Nuclear Chemistry. 3 hrs
The course will cover topics such as radioactive decay, decay systematics, nuclear models, and nuclear reactions. Applications of radioactivity to chemical problems will be discussed. Techniques of nuclear chemistry, nuclear processes as chemical probes and other such topics will be covered. A discussion of the preparation and properties of transplutonium elements will be included.
Prereq: One year of college chemistry; one course in physical chemistry or modern physics.

CHEM 571 Advanced Organic Chemistry. 3 hrs
A lecture course devoted to developing a deeper understanding of the structure of organic compounds and the mechanism of organic reactions. The structural aspects of bonding, stereochemistry, and conformation will be extended beyond the introductory level prior to considering mechanistic studies on several fundamental reaction types.
Prereq: One year of organic chemistry.

CHEM 572 Spectrometric Organic Structure Determination. 4 hrs
The use of infrared, Raman, ultraviolet, mass, and nuclear magnetic resonance spectroscopy in organic structure determination will be discussed. Emphasizes problem-solving and practical applications.
Prereq: CHEM 372 Organic Chemistry II.

CHEM 574 Advanced Organic Chemistry Topics. 2 hrs
Two or three advanced topics are treated in depth. The topics selected will vary from offering to offering and could include such examples as: stereochemistry and conformational analysis, natural product chemistry, heterocyclic compounds, orbital symmetry rule and applications, and photochemistry.
Prereq: CHEM 372 Organic Chemistry II.

CHEM 590/591/592 Special Topics. 1/2/3 hrs
An in-depth study of a specialized area of chemistry. Not offered on a regular basis.
Prereq: Graduate standing.
CHEM 610 Information Retrieval in Chemistry. 1 hr
A course designed primarily to provide MS candidates with a proficiency in locating chemical information by independent study. Exercises are relevant to research and involve both manual and computerized information retrieval.
Prereq: Graduate standing.

CHEM 632 Structural Inorganic Chemistry. 3 hrs
Physical and chemical methods for determining structures of inorganic substances and the relationship between structure and descriptive chemistry will be discussed.
Prereq: One year of physical chemistry and one course in advanced inorganic chemistry.

CHEM 641 Advanced Analytical Chemistry. 3 hrs
A course stressing modern methods of analysis, with special emphasis on trace determinations. Optical, X-ray, separation, and nuclear methods are examined in detail.
Prereq: CHEM 481 Instrumental Analysis and one year of physical chemistry.

CHEM 655 Advanced Biochemistry Topics. 2 hrs
Specialized areas of biochemistry are discussed in depth, with an emphasis on recent research developments.
Prereq: CHEM 452 Biochemistry II.

CHEM 665 Physical Chemistry of Polymers. 2 hrs
Thermodynamics and kinetics of step-growth and chain-growth polymerizations, the configuration and conformation of polymers, the properties of polymer solutions and phase equilibria, including crystallinity, and molecular weight determination.
Prereq: CHEM 465 Quantum and Statistical Mechanics and CHEM 475 Introduction to Polymer Chemistry.

CHEM 675 Advanced Organic Polymer Chemistry. 3 hrs
The reactions used to form specialty polymers including polyaromatic heterocycles and metal containing polymeric systems in semiconducting materials. The use of phospazines and siloxanes and the development of new monomer systems. Composites and polymer blends in multi-phase systems. Polymers and polymeric materials in electronics and medicine.

CHEM 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Does not count toward MS in chemistry.
Prereq: Department permission.

CHEM 693 Seminar. 1 hr
Discussion of specific topics in chemistry by graduate students. Emphasis will be placed on the improvement of oral communication techniques for presentation of scientific material.
Prereq: Department permission.

CHEM 697/698/699 Research in Chemistry. 1/2/3 hrs
The student performs original research under faculty direction. Repeat enrollment is allowed. Thesis is submitted after completion of six to 10 hours of research in chemistry. Offered on credit/no credit basis.
Prereq: Department permission.

If you intend to enroll in any 400-level undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.
COMMUNICATION AND THEATRE ARTS

Dennis M. Beagen
Department Head
124 Quirk
487-3131

Patricia Moore Zimmer
Coordinator of Advising MFA
Drama/Theatre for the Young
104 Quirk
487-0031

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Coordinator of Advising
Communication and Theatre Arts
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487-3032

The Communication and Theatre Arts department provides programs of graduate study leading to the degrees of Master of Fine Arts in drama/theatre for the young, Master of Arts in communication, Master of Arts in theatre, and Master of Arts in drama/theatre for the young. A detailed description of each of the master of arts programs may be obtained from the department or coordinator of advising. Objectives for the department's master's programs include:

- Advancing students toward mastery of their creative areas of specialization.
- Providing students opportunity to acquire and apply the tools essential to research.
- Preparing students for careers and further study.

Each year the department awards a number of graduate assistantships to students possessing excellent backgrounds in communication and/or theatre arts and a minimum overall GPA of at least 3.0 in their undergraduate work. Such students assist with the teaching of sections of the department's fundamentals of speech course, or assist with one of the co-curricular programs in communication, drama/theatre for the young, interpretation/performance studies, or theatre arts.

MASTER OF FINE ARTS IN DRAMA/THEATRE FOR THE YOUNG

This program is designed to prepare qualified students for a variety of careers involving drama/theatre for developmental purposes, as well as theatre arts for the young. It is built around required core courses, supplemented by elective and cognate courses, to achieve a concentration in developmental drama and theatre for and with the young.

ADMISSION REQUIREMENTS

Applicants for admission to this program must:

1. Be admitted to the Graduate School and be accepted into the program by the departmental Graduate Committee.
2. Have a minimum overall undergraduate GPA of 2.75, or 3.0 in the last half of the undergraduate program if the bachelor's degree was earned before 1975; an overall GPA of 3.0 is required if the bachelor's degree is more recent than 1975. Exceptions to this requirement can be made if at least 15 semester hours of graduate work have already been earned with a GPA of 3.0 or higher.
3. Send samples of previous work and have letters of recommendation sent.
4. Have an interview with at least one program faculty member.
5. Possess an appropriate foundation in undergraduate studies, considered along with relevant extra-academic experiences, for the special graduate focus chosen.
6. Have a minimum TOEFL score of 550.

PROGRAM REQUIREMENTS

Students in this program must:

1. Early in their graduate work, prepare in consultation with an assigned graduate adviser and place on file in the Graduate School an official program of study.
2. Successfully meet all conditions stipulated upon entry into the program.
3. Satisfactorily complete, with an overall GPA of at least 3.0, a minimum of 60 semester hours of approved coursework beyond the bachelor's degree or a minimum of 30 semester hours beyond an appropriate master's degree as identified in the official program of study.

COURSE REQUIREMENTS

Required courses ............................................. 27-28 hours
CTAD 429 History and Theory of Developmental Drama/Theatre ............................................. 3
CTAD 501 Creative Drama and Role-Playing .......... 2
CTAD 504 Oral Interpretation of Literature and Language with the Young ................................. 2
CTAD 522 TIE: Theatre-in-Education .................. 2
CTAD 556 Studies in Drama/Theatre for the Young 2
CTAD 606 Colloquium .................................... 1
CTAD 608 Colloquium .................................... 3
CTAD 627 The Playwright and the Young Audience 3
CTAD 657 Improvisation ................................. 3
CTAD 658 Theatre for Children .......................... 3
CTAD 684/685 Workshop .................................. 3/4

Required research courses .............................. 8 hours
CTAD 677 Research Techniques .......................... 2
CTAD 690 Examination .................................. 1
CTAD 691/692 Thesis/Project ......................... 5

Elective courses ............................................ 14-15 hours
Appropriate courses selected from within the department and from other departments with the consent of the adviser.

Internship .................................................... 10 hours
CTAD 686/687/688/689 Cooperative Education 1/2/3/4
Total ......................................................... 60 hours

MASTER OF ARTS IN COMMUNICATION

This program is designed for students who have completed undergraduate degrees with majors or minors in communication or speech. It can prepare them for careers demanding sophisticated knowledge of the many aspects of human
Communication or for pursuing graduate work beyond the master's level. Primary program emphases are interpersonal, small group, organizational, intercultural, and speech communication. Students are encouraged to take a 6-hour cognate course of study as part of the required program.

ADMISSION REQUIREMENTS
Applicants for admission to the program must:
1. Be admitted to the Graduate School and be accepted into the program by the departmental Graduate Committee.
2. Have at least a minor or the equivalent in communication, theatre arts, or drama/theatre for the young.
3. Have a minimum overall undergraduate GPA of 3.0 (exceptions on recommendation of area faculty).
4. Have a minimum TOEFL score of 570

PROGRAM REQUIREMENTS
Students in the program must:
1. At the outset of their graduate work, prepare in consultation with an assigned graduate adviser and place on file in the Graduate School an official program of study.
2. Successfully meet all conditions stipulated upon entry into the program.
3. Satisfactorily complete, with an overall GPA of at least 3.0, a minimum of 30 hours of approved course work as identified in the official program of study.

COURSE REQUIREMENTS

Required courses ................................................. 3-5 hours
CTAC 677 Research Techniques ......................... 2
One of the following: CTAC 690 Examination, CTAC 691/692 Thesis, CTAC 691/692 Project .................. 1-3
Elective courses ................................................. 19-27 hours
Appropriate courses selected from within the department with the consent of the adviser.
Cognate courses ................................................. 0-6 hours
Appropriate courses selected from other departments with the consent of the adviser.
Total .................................................................... 30 hours

CONCENTRATION IN INTERPRETATION/PERFORMANCE STUDIES


MASTER OF ARTS IN THEATRE ARTS

This program is designed to prepare students with an undergraduate major or minor in theatre arts for careers in all levels of theatre or for further graduate study in the discipline.

ADMISSION REQUIREMENTS
Applicants for admission to the program must:
1. Be admitted to the Graduate School and be accepted into the program by the departmental Graduate Committee.
2. Have at least a minor or the equivalent in communication, theatre arts, or drama/theatre for the young.
3. Have a minimum overall undergraduate GPA of 2.5, or 2.75 in the last half of undergraduate work.

PROGRAM REQUIREMENTS
Students in the program must:
1. At the outset of their graduate work, prepare in consultation with an assigned graduate adviser and place on file in the Graduate School an official program of study.
2. Successfully meet all conditions stipulated upon entry into the program.
3. Satisfactorily complete, with an overall GPA of at least 3.0, a minimum of 30 hours of approved course work as identified in the official program of study.

COURSE REQUIREMENTS

Required courses ................................................. 3-5 hours
CTAD 677 Research Techniques ......................... 2
One of the following: CTAD 690 Examination, CTAD 691/692 Thesis, CTAD 691/692 Project .................. 1-3
Elective courses ................................................. 19-27 hours
Appropriate courses selected from within the department with the consent of the adviser.
Total .................................................................... 30 hours

CONCENTRATION IN ARTS ADMINISTRATION

This specialized concentration within the MA in the Theatre Arts program is designed for individuals with strong commitment to the arts and sincere interest in financial, marketing and information management. Persons entering the program should have an undergraduate degree in the arts or equivalent experience.

Arts administration students develop skills in accounting, advertising, labor relations, and other areas of business through studies in management and communication combined with specialized training in arts administration, law and public policy, and marketing. Because the arts administrator must maintain a high degree of sensitivity to aesthetics, the program provides for advanced study in theatre and the opportunity for professional internships.

This program is designed to prepare students to enter careers involving work in drama/theatre and communication with and for children, young people, and inter-generational groups.

ADMISSION REQUIREMENTS
Applicants for admission to the program must:
1. Be admitted to the Graduate School and be accepted into the program by the departmental Graduate Committee.
2. Have at least a minor or the equivalent in communication, theatre arts, or drama/theatre for the young.
3. Have a minimum overall undergraduate GPA of 2.5, or 2.75 in the last half of undergraduate work.
PROGRAM REQUIREMENTS
Students in the program must:
1. At the outset of their graduate work, prepare in consultation with an assigned graduate adviser and place on file in the Graduate School an official program of study.
2. Successfully meet all conditions stipulated upon entry into the program.
3. Satisfactorily complete, with an overall GPA of at least 3.0, a minimum of 30 hours of approved course work as identified in the official program of study.

COURSE REQUIREMENTS

Required courses ................................................. 3-5 hours
CTAD 677 Research Techniques ............................ 2
One of the following: CTAD 690 Examination, CTAD 691/692 Thesis, CTAD 691/692 Project .......... 1-3
Elective courses ................................................ 19-27 hours
Appropriate courses selected from within the department with the consent of the adviser.
Total .......................................................................... 30 hours

COURSES OFFERED

The following list of courses is divided into two broad categories—General and Specialization—within which courses are grouped by program (e.g. Communication, Theatre Arts) rather than listed in consecutive numerical order. General courses are offered for the benefit of graduate students specializing in other departments who wish to take collateral or cognate work in the Communication and Theatre Arts department as well as for credit toward the department’s degrees. Specialization courses are specifically designed for students seeking credit toward degrees within the Communication and Theatre Arts department. Courses in either category, however, are open to any graduate students having the necessary prerequisites.

GENERAL COURSES

Communication Courses

CTAC 506 Persuasion in the Modern World. 2 hrs
Emphasis is placed on the uses and applications of persuasion in such areas as politics, business, religion, and education.

CTAC 507 Negotiation Skills for Professionals. 2 hrs
Practical applications of negotiation skills for counseling, education, and business professions.

CTAC 508 Small Group Decision-Making. 2 hrs
The theory and practice of discussion and practice of communication in small group decision-making.

CTAC 509 Communication for Leaders. 2 hrs
Theory and applications of communication in leadership roles. Deals with interviews, staff meetings, dyadic communication, communication in large and small organizations, and communication barriers with methods of evaluating and improving interpersonal, group, and public communication.

CTAC 510 Listening Skills for Professionals. 2 hrs
Practical applications of listening skills for counseling, education, and business professions.

CTAC 511 Readings in Interracial/Interethnic Communication. 2 hrs
The development of analytical skills and the study of theoretical perspectives that are applicable in effective interracial/interethnic communication transactions.
Prereq: Graduate student or instructor permission.

CTAC 574 Directing Secondary Forensic Activities. 2 hrs
The philosophy, organization, and administration of forensic programs for those who direct or plan to direct such activities on the secondary level.
Prereq: Department permission.

CTAC 575 Community and Conflict Resolution. 3 hrs
A study of the theory and practice of communication strategies for conflict resolution for interpersonal, small group, and organizational applications.
Prereq: Fifteen hours of credit in communication and major/graduates.

Theatre Arts Courses

CTAR 554 Directing High School Dramatic Activities. 2 hrs
The philosophy, organization and administration of dramatic programs for those who direct or plan to direct such activities on the high school level.
Prereq: Department permission.

CTAR 555 Play Production Junior/Senior High School. 2 hrs
Principles and techniques of play production with emphasis on problems encountered in secondary schools. Dramatic structure, play selection, directing, scene design and construction, stage lighting, makeup, costuming, properties, and business management; improvement of effectiveness in both curricular and extracurricular theatre.
Prereq: Nonmajor / graduates. Recitation required.

Drama/Theatre for the Young Courses

CTAD 501 Creative Drama and Role-Playing. 2 hrs
An introduction to understanding the creative process, dramatic play, gaming, and involvement drama as developmental learning.

CTAD 502 Introduction to Theatre for the Young. 2 hrs
An introductory consideration of the scope, purposes, forms, and materials of theatre for the young.

CTAD 504 Oral Interpretation of Literature and Language with the Young. 2 hrs
Emphasis on the study of interpreting literature orally for and with the young, including developing competence and understanding in the adult and child in interpretive and improvised work emerging from literature and language.
CTAD 522 TIE: Theatre-in-Education. 2 hrs
A study of the origin, principles, and forms of TIE: Theatre-in-Education. Students will have opportunities to plan and evaluate TIE sessions.

CTAD 523 Puppetry: Catalyst in Human Development. 3 hrs
Consideration of puppetry as a medium for learning and creative expression. Experience in constructing puppets for purposeful work with people. Examination of the applications of puppetry to many disciplines.

CTAD 524 Developmental Drama/Theatre with Handicapped Persons. 2 hrs
Study of principles, theories, and practices of developmental drama/theatre for handicapped persons. Applications to educational, recreational, and institutional settings will be stressed.

CTAD 525 Developmental Drama/Theatre in Recreational Settings. 2 hrs
An exploration of the theory and practice of developmental drama/theatre in various recreational settings, such as camps, parks, community centers, Girl Scouts, 4-H.

CTAD 528 Developmental Drama/Theatre in Religion. 2 hrs
Consideration of and experience in uses of developmental drama/theatre for various religious settings and purposes.

CTAT 534 Directing High School Broadcasting, TV, and Film Activities. 2 hrs
The philosophy, organization, and administration of broadcasting, television, and film programs for those who direct or plan to direct such activities on the high school level. Prereq: Department permission.

CTAT 537 Mass Communications. 2 hrs
A comparative study of the mass media in the United States; their development, function and import. Special emphasis will be placed on the process and effects of mass communication with detailed study of radio and television.

CTAT 538 Television Techniques for Classroom Teachers I. 2 hrs
Skills and techniques needed by classroom teachers for the effective presentation of educational materials through the medium of television. Theory and practice.

CTAT 548 Television Techniques for Classroom Teachers II. 2 hrs
A continuation and intensification of the theoretical and practical experience in instructional television provided in CTAT 538. Laboratory hours to be arranged.

CTAT 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

CTAT 595 Workshop. 4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis. Prereq: Graduate student in communication and theatre arts or a related field. Department permission.

CTAT 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

CTAT 686/687/688 Cooperative Education. 1/2/3 hrs
One term of supervised educational work in communication and theatre arts. An evaluation is required at the end of each employment period. Offered on a credit/no credit basis. Prereq: Twenty hours of credit in communication and theatre arts; approval by Cooperative Education Office and the department.

CTAT 689 Internship. 4 hrs
A directed field experience in a department-approved agency or institution under the direction of certified personnel. Arrangements must be approved by adviser prior to registration. Prereq: Department permission.

Specialization Courses

Specialization courses in communication and theatre arts are courses specifically designed for students wishing credit toward the MA in communication and theatre arts. Such courses are open to other students, however, who have the necessary prerequisites.
COMMUNICATION COURSES

CTAC 570 Teaching of College Speech. 1 hr
Theory and practice of teaching speech at the college level.
Offered on a credit/no credit basis.
*Prereq: Department permission.

CTAC 573 Studies in Communication and Negotiation. 3 hrs
The theory and practice of negotiation for interpersonal, small group, and labor/management applications.

CTAC 575 Studies in Listening Behavior. 3 hrs
A study of the practice of listening behavior for interpersonal, small group, and organizational applications.
*Prereq: Fifteen hours in communication and major in communication and theatre arts.

CTAC 576 Public Address. 3 hrs
Critical study of the significant speeches of leading speakers with reference to their dominant issues and their influence on social and political life.
*Prereq: Fifteen hours of credit in communication.

CTAC 577 Communication and Change. 3 hrs
An exploration of interpersonal, small group, organizational, public, and mass communication from the perspective of change theories.
*Prereq: Graduate student in communication, qualified senior, or department permission.

CTAC 578 Community Communication. 3 hrs
An exploration of such communication problems as communicator acceptability, social coordination, and outcome achievement from the perspective of the community context.
*Prereq: Graduate student in communication, qualified senior, or department permission.

CTAC 579 Studies in Intercultural Communication. 3 hrs
The study of theoretical perspectives and the development of analytical skills necessary for effective intercultural communication transactions.
*Prereq: Graduate student and department permission.

CTAC 581 Rhetorical Theory to 1900. 3 hrs
A study of selected rhetorical theories from the classical age to 1900. The course is designed to facilitate understanding of the transition from classical to modern rhetorical theory.
*Prereq: Fifteen hours of credit in communication.

CTAC 582 Modern Rhetorical Theory. 3 hrs
A study of selected rhetorical theories from 1900 to the present with a view of discovering the methods and objectives of modern rhetoricians and relating them to society and its problems.
*Prereq: Fifteen hours of credit in communication.

CTAC 584 Studies in Small Group Communications. 3 hrs
An examination of methods and research currently being conducted in discussion and small group studies.
*Prereq: Fifteen hours of credit in communication.

CTAC 585 Theories of Argument and Controversy. 3 hrs
Theoretical foundations of argument and controversy and a review of related research.
*Prereq: Fifteen hours of credit in communication and major graduate.

CTAC 586 Theories of Persuasion. 3 hrs
A review of contemporary research and theory of persuasion.
*Prereq: Fifteen hours of credit in communication and major graduate.

CTAC 587 Communication Theory. 3 hrs
A critical examination of fundamental processes and principles of communication behavior.
*Prereq: Fifteen hours of credit in communication and major graduate.

CTAC 588 Research in Communication. 3 hrs
The examination of communication research methods with a major emphasis upon empirical research. Students will select and design a major research project.
*Prereq: Fifteen hours of credit in communication and major graduate.

CTAC 590/591/592 Special Topics. 1/2/3 hrs
Students will investigate a particular topic that is approved by the Communication and Theatre Arts department.
*Prereq: Graduate student or qualified senior in communication and theatre arts.

CTAC 606/607/608 Colloquium. 1/2/3 hrs
Students will study a special topic area with resource persons from the community as well as members of the communication and theatre arts faculty. Offered on a credit/no credit basis.
*Prereq: Graduate student in communication and theatre arts or a related field. Department permission.

CTAC 645 Theories of Interpersonal Communication. 3 hrs
Study of the theoretical foundations of interpersonal communication and survey of related research.
*Prereq: Fifteen credit hours in communication.

CTAC 677 Research Techniques. 2 hrs
An introduction to the nature and value of research; the research problem; basic research tools; philosophical foundations of historical, descriptive and experimental research; professional writing.
*Prereq: Fifteen hours of credit in communication and theatre arts and major graduate.

CTAC 679/680/681 Special Topics. 1/2/3 hrs
Students will investigate a particular topic that is approved by the Communication and Theatre Arts department.
*Prereq: Graduate student in communication and theatre arts.

CTAC 682/683/684/685 Workshop. 1/2/3/4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
*Prereq: Graduate student in communication and theatre arts or a related field. Department permission.
CTAC 686/687/688 Cooperative Education. 1/2/3 hrs
One term of supervised educational work in communication and theatre arts. An evaluation is required at the end of each employment period. Offered on a credit/no credit basis.
Prereq: Twenty hours of credit in communication and theatre arts; approval by Cooperative Education Office and the department.

CTAC 689 Internship. 4 hrs
A directed field experience in a department-approved agency or institution under the direction of certified personnel. Arrangements must be approved by adviser prior to registration.
Prereq: Department permission.

CTAC 690 Examination. 1 hr
An examination over the student’s field of study conducted by a departmental faculty committee from assigned readings. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAC 680/691/692 Thesis. 1/2/3 hrs
A research-oriented study conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAC 690/691/692 Project. 1/2/3 hrs
A theory-application project conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAC 690/691/692 Seminar. 1/2/3 hrs
A research-oriented course for graduate majors in communication and theatre arts.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAC 690/691/692 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.

INTERPRETATION/PERFORMANCE STUDIES

CTAO 536 Screenplay Writing I. 3 hrs
Introduces students to a process that leads to the successful completion of a screenplay to midpoint; includes film structure, character and dialogue, writing for visual impact, screenplay format.

CTAO 540 Personal Narrative/Oral History in Performance. 3 hrs
Explores nature and role of these texts in relationship to “other” and social-cultural-political perspectives. Focus on primary sources, including interviewing, transcribing, scripting, staging for solo-group performance, ethics.
Prereq: Six hours in interpretation/performance studies or department permission.

CTAO 541 Performance, Text, and Context. 3 hrs
Exploration and experience in locating new texts and performances within the parameters of specific contexts. Emphasis on implications of cultural, sociopolitical and critical perspectives.
Prereq: Suggested six hours of interpretation/performance studies or related coursework; or department permission.

CTAO 542 Adapting/Directing Narrative Theatre. 3 hrs
Analysis, adaptation, and direction of narrative, particularly prose fiction, for group performance and theatre; exploration of group performance as dramatistic enactment, interrogation, cultural and critical expression; experimentation in emergent forms.
Prereq: Six hours in interpretation/performance studies coursework or equivalent; or department permission.

CTAO 546 Screenplay Writing II. 3 hrs
Continues process initiated in CTAO 536 to successful completion of screenplay and first major rewrite; concentration on visual telling, refining character, dialogue, narrative, subplot, metaphor and symbol, rhythm, pacing.
Prereq: CTAO 536 and a screenplay completed to midpoint, or permission of the department.

CTAO 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

CTAO 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

CTAO 695 Seminar. 3 hrs
A research-oriented course for graduate majors in communication and theatre arts.
Prereq: Graduate student in communication and theatre arts and department permission.

THEATRE ARTS COURSES

CTAR 551 Theatre Planning. 2 hrs
A study of the steps and considerations appropriate to the design of theatre structures with emphasis on institutional and community playhouses.
Prereq: Nine hours credit in theatre arts or department permission.

CTAR 556 Experimental Staging Techniques for the Director. 1 hr
Exploration and practical application of nontraditional staging possibilities.
Prereq: One course in directing or department permission.
CTAR 557 Audition Techniques for the Actor. 1 hr
Review of the literature and personalized preparation of materials and techniques equipping the actor to better confront tryouts and auditions for the commercial and non-commercial theatre.
Prereq: One course in acting or department permission.

CTAR 558 Directing Styles. 2 hrs
The theory and practice of directing selected periods of drama, with emphasis on Greek, Elizabethan, Restoration, modern, and non-western presentational forms.
Prereq: One course in directing or department permission.

CTAR 559 Acting Styles. 2 hrs
The theory and practice of acting within selected periods of Greek, Elizabethan, Restoration, modern, and non-western presentational forms.
Prereq: One course in acting or department permission.

CTAR 560 Ancient Dramatic Theory. 3 hrs
Study of the main theories regarding the nature and purpose of drama from ancient Greece to the end of the 17th century.
Prereq: CTAR 450 History of the Theatre to 1642 and CTAR 451 History of the Theatre: 1642 to the Present or department permission.

CTAR 561 Modern Dramatic Theory. 3 hrs
The main theories regarding the nature and purpose of drama from the beginning of the 18th century to the present.
Prereq: CTAR 450 History of the Theatre to 1642 and CTAR 451 History of the Theatre: 1642 to the Present or department permission.

CTAR 562 American Theatre History. 2 hrs
A tracing of the main currents in the history of the American theatre from its beginnings in the middle 1700s to the present day.
Prereq: CTAR 450 History of the Theatre to 1642 and CTAR 451 History of the Theatre: 1642 to the Present or department permission.

CTAR 566 Studies in Theatre History. 2 hrs
This course will be concerned with a penetrating study of the theatrical activity and technology prevalent during a particular period in world history.
Prereq: CTAR 450 History of the Theatre to 1642 and CTAR 451 History of the Theatre: 1642 to the Present or department permission.

CTAR 567 Problems in Design and Technical Theatre. 2 hrs
An intensive study of the organic theory of theatre production with emphasis on the contributions of Craig, Appia, Bakst, Reinhardt, Jones, Simonson, and Bel Geddes.
Prereq: CTAR 351 Scene Design, CTAR 362 Stage Lighting, CTAR 450 History of the Theatre to 1642, and CTAR 451 History of the Theatre: 1642 to the Present or department permission.

CTAR 568 Musical Theatre Performance Techniques. 2 hrs
The course is designed for knowledgeable actors who are beginning work with musical theatre literature. The emphasis is on workshop experience to develop techniques for performing songs.
Prereq: One course in acting or department permission.

CTAR 569 Studies in Directing. 2 hrs
An in-depth study of the theories and practices of noted stage directors, past and present.
Prereq: One course in directing or department permission.

CTAR 590/591/592 Special Topics. 1/2/3 hrs
Students will investigate a particular topic approved by the Communication and Theatre Arts department.
Prereq: Graduate student or qualified senior in communication and theatre arts.

CTAR 606/607/608 Colloquium. 1/2/3 hrs
Students will study a special topic area with resource persons from the community as well as members of the communication and theatre arts faculty. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts or a related field. Department permission.

CTAR 651 Design I. 2 hrs
Intermediate consideration of the theoretical and mechanical factors governing the design of scenery for the stage.
Prereq: Six hours of credit in theatre arts.

CTAR 660 Playwriting I. 2 hrs
Intermediate study of the approaches to and the structural composition of dramatic writing.
Prereq: Six hours of credit in theatre arts.

CTAR 661 Playwriting II. 2 hrs
A continuation of CTAR 660.
Prereq: Graduate student in communication and theatre arts.

CTAR 662 Lighting. 2 hrs
A continuation of CTAR 362 Stage Lighting.
Prereq: Graduate student in communication and theatre arts.

CTAR 663 Costume I. 2 hrs
Intermediate study of the approaches to and the historical sources for stage costuming.
Prereq: Six hours of credit in theatre arts.

CTAR 664 Costume II. 2 hrs
Problems of construction and design of period costumes for the stage with emphasis on practical application culminating in a final design and construction project.
Prereq: CTAR 363 Stage Costume: History and Theory or CTAR 663, or department permission.
CTAR 677 Research Techniques. 2 hrs
An introduction to the nature and value of research; the research problem; basic research tools; philosophical foundations of historical, descriptive, and experimental research; professional writing.
Prereq: Fifteen hours of credit in communication and theatre arts.

CTAR 679/680/681 Special Topics. 1/2/3 hrs
Students will investigate a particular topic approved by the Communication and Theatre Arts department.
Prereq: Graduate student in communication and theatre arts.

CTAR 682/683/684/685 Workshop. 1/2/3/4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts or a related field. Department permission.

CTAR 686/687/688 Cooperative Education. 1/2/3 hrs
One term of supervised educational work in communication and theatre arts. An evaluation is required at the end of each employment period. Offered on a credit/no credit basis.
Prereq: Twenty hours of credit in communication and theatre arts; approval by Cooperative Education Office and the department.

CTAR 690 Examination. 1 hr
An examination over the student’s field of study conducted by a departmental faculty committee from assigned readings. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAR 690/691/692 Thesis. 1/2/3 hrs
A research-oriented study conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAR 690/691/692 Project. 1/2/3 hrs
A theory-application project conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAR 693/694/695 Seminar. 1/2/3 hrs
A research-oriented course for graduate majors in communication and theatre arts.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAR 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.

Drama/Theatre for the Young Courses

CTAD 501 Creative Drama and Role-Playing. 2 hrs
An introduction to understanding the creative process, dramatic play, gaming, and involvement drama as developmental learning.

CTAD 502 Introduction to Theatre for the Young. 2 hrs
An introductory consideration of the scope, purposes, forms, and materials of theatre for the young.

CTAD 504 Oral Interpretation of Literature and Language with the Young. 2 hrs
Emphasis on the study of interpreting literature orally for and with the young, including developing competence and understanding in the adult and child in interpretive and improvised work emerging from literature and language.

CTAD 522 TIE: Theatre-in-Education. 2 hrs
A study of the origin, principles, and forms of TIE: Theatre-in-Education. Students will have opportunities to plan and evaluate TIE sessions.

CTAD 523 Puppetry: Catalyst in Human Development. 3 hrs
Consideration of puppetry as a medium for learning and creative expression. Experience in constructing puppets for purposeful work with people. Examination of the applications of puppetry to many disciplines.

CTAD 524 Developmental Drama/Theatre with Handicapped Persons. 2 hrs
Study of principles, theories, and practices of developmental drama/theatre for handicapped persons. Applications to educational, recreational, and institutional settings will be stressed.

CTAD 525 Developmental Drama/Theatre in Recreational Settings. 2 hrs
An exploration of the theory and practice of developmental drama/theatre in various recreational settings, such as camps, parks, community centers, Girl Scouts, 4-H.

CTAD 528 Developmental Drama/Theatre in Religion. 2 hrs
Consideration of and experience in uses of developmental drama/theatre for various religious settings and purposes.

CTAD 565 Studies in Drama/Theatre for the Young. 2 hrs
Studies in the history, theory, and techniques of drama and theatre for/with the young.
Prereq: CTAD 323 Improvising and Role-Play or CTAD 501 or CTAD 657 and either CTAD 322 Theatre for the Young or CTAD 658.

CTAD 590/591/592 Special Topics. 1/2/3 hrs
Students will investigate a particular topic approved by the Communication and Theatre Arts department.
Prereq: Graduate student or qualified senior in communication and theatre arts.
CTAD 606/607/608 Colloquium. 1/2/3 hrs
Students will study a special topic area with resource persons from the community as well as members of the communication and theatre arts faculty. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts or a related field. Department permission required.

CTAD 627 The Playwright and the Young Audience. 3 hrs
A study of dramatic literature for the young, from developmental as well as artistic viewpoints and in contexts of the main body of dramatic literature and children's literature, and the total educational experience of children and adolescents.

CTAD 657 Improvisation. 3 hrs
A study of spontaneous dramatic play meant to develop deeper self-discipline and freedom and to extend resources for teaching, directing and acting.
Prereq: Graduate student in communication and theatre arts.

CTAD 658 Theatre for Children. 3 hrs
An extensive study of the nature and range of theatre experiences for children and adolescents.
Prereq: Graduate student in communication and theatre arts.

CTAD 677 Research Techniques. 2 hrs
An introduction to the nature and value of research; the research problem; basic research tools; philosophical foundations of historical, descriptive and experimental research; professional writing.
Prereq: Fifteen hours of credit in communication and theatre arts.

CTAD 680/681/682/683/684/685 Workshop. 1/2/3/4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts or a related field. Department permission.

CTAD 686/687/688/689 Cooperative Education. 1/2/3/4 hrs
One term of supervised educational work in communication and theatre arts. An evaluation is required at the end of each employment period. Offered on a credit/no credit basis.
Prereq: Twenty hours of credit in communication and theatre arts; approval by Cooperative Education Office and the department.

CTAD 690 Examination. 1 hr
An examination over the student's field of study conducted by a departmental faculty committee from assigned readings. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAD 690/691/692 Thesis. 1/2/3 hrs
A research-oriented study conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAD 690/691/692 Project. 1/2/3 hrs
A theory-application project conducted under the supervision of a departmental faculty committee. Offered on a credit/no credit basis.
Prereq: Graduate student in communication and theatre arts and department permission.

CTAD 693/694/695 Seminar. 1/2/3 hrs
A research-oriented course for graduate majors in communication and theatre arts.
Prereq: Graduate major in communication and theatre arts and department permission.

CTAD 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.

OTHER COURSES FOR CREDIT TOWARD MASTER OF ARTS IN COMMUNICATION AND THEATRE ARTS

The following 400-level courses also are available to graduate students. A maximum of nine hours of approved 400-level course work may be permitted in the earning of any graduate degree. For descriptions of these courses, see the undergraduate catalog.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

Communication
- CTAC 440 Survey of Public Address (3)
- CTAC 460 Theories of Speech Criticism (3)
- CTA 466 Forensics (1)
- CTAC 475 Research in Speech Communication (3)
- CTAC 485 Theories of Speech Communication Behavior (3)

Theatre Arts
- CTAR 450 History of the Theatre to 1642 (3)
- CTAR 451 History of the Theatre: 1642 to the Present (3)
- CTAR 452 Arts Management (3)
- CTAR 453 Marketing the Arts (3)
- CTAR 454 Law, Public Policy, and the Arts (3)
- CTAR 456 Experimental Approaches to Directing (1)
- CTAR 457 Tryouts and Auditions (1)
- CTAR 458 Problems in Modern Theatre (3)
- CTAR 459 Problems in Premodern Theatre (3)
- CTAR 461 Musical Theatre Acting (2)
CTAR 462 Directors on Directing (2)
CTAR 463 The American Musical Stage: 1900 to 1940 (2)
CTAR 464 Style for the Actor (3)
CTAA 467 Theatre Practice (1)

Drama/Theatre for the Young
- CTAD 429 History and Theory of Developmental Drama/Theatre (3)
- CTAA 468 Interpretation (1)

Interpretation/Performance Studies
- CTAO 410 Oral Interpretation of Shakespeare (3)
- CTAO 411 Advanced Problems in Interpretation (3)
- CTAO 412 Oral Interpretation of Poetry (3)
- CTAO 414 Development and Theory of Oral Interpretation (3)

Telecommunications and Film
- CTAT 431 Advanced Radio Production and Direction (3)
- CTAT 432 Advanced Television Production and Direction (3)
- CTAT 445 Film Theory and Criticism (3)
- CTAT 446 Contemporary Problems in Telecommunications (3)
- CTAT 447 Radio-Television Station Management (3)

Speech Improvement
- CTAO 400 Phonetics and Dialects of Spoken English (3)
- CTAO 402 Voice Development (1)
- CTAO 404 Dynamic Speaking Skills (3)
- CTAO 405 Voice and Dialects (3)

Additional 400-level undergraduate courses also are available to graduate students under special circumstances. On this matter the student should have a clear understanding with the department and the Graduate School before expecting to use such courses toward a Master of Arts or a Master of Fine Arts in the Communication and Theatre Arts department.
COMPUTER SCIENCE

George E. Haynam
Department Head
511-A Pray-Harrold
487-1063

Ranjan Chaudhuri
Coordinator of Advising
512-A Pray-Harrold
487-3207, 487-1063

Mildred D. Lintner
Director, Computer Science Teacher Education
511-B Pray-Harrold
487-1104, 487-1063

William W. McMillan
Adviser, Artificial Intelligence Graduate Certificate
511-G Pray-Harrold
487-0110, 487-1063

The department of Computer Science offers as cognates a variety of graduate courses for computer science professionals, prospective secondary school teachers of computer science, and other graduate students. The purpose and the objectives of these course offerings are:

- to serve the needs of able and qualified students intent on increasing their knowledge, abilities, and stature in the field of computer science;
- to provide an environment conducive to research in computer science; and
- to address the needs of teachers who pursue certification in computer science.

The computer science department offers a broad range of graduate courses, including thesis supervision, in support of the master of arts in mathematics with a concentration in computer science, a program housed in the mathematics department.

SECONDARY TEACHER CERTIFICATION ENDORSEMENT

The graduate certification endorsement track addresses the needs of computer teachers already certified in other content areas of our secondary school system. Successful completion of the program leads to a certificate endorsement in computer science.

ADMISSION REQUIREMENTS

Students must satisfy requirements of the Graduate School and hold or be eligible for a currently valid Secondary Teaching Certificate issued by the State of Michigan Department of Education.

The Teacher Certification Endorsement Program requires 23 semester hours as follows:

- COSC 136 Computers for the Nonspecialist (3)
- COSC 138 Computer Science I (3)
- COSC 336 Programming Languages for Educators (3)
- COSC 504 Fundamentals of Computer Science I (4)
- COSC 505 Fundamentals of Computer Science II (4)
- COSC 546 Methods of Teaching Computer Science in the Secondary School (3)

CERTIFICATE IN ARTIFICIAL INTELLIGENCE

The Computer Science department also offers a graduate certificate in artificial intelligence, which is for students who have a bachelor’s degree and are interested in graduate studies more specialized than a master’s program.

ADMISSION REQUIREMENTS

Students must satisfy admission requirements of the Graduate School; have the equivalent of a minor in computer science; and have the following minimum grade point averages: 3.0 in computer science courses and 2.75 in either all mathematics courses taken or in the last six semester hours of mathematics taken. Students must be admitted to the graduate certificate program before enrolling in required coursework.

PROGRAM REQUIREMENTS

1. Not more than one 400-level course may be used on the graduate certificate program.
2. A minimum grade point average of 3.0 (“B”) must be achieved.
3. Credits earned for the graduate certificate may apply subject to applicability, to a graduate degree.
4. All requirements must be completed within three years from the time of first enrollment.

COURSE REQUIREMENTS

Required courses ........................................................................... 12
- COSC 502 Programming in LISP ........................................... 1
- COSC 503 Programming in Prolog ........................................... 1
- COSC 531 Automata, Computability, and Formal Languages ....................................................... 3
- COSC 532 Artificial Intelligence .............................................. 3
- COSC 632 Automated Reasoning ............................................ 3
- COSC 693 Seminar: Artificial Intelligence ......................... 1

COMPUTER SCIENCE COURSES

COSC 502 Programming in LISP. 1 hr
Introduction to the LISP language with emphasis on artificial intelligence applications. Pure LISP, built-in and user-defined functions, PROG feature, MAP-functionals, property lists.
Prereq: COSC 334 Data Structures, or COSC 504, or department permission.

COSC 503 Programming in Prolog. 1 hr
An introduction to one of the most widely used languages of artificial intelligence. Topics include Prolog’s inference procedure, assertions of facts and rules, recursion, list structures, functors, the cut, numerical operations, and principles of good Prolog style.
Prereq: COSC 337 Programming Languages, COSC 502, and knowledge of predicate logic; or department permission.
COSC 504 Fundamentals of Computer Science I. 4 hrs
An accelerated course covering the content of COSC 238 Computer Science II and COSC 334 Data Structures. Includes structured programming in Pascal, recursion, topics in data structures, and an introduction to algorithm analysis. No credit COSC 334 Data Structures or equivalent.
Prereq: Graduate standing, COSC 137 Introduction to FORTRAN Programming or COSC 138 Computer Science I or COSC 237 Computer Programming and Numeric Methods or equivalent; and MATH 119 Mathematical Analysis for Social Sciences II or MATH 120 Calculus I.

COSC 505 Fundamentals of Computer Science II. 4 hrs
Prereq: Graduate standing; COSC 504 or department permission.

COSC 530 Formal Methods in Software Development. 3 hrs
Principles of logical reasoning and their application to the development of reliable software, propositional and predicate logic, mathematical induction, semantics of control, and data structures. Examples drawn from various applications areas. Emphasis on the use of formal methods as practical tools that aid the software development process.
Prereq: COSC 334 Data Structures or COSC 504, MATH 121 Calculus II and MATH 122 Elementary Linear Algebra.

COSC 531 Automata, Computability, and Formal Languages. 3 hrs
A survey of the principal mathematical models of computation and formal languages. Finite automata, regular languages and sets, the Chomsky hierarchy, context-free languages, computability and undecidable problems, computational complexity, and NP-completeness.
Prereq: COSC 330 Discrete Mathematical Structures and COSC 334 Data Structures or COSC 504.

COSC 532 Artificial Intelligence. 3 hrs
Introduces the student to basic concepts and techniques of artificial intelligence. Strategies for choosing representations, rotational systems and structures; search strategies; control issues; examples of current systems in natural language processing, pattern recognition, problem solving, learning and information retrieval. Students with no prior knowledge of LISP should take COSC 502 concurrently.
Prereq: COSC 334 Data Structures or COSC 504, and previous LISP experience or COSC 502, or department permission.

COSC 533 Computer Communication Networks and Distributed Systems. 3 hrs
A study of networks of interacting computers. Principles of data communication, major national and international protocols. Models for network design and analysis. Local and long-haul networks. Distributed processing, distributed databases and network and distributed operating systems. A laboratory project involving a network of microcomputer systems.

COSC 534 Database Management Systems Design. 3 hrs
File and data organization techniques. The hierarchical, network, and relational data models with examples. Query facilities. Data normalization. Security and integrity. Design and implementation of a simple DBMS system.
Prereq: COSC 334 Data Structures or COSC 504, and COSC 338 Computer Organization or COSC 505.

COSC 537 Advanced Computer Graphics. 3 hrs
Mathematics for 3-D graphics. Polygon clipping; polygon filling; modeling methods; 3-D transformations; parallel and perspective projections; hidden line and hidden surface removal algorithms; shading and color models.
Prereq: COSC 338 Computer Organization or COSC 505.

COSC 538 Advanced Computer Organization. 3 hrs
Processor design, fixed and floating point arithmetic processing, and nonarithmetic processing. Control design and microprogramming. Memory organization and input-output. System organization. Case studies will be drawn from computer systems designed to make special types of processing more efficient. Stack computers, pipelined processors, and vector computer multiprocessors.
Prereq: COSC 338 Computer Organization or COSC 505.

COSC 539 Software Design and Development. 3 hrs
Software engineering techniques for the organization, management, and development of a large software project. Specification, structured design, segmentation, documentation.
Prereq: COSC 334 Data Structures or COSC 504.

COSC 546 Methods of Teaching Computer Science in the Secondary School. 3 hrs
This course encompasses information and materials needed to prepare students for the teaching of computer science in grades seven through twelve. Topics include curricular development, course content, laboratory arrangement, pedagogical methods, security and maintenance of equipment, software selection and evaluation, and copyright considerations. In addition, the course presents approaches for dealing with diversity of student abilities and backgrounds, techniques and strategies for teaching problem-solving, algorithm development, and program debugging. Time will be spent fitting previous teaching experiences and backgrounds into the computer science class and laboratory environments.
Prereq: COSC 505 or equivalent.
COSC 551 Design and Analysis of Algorithms. 3 hrs
Complexity measures of algorithms; searching, sorting, string
matching, and graph algorithms; design and analysis of greedy
algorithms, backtracking, divide and conquer approach, dy­
namic programming; NP-complete and NP-hard problems.
Prereq: COSC 504 Fundamentals of Computer Science I or
equivalent.

COSC 590/591/592 Special Topics. 1/2/3 hrs
A graduate level course in a specific area of computer science,
to be determined by the field of specialization of the instruc­
tor and the interest of the students.
Prereq: Graduate standing and consent of the instructor.

COSC 630 Advanced Compiler Construction. 3 hrs
An introduction to the major methods of compiler implemen­
tation. Lexical analysis, LL and LR parsing, semantic analy­
sis and code generation, error detection and recovery, code
optimization. Compiler engineering techniques including port­
ability, validation and the use of automated compiler-writing
tools. Course project will involve implementation of a com­
piler.
Prereq: COSC 430 Compiler Construction and COSC 531.

COSC 632 Automated Reasoning. 3 hrs
A theoretical and practical survey of different reasoning tech­
niques, both classical and nonclassical, and methods for imple­
menting them as computer programs. Topics will include reso­
lution proofs, fuzzy logic, nonmonotonic reasoning, default
reasoning and uncertainty measures. Applications will include
expert systems.
Prereq: COSC 503 (may be taken concurrently), COSC 532.

COSC 633 Advanced Operating Systems. 3 hrs
Selected topics from areas such as concurrent processing,
memory management, resource allocation and scheduling,
multiprocessing and multiprogramming, protection, perfor­
mance evaluation, and modeling will be covered in depth.
Prereq: COSC 433 Computer Operating Systems; COSC 330
Discrete Mathematical Structures or MATH 546 or equivalent.

COSC 635 Real Time Processing. 3 hrs
An introduction to the problems, concepts and techniques in­
volved in computer systems that must interface with external
devices; computer characteristics needed for real time use,
operating system considerations, analog signal processing and
conversion, inter-computer communication. Students will be
involved in several laboratory projects involving a mini- or
microcomputer system.
Prereq: COSC 433 Computer Operating Systems and COSC
538.

COSC 651 Parallel Algorithms. 3 hrs
Design and analysis of algorithms for parallel programming.
Sorting, searching, matrix multiplication, graph theory, and
other fundamental areas of computation are considered for
parallel program design.
Prereq: COSC 551.

COSC 660 Software Engineering Practicum. 3 hrs
Working in a software project team, students will develop a
large software system, carrying the project through from re­
quirements analysis to acceptance testing. Teams will ana­
lize "live" problems, that is, projects selected for their func­
tionalitv to the user(s) involved. This is a laboratory course
with formal class meetings for only the distribution of projects.
Prereq: COSC 443 Software Engineering Principles and COSC
539.

COSC 679/680/681 Special Topics. 1/2/3 hrs
A graduate level course in a specific area of computer science,
to be determined by the field of specialization of the instruc­
tor and the interest of the students.
Prereq: Graduate standing and permission of the instructor.

COSC 680/689/692 Research Study. 1/2/3 hrs
Intensive research into a computer science problem and the
preparation of a report consistent in substance and form with
the standards of the discipline.
Prereq: Department permission.

COSC 683 Seminar. 1 hr
Presentation of special reports and group discussions on se­
lected topics.

COSC 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or implementation of a project
under the direction of a member of the computer science gradu­
ate faculty.
Prereq: Six hours of graduate computer science courses and
department permission.

Other Courses for Graduate Credit

The following courses also may be elected for graduate
credit; course descriptions may be found in the undergradu­
ate catalog. A maximum of nine hours of approved 400-level
coursework may be permitted in the earning of any graduate
degree. Information about courses in computer science not
listed may be obtained from the coordinator of advising, Dr.
Ranjan Chaudhuri.

If you intend to enroll in any of the following under­
graduate courses for graduate credit, you must submit a re­
quest form from the Graduate School to receive permission
before enrolling in the course; otherwise, you will receive un­
dergraduate credit.

COSC 430 Compiler Construction (3)
COSC 431 Systems Programming (3)
COSC 433 Computer Operating Systems (3)
COSC 435 Introduction to Microprocessors (3)
COSC 437 Microcomputer Graphics (3)
COSC 441 Computing Network Principles (3)
COSC 442 Database Principles (3)
COSC 443 Software Engineering Principles (3)
COSC 490 Seminar and Project Design for
Educators (3)
The Economics department offers three Master of Arts degree programs: Master of Arts in Economics; Master of Arts in Applied Economics; and Master of Arts in Development, Trade, and Planning. These programs are designed to accommodate students with varied backgrounds and needs, and offer sufficient flexibility to meet the career objectives of students with various interests. The programs prepare students for positions in (domestic and/or international) business, industry, and government service. Many of our former students are now in banking, insurance, investment, consulting, marketing, hospital administration, public utilities, manufacturing, and government service. The programs also provide training for students who intend to pursue the study of economics at more advanced levels, and for those who plan to teach economics at a two-year community college. The programs offer sufficient flexibility to meet the career objectives of students with various interests, and with undergraduate backgrounds in fields ranging from mathematics and engineering, economics and business, to political science, public administration, and liberal arts.

GENERAL ADMISSION REQUIREMENTS
Admission to any of the department's programs is available in three ways.
1. Degree Admission
Degree admission to the graduate programs is available to those meeting the following requirements:
   a. hold a bachelor's degree from an accredited college or university;
   b. have an undergraduate grade point average of at least 2.5 ("A" = 4.0);
   c. satisfy the undergraduate course requirements including the equivalent of ECON 201 Principles of Economics I, ECON 202 Principles of Economics II, ECON 301 Intermediate Macroeconomic Analysis, ECON 302 Intermediate Microeconomic Analysis, and ECON 310 Economic Statistics.
2. Conditional Admission
Conditional admission may be granted to those students not meeting the standards stated in 1.a. above but who show promise. Students who are conditionally admitted are required to overcome specified deficiencies existing at the time of admission. When these deficiencies are overcome, the student's status will be changed to degree admission. While under conditional admission, a maximum of 12 hours of graduate coursework in Economics may be applied toward the MA degree.
3. Non-Degree Student Status
Non-degree student status is available for those not qualified for degree or conditional admission, or those who wish to take courses for self-improvement and are not interested in obtaining a degree.

MASTER OF ARTS IN ECONOMICS
The Master of Arts in Economics provides a basic understanding of the theoretical foundations and tools of economic analysis so that students gain competence in economic theory and its uses. The program exposes students to a variety of areas of economic study and enables them to concentrate in a particular field through coursework, independent study, and research.

ADMISSION REQUIREMENTS
Applicants to this program must meet the department's general admissions requirements.

DEGREE REQUIREMENTS
In addition to satisfying general Graduate School requirements, the student shall:
Complete a minimum of 30 hours of graduate credit in economics (up to six hours of cognates may be substituted upon approval) and demonstrate research ability by successfully completing either:
   a. a master's thesis; or
   b. the graduate research seminar (ECON 604) and a supervised research paper approved by departmental faculty.

COURSE REQUIREMENTS
Required Courses ........................................ 15-18 hours
   ECON 415 Introduction to Econometrics ........ 3
   ECON 511 Mathematical Economics .............. 3
   ECON 601 Macroeconomic Analysis ............. 3
   ECON 602 Microeconomic Analysis .............. 3
   (the preceding four courses must be satisfactorily completed with a grade of "B-" or better)
   One of the following:
      a) up to six hours from ECON 690/691/692 Thesis (1/2/3)
      b) ECON 604 Research Seminar in Economics (3)
      and one supervised research paper approved by department faculty
Electives ..................................................... 12-15 hours
Cognates .................................................. 0-6 hours
(May be substituted for electives in economics upon approval)
Total ...................................................... 30 hours

MASTER OF ARTS IN APPLIED ECONOMICS
The need for economists capable of applying their special skills to real-life situations and problems has increased greatly during the past decade. This program provides an organized and carefully developed study of applied economics. While the program satisfies the general education requirements of the economics profession, the focus is specifically on filling the need for empirically oriented applied economists.

In addition to the sequence of core courses, the program emphasizes research opportunities and the utilization of quantitative approaches. Extensive use of computer techniques comprises an integral part of the program.
The program introduces students to the art of model building for the purpose of analyzing complex public policy issues, such as taxation, transportation, energy, environment, technology, education, demography, health care, and similar topics. The program also provides students with modern techniques of model estimation, assessment, simulation, and forecasting.

ADMISSION REQUIREMENTS
Applicants to this program must meet the department's general admission requirements and have a bachelor's or master's degree with a minor/major in mathematics or economics, or a bachelor's degree in engineering, or a baccalaureate degree with adequate mathematics background.

DEGREE REQUIREMENTS
In addition to satisfying general Graduate School requirements, the student shall satisfactorily complete the following courses.

COURSE REQUIREMENTS

Required Courses ........................................ 18-21 hours
ECON 415 Introduction to Econometrics ............ 3
ECON 511 Mathematical Economics .................. 3
ECON 601 Macroeconomic Analysis .................... 3
ECON 602 Microeconomic Analysis .................... 3
ECON 606 Applied Economics .......................... 3
One of the following:
  a) up to two six-hour courses from ECON 690/691/692 Thesis (1/2/3)
  b) ECON 604 Research Seminar in Economics (3) and one supervised research paper approved by department faculty.

Restricted Electives ..................................... 6 hours
Select two of the following:
ECON 510 Applied Economic Statistics (3)
ECON 515 Econometrics: Theory and Applications (3)
ECON 545 Economic Forecasting and Policy (3)

Electives .................................................. 0-3 hours
Total ..................................................... 30 hours

MASTER OF ARTS IN DEVELOPMENT, TRADE AND PLANNING

The need for administrative personnel with backgrounds in economic development, trade and planning has become more pressing during the past decade. This is the result of increased international interdependence and growing demand for systematic planning in both private enterprise and government operations. Developing nations have a special need for professionals trained in this area. This program prepares students for careers as staff economists in government, business, and international organizations.

Students are provided with (a) an historical review of policy experience in various nations regarding planning and development issues; (b) an understanding of economic theory and its applications to planning and development; (c) training in the use of quantitative methods relevant to planning and development; (d) detailed knowledge of the theoretical and empirical aspects of international trade; and (e) the requisite skills to evaluate specific policy issues. The various segments are coordinated so that a logical progression in course work can be completed efficiently, and the interrelationship between different segments can be fully appreciated by students.

ADMISSION REQUIREMENTS
Applicants to this degree program must meet the department's general admission requirements and have a bachelor's degree in economics (major/minor), or a bachelor's or master's degree in business administration, or a baccalaureate degree in an equivalent or appropriate field.

DEGREE REQUIREMENTS
In addition to satisfying general Graduate School requirements, the student shall satisfactorily complete the following courses.

COURSE REQUIREMENTS

Required Courses ........................................ 15-18 hours
ECON 415 Introduction to Econometrics ............ 3
ECON 511 Mathematical Economics .................. 3
ECON 601 Macroeconomic Analysis .................... 3
ECON 602 Microeconomic Analysis .................... 3
One of the following:
  a) six hours from ECON 690/691/692 Thesis (1/2/3)
  b) ECON 604 Research Seminar in Economics (3) and one supervised research paper approved by department faculty

Restricted Electives ..................................... 12 hours
Choose from the following:
ECON 561 Economics of Multinational Enterprise (3)
ECON 580 International Trade: Theory and Policy (3)
ECON 585 Economic Growth and Development (3)
ECON 586 Economic Planning (3)
ECON 587 Case Studies in Economic Development (3)
Electives .................................................. 0-3 hours
Total ..................................................... 30 hours

Economics Courses
Basic Courses for Non-Majors

ECON500 Economics Principles and Institutions 3 hrs
Study of major economic institutions, the basic analytic tools of economic theory and their use. Not open to students having had ECON 201 and ECON 202 Principles of Economics I and II, or equivalent.

ECON 501 Macroeconomic Theory and Policy 3 hrs
National income analysis, employment theory, monetary theory and practice and their application to economic policy. This course is designed for graduate students majoring in fields other than economics, primarily those in the College of Business. Not open to students who have had ECON 301 Intermediate Macroeconomic Analysis.
Prereq: One course in economics, MATH 104 Intermediate Algebra, or department permission.
ECON 502 Microeconomic Theory and Policy 3 hrs
Analysis of the economic behavior of individuals and firms under various market conditions, the determination of relative prices, the allocation of resources and related problems. This course is directed at students majoring in fields other than economics, primarily those in the College of Business. Not open to students who have had ECON 302 Intermediate Microeconomic Analysis or equivalent.
Prereq: One course in economics, MATH 104 Intermediate Algebra, or department permission.

ECON 503 Contemporary Economic Problems 3 hrs
Analysis of one or more current economic issues with a goal of better public understanding of the issue implications of policy solutions. Not open to economics majors.
Prereq: One course in economics or department permission.

ECON 505 Collective Bargaining in Public and Private Sectors 3 hrs
Study of the institutions and practices of collective bargaining in both private industry and the public sector. Starting with the origins of collective bargaining in blue collar professions and the public sector ranging from the local school district to the federal government.
Prereq: ECON 500 Economics: Principles and Institutions or equivalent or departmental permission.

ECON 506 Development of Economic Analysis 3 hrs
Review of major theories and concepts in the development of economics as a scientific discipline. Emphasis is directed toward changing methods and theories of economic analysis and their implications for economic policy, including pre-classical, classical and neoclassical, Keynesian and neo-Keynesian thought.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 507 Advanced Economic Analysis 3 hrs
Advanced study of economic analysis leading to a theoretical understanding of economic behavior and its implications for economic policy. Emphasis will be placed on the microeconomic approach to economic analysis. Not open to economics majors.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 510 Applied Economic Statistics 3 hrs
Application of statistics and quantitative analysis to economic problems using computer techniques.
Prereq: ECON 310 Economic Statistics or equivalent, or department permission.

ECON 511 Mathematical Economics 3 hrs
Study of economic models, matrix algebra and linear economic models, linear programming and game theory, optimization problems and calculus of variations.
Prereq: MATH 119 Mathematical Analysis for Social Science II, or MATH 120 Calculus I and ECON 301 Intermediate Macroeconomics Analysis and ECON 302 Intermediate Microeconomic Analysis, or equivalent.

ECON 515 Econometrics: Theory and Applications 3 hrs
Study of simultaneous-equation systems structured, reduced and final form models; the analysis of univariate and multivariate time-series models; the development of estimation and forecasting techniques, and dynamic simulation; and the use of models for policy issues.
Prereq: ECON 415 Introduction to Econometrics or department permission.

ECON 517 Economic Analysis of Law 3 hrs
Application of microeconomic theory to the analysis of laws and legal systems. Introduction to Game Theory within the context of property rights, contracts, and dispute settlements. Some comparison of American laws with those of Europe and Japan.
Prereq: ECON 301 Intermediate Macroeconomics Analysis, ECON 302 Intermediate Microeconomic Analysis, and ECON 310 Economic Statistics, or department permission.

ECON 520 Analytic Labor Economics 3 hrs
Application of microeconomic theory in analyzing labor market behavior. Topics covered include labor supply, labor demand, investment in human capital, worker mobility and a critique of the microeconomic approach to labor economics.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 526 Human Resources and Public Policy 3 hrs
An economic analysis of human resource development with an emphasis on labor market issues. Topics include public employment policy, labor market discrimination and the role of education in the labor market.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 527 Women and the Economy in Comparative Perspective 3 hrs
Theoretical analysis of women’s labor market status. Study of labor force participation, economic restructuring, global division of labor, and policy approaches. Emphasis on comparison of U.S. with other industrialized countries.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis.

ECON 534 Regional and Urban Economics 3 hrs
Examination of problems of economic adjustment and development of regions, including inner city and metropolitan areas. Mass transit, public finance, housing, economic base studies, race distribution, and poverty will be examined.
Prereq: Six hours of economics or department permission.

COURSES FOR DEGREE PROGRAMS

ECON 508 International Trade 3 hrs
A study of the causes and economic effects of trade; commercial policies and their effects on trade; trade issues and conflicts; and international factor movements.
Prereq: ECON 501 and ECON 502 or equivalent, or department permission.

ECON 509 International Monetary Economics 3 hrs
A study of the foreign exchange market, exchange rate systems, the balance of payments, macroeconomic aspects of international trade, the institutions and problems of the international monetary system.
Prereq: ECON 501 and ECON 502
ECON 540 Monetary Economics. 3 hrs
The development of monetary and central banking theory; policy applications and limitations in the context of the relationships between money, prices, national income, and the balance of payments.
Prereq: ECON 301 Intermediate Macroeconomic Analysis or equivalent.

ECON 545 Economic Forecasting and Policy. 3 hrs
Examines the use of macroeconomic theory and forecasting techniques in the formulation and evaluation of economic stabilization policies.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 310 Economic Statistics or equivalent.

ECON 550 Public Finance: Analysis and Policy. 3 hrs
Detailed theoretical analysis of the problems of budgeting and budget techniques, methods to evaluate expenditures, efficiency, and equality considerations in tax policy, problems of stabilization policy and growth policy, evaluation of the impact and importance of national debt.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 551 State and Local Government Finance. 3 hrs
Economic analysis of expenditures, revenues and debt management of state and local governments.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent or department permission.

ECON 560 Economics of Industrial Organization. 3 hrs
The enterprise sector of a capitalist economy; incidence of competition and monopolistic techniques in various industries and markets, market structure, conduct and performance, mergers and concentration and public policies.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 561 Economics of Multinational Enterprise. 3 hrs
Economics of international competition and monopoly. Analysis includes studies of direct foreign investment, national economic anti-trust policies, the multinational firm and its relation to trade and economic efficiency.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 562 Government and Business. 3 hrs
The political and economic functions of government, business corporation and financial mergers, direct control of business, control versus governmental ownership of utilities, governmental controls of agriculture and natural resources, the responsibility of government in maintaining employment.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 570 International Trade Theory and Policy. 3 hrs
Study of the principle of comparative advantage, the determinants of the commodity composition of trade, international factor movements and commercial policies.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 581 The International Monetary System. 3 hrs
Theoretical and empirical examination of international monetary issues including the balance of payments, fixed vs. flexible exchange rates, stabilization policies in an open economy, disturbance transmission mechanisms and interdependence, institutions.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 585 Economic Growth and Development. 3 hrs
Conditions, courses, and consequences of growth and development, instruments of expansions and control and important theories and models of growth. Economic growth in both the United States and underdeveloped countries.
Prereq: ECON 301 Intermediate Macroeconomics Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 586 Economic Planning. 3 hrs
Study of the government's economic decision-making apparatus, the formulation of economic plans, the selection of optimal plans from among a feasible set, and the problems of transition from general to sectoral and decentralized plans.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 587 Case Studies in Economic Development. 3 hrs
Survey of economic development in selected countries or regions with emphasis on development policies, theoretical applications, and economic structures of countries or regions surveyed.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 590/591/592 Special Topics. 1/2/3 hrs
An advanced level course in a specific area of economics.
Prereq: ECON 301 Intermediate Macroeconomic Analysis and ECON 302 Intermediate Microeconomic Analysis or equivalent.

ECON 601 Macroeconomic Analysis. 3 hrs
Study of theoretical and empirical examination of macroeconomic theories of the determination of income, employment, the price level, interest rates and economic growth in a domestic and world economy. The course may include the Classical, Keynesian, Monetary, Rational expectations and Real Business Cycle schools of thought.
Prereq: ECON 301 Intermediate Macroeconomics and ECON 302 Intermediate Microeconomics or equivalent.
Coreq: ECON 415 Introduction to Econometrics and ECON 511 Mathematical Economics.
ECON 602 Microeconomic Analysis.  3 hrs
Economic analysis of the behavior of individuals and firms, price determination in competitive and monopolistic markets, general static equilibrium, and the allocation of resources. Prereq: ECON 302 Intermediate Microeconomic Analysis and ECON 511 or equivalent, or department permission.

ECON 604 Research Seminar in Economics.  3 hrs
Examines selected issues of research methodology, procedures and techniques. Students conduct individual research projects, present their findings in a seminar format and submit a research paper. Prereq: ECON 415 Introduction to Econometrics or equivalent.

ECON 605 Managerial Economics.  3 hrs
Application of economic analysis to decision making and business management, focusing on the areas of production, cost, as well as investment, pricing, demand estimation and economic forecasting. Prereq: ECON 501, ECON 502, and ECON 310 Economic Statistics or equivalent.

ECON 606 Applied Economics.  3 hrs
Integrates economic theory and quantitative methods, providing tools to formulate, estimate, and evaluate micro- and/or macroeconomic topics. These may include: estimating demand functions for given periods, Engel curves, production cost, consumption, investment, and money demand functions. Prereq: ECON 301 Intermediate Macroeconomic Analysis, ECON 302 Intermediate Microeconomic Analysis, and ECON 415 Introduction to Econometrics or equivalent.

ECON 679/680/681 Special Topics.  1/2/3 hrs
An experimental course for contemporary topics not provided in other departmental offerings. The content will change from semester to semester. Not more than three hours of special topics courses may be used in a degree program. Prereq: Department permission

ECON 690/691/692 Thesis.  1/2/3 hrs
Completion of research problems and writing thesis. Prereq: Approved thesis proposal.

ECON 695 Seminar.  3 hrs
A seminar in advanced economic theory or policy open only to degree students of the department. Prereq: Twelve hours toward MA degree.

ECON 697/698/699 Independent Study.  1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a member of the economics faculty. Prereq: Department permission.

**Other Courses**

These upper division undergraduate courses may be taken for graduate credit and applied on the department’s degree programs providing prior approval has been given by the adviser, the course instructor, and the graduate school. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree. See the undergraduate catalog for course descriptions.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

- ECON 405 Economic Analysis for Business (3)
- ECON 406 History of Economic Thought (3)
- ECON 407 Economic Analysis and Law (3)
- ECON 415 Introduction to Econometrics (3)
- ECON 420 Comparative Labor Unionism (3)
- ECON 436 Health Economics (3)
- ECON 440 Money, Credit, and Monetary Policy (3)
- ECON 445 Economic Fluctuations and Forecasting (3)
- ECON 455 Cost-Benefit Analysis (3)
- ECON 460 Industrial Organization (3)
- ECON 471 Case Studies of Developing Economies (3)
- ECON 480 International Economics (3)
ENGLISH LANGUAGE AND LITERATURE

Marcia A. Dalbey
Department Head
612 Pray-Harrold
487-4220

E. Jay Jernigan
Director of Graduate Studies
613 Pray-Harrold
487-1363

Students enrolling in the program for the Master of Arts in English may choose one of five concentrations:
- Literature
- Written Communication
- Children's Literature
- English Linguistics
- Creative Writing

Each of these concentrations is described on the following pages. Candidates for degrees in other departments may elect English department courses as cognates if they meet prerequisites and if class size permits after English department candidates have registered.

The director of graduate studies is Professor J. Jernigan. Members of the department Graduate Committee are available during regular office hours for information or counseling. Students are assigned individual advisers upon admission, and may request specific faculty advisers if available.

MASTER OF ARTS IN ENGLISH

ADMISSION REQUIREMENTS

In addition to the Graduate School degree admission requirements set forth in the early pages of this catalog, the English Language and Literature department requires:

1. At least 24 hours of undergraduate English, excluding freshman composition, and a minimal undergraduate grade point average of 3.0. Applicants not meeting these standards may apply for conditional admission.

2. If the applicant's native language is not English, a TOEFL (Test of English as a Foreign Language) score of 570, or a score of 90 on the Michigan English Language Assessment Battery (MELAB) is required. These students also must pass the Test of Written English (TWE) with a minimum score of 5. Students with TWE scores below 5 will be denied admission; students with TOEFL scores lower than 570 can be considered for conditional admission, but must retake the exam and attain a score of 570 by the end of the first semester of enrollment.

3. GRE general test scores are recommended, but not required.

DEGREE REQUIREMENTS

1. A minimum of 30 semester hours of graduate work in a program of study approved by the coordinator of graduate studies, with a grade point average of 3.0 or better.

2. A master's thesis is required in several concentrations, but optional in others. See individual concentration requirements below. The thesis or project topic and design are developed by the master's candidate with the advice of a departmental graduate faculty member. The thesis or project must be submitted for the approval of the directing committee.

3. Demonstrate an analytic sense of the nature of language as medium, subject, and investigative means, as well as an understanding of how language works beyond its "familiar" communications role in our culture by one of the following:
   a. Complete two years of study of a foreign language at the undergraduate level, or give evidence of equivalent mastery; or,
   b. Complete six hours of graduate credit in linguistics or philologically oriented courses in early English language and literature.
   (These may count towards the 30-hour degree requirement if they meet specific program requirements.)

The way each student meets the language requirement is to be specified on the individual program of study. Lists of appropriate courses, and definitions of equivalency for native speakers, nonnative speakers, and culturally bilingual students, are presented in department guidelines.

NOTE: Advanced 400-level undergraduate courses are also available to graduate students. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

If you intend to enroll in an advanced 400-level undergraduate course for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN LITERATURE

OBJECTIVES

The MA in English with a concentration in literature is designed to provide master's level competence in English and American literature.

The degree is an appropriate choice for candidates who anticipate teaching on the elementary, high school, or community college level. It prepares candidates who anticipate doctoral study in English or American literature. The degree provides a valuable educational background for professions where critical thinking and clear, accurate expression, combined with a knowledge of literature, are desired.

PROGRAM REQUIREMENTS

A candidate completes a major of 18 hours in the department's courses in English and American literature (excluding children's literature, for which there is a separate degree).
COURSE REQUIREMENTS

Required Courses ............................................. 3 hours
LITR 511 Literary Criticism ..................................... 3

Major Concentration ........................................... 15 hours
Choose from courses in English and American literature, excluding children's literature

Electives ............................................................ 6-12 hours
Cognates ............................................................. 0-6 hours
Total ................................................................. 30 hours

MA EXAMINATION
During the semester before graduation, a candidate is required to pass a written examination covering major works of English and American literature covering a broad spectrum of periods and genres of British and American literature and of critical theory. A new list of works is posted each September.

COURSES FOR MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN LITERATURE

Open only to students admitted to graduate programs in English Language and Literature. Others by department permission.

LITR 511 Literary Criticism. 3 hrs
A study of various approaches to literary criticism with application to specific works.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 512 Middle English Literature. 3 hrs
A study of the genres of Middle English literature (chronicle, dialogue, exemplum, fable, romance, sermon, etc.).
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 520 Old English Poetry. 3 hrs
A study of old English prosodic conventions with a close reading of representative poems from various types and schools of Old English poetry. Readings are in Old English.
Prereq: Fifteen hours of credit in literature and LING 506, or instructor permission. Graduate student in English or department permission.

LITR 523 Realism and Naturalism in the American Novel. 3 hrs
Realism and naturalism as theory and as practice in the late 19th and early 20th centuries, with emphasis on Howells, Twain, James, Crane, Norris, and Dreiser.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 525 Henry James. 3 hrs
Major novels, shorter fiction, and literary criticism of Henry James.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 526 The Harlem Renaissance and Beyond. 3 hrs
A study of the context, themes, and styles of African American literature in the 1920s. Contextual and literary parallels will be drawn with the Negritude movement and 1960s Black Arts movement.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 530 Studies in Chaucer. 3 hrs
Intensive reading of Chaucer's major works and supplementary reading in Chaucerian criticism.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 540 Elizabethan Drama. 3 hrs
Representative plays of Marlowe, Jonson, Webster, and other playwrights contemporary with Shakespeare.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 541 Studies in Shakespeare. 3 hrs
Intensive reading of representative plays of Shakespeare, and of relevant critical, historical, and textual scholarship.
Prereq: Fifteen hours of credit in literature, including one course in Shakespeare. Graduate student in English or department permission.

LITR 545 Studies in Renaissance Literature. 3 hrs
A specialized study of major non-dramatic poetry and prose of the English Renaissance (exclusive of the works of John Milton). Specific major authors to be studied may include Shakespeare, More, Sidney, Spenser, Marlowe, Bacon, Jonson, Donne, and Herbert.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 551 Studies in Milton. 3 hrs
The complete poetry and selected prose of John Milton, with some attention to his intellectual milieu.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 561 Studies in 18th Century Literature. 3 hrs
A specialized study of poetry and prose of a selected number of major authors of the Restoration and 18th century. Specific authors to be studied may include Dryden, Swift, Pope, Thompson, Collins, Gray, Johnson, Goldsmith, and Boswell.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 563 Studies in 18th Century Fiction. 3 hrs
A specialized study of major authors, genres and themes of 18th century fiction. The fiction studied will include works by such authors as Defoe, Swift, Fielding, Richardson, Sterne, Goldsmith, Walpole, and Smollett.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.
LITR 565 Studies in 19th Century British Fiction. 3 hrs
Specialized study of selected English novelists of the 19th century. Novelists studied may include Austen, Scott, Disraeli, the Brontes, Gaskell, Thackeray, Dickens, Eliot, Trollope, Meredith, Hardy, and others.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 566 Studies in 20th Century British Fiction. 3 hrs
Specialized study of the work of representative major 20th century British novelists such as Conrad, Lawrence, Woolf, Forster, Huxley, Durrell, Greene, Fowles, and Lessing.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 567 Studies in 20th Century Irish Literature. 3 hrs
Specialized study in prose, poetry, and drama of 20th century Irish literature with attention to such major figures as Yeats, Shaw, Joyce, Synge, O'Casey, O'Faolain, Beckett, Kavanagh.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 568 Whitman and Dickinson. 3 hrs
The work of Whitman and Dickinson examined for its intrinsic value as poetry and as illustrative of the power of isolated poetic genius.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 569 The American Renaissance: 1830-1860. 3 hrs
Specialized study of the work of three or four of the following writers: Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 570 Studies in Romantic Literature. 3 hrs
An intensive study of the poetry and nonfictional prose of at least two of the poets and essayists from the Romantic period (e.g., Blake, Wordsworth, Coleridge, Keats, Byron, Shelley, Hazlitt, DeQuincey, Lamb).
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 575 Studies in Victorian Literature. 3 hrs
An intensive study of the poetry and nonfictional prose of at least two of the major writers from the Victorian period (e.g., Carlyle, Tennyson, the Brownings, Arnold, the Rossettis, Swinburne, Newman, Mill, Ruskin, Pater).
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 576 Studies in 20th Century American Fiction. 3 hrs
Specialized study of two or three 20th century American novelists, such as Hemingway, Fitzgerald, Faulkner, Nabokov, and Bellow.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 577 Studies in 20th Century American Poetry. 3 hrs
Specialized study of the work of two or three major 20th century poets, such as Pound, Eliot, Stevens, Williams, Roethke, Robinson, Frost, e.e. cummings, Hart Crane, Robert Lowell.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 580 Studies in Contemporary Literary Trends. 3 hrs
Specialized study of the nature of contemporary literary developments with some attention to other cultural parallels, past and present. The particular focus of the course (poetry, fiction, drama, or criticism) in a given semester will be announced in the class schedule bulletin.
Prereq: Fifteen hours of credit in literature. Graduate student in English or department permission.

LITR 590/591/592 Special Topics. 1/2/3 hrs
Topics will be announced from time to time. The following are examples of topics offered in recent years: Caribbean Literature, Short Story, Literature of the Civil Rights Movement, Postmodern Theory. Not more than six hours of special topics courses may be applied towards the degree.
Prereq: Fifteen hours of credit in literature. Further prerequisites may be required for some topics. Graduate student in English or department permission.

LITR 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member. Not to be elected until a student has been accepted as a candidate for the master's degree in literature.
Prereq: Fifteen hours of credit in literature and permission of the Graduate Committee. Graduate student in English or department permission.

NOTE: Advanced 400-level undergraduate courses are available to graduate students. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.
If you intend to enroll in an advanced 400-level undergraduate course for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

THE MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN WRITTEN COMMUNICATION

OBJECTIVES
The professional MA in English with a concentration in written communication prepares students for careers in technical and public relations writing, editing or publishing, or as teachers of writing at the elementary, secondary, or community college level. It also provides a thorough preparation for PhD studies in rhetoric and composition. Candidates study a
combination of written communication theory and applied practice. A core consisting of rhetorical theory and research modes provides a conceptual and methodological framework. Practical skills relevant to career goals are achieved through restricted electives in either professional writing or the theory and practice of composition instruction. The individual student's skills and knowledge are supported through electives and cognates. The thesis or master's writing project consolidates the program's theoretical and practical elements through a directed research or professional writing project.

Applicants for admission in this concentration may combine academic and professional experience in support of their application.

COURSE REQUIREMENTS

Required Courses .................................................. 12 hours
  ENGL 501 Writing and Rhetorical Theory I ................. 3
  ENGL 502 Writing and Rhetorical Theory II ............... 3
  ENGL 621 Research in Theory and Practice of Writing: 3
  ENGL 682 Thesis or ENGL 683 Master's Writing Project .................................................. 3

Concentration (choose one of the following). 18 hours
  I. Professional Writing Concentration
    a. Required Courses ......................................... 6 hours
       ENGL 524 Advanced Technical Writing and Research (3)
       ENGL 525 Advanced Public Relations Writing (3)
    b. Electives and cognates ................................... 12 hours
       Select from among courses in writing, linguistics, literature, graphic design, communication theory, computer science, science and technology
  II. Teaching of Writing Concentration
    a. Required Courses ......................................... 9 hours
       ENGL 514 Issues in Teaching Writing (3)
       ENGL 515 Literacy and Written Literacy Instruction (3)
       ENGL 516 Computers and Writing: Theory and Practice (3)
    b. Electives and cognates ................................... 9 hours
       Select from among courses in writing, linguistics, literature, reading, teaching English as a second language, communication theory, computer science, measurement and evaluation, psychology, statistics

Total ............................................................................. 30 hours

Courses for Master of Arts in English with Concentration in Written Communication

Open only to students admitted to graduate programs in English Language and Literature. Others by department permission.

ENGL 501 Writing and Rhetorical Theory I. 3 hrs
The reading, study and analysis of representative selections from rhetorical theorists from the Sophists through the Renaissance. Emphasis on how to evaluate, explore, and apply theory to writing and its teaching.
Prereq: Graduate student in English or department permission.

ENGL 502 Writing and Rhetorical Theory II. 3 hrs
The reading, study and analysis of representative selections from rhetorical theorists since the Renaissance. Emphasis on how to evaluate, explore, and apply theory to writing and its teaching.
Prereq: Graduate student in English or department permission.

ENGL 505 Rhetoric of Science and Technology. 3 hrs
Through reading, research, and analysis, students will study theoretical positions, discourse conventions, and stylistic features of writing done by professionals in scientific and technological fields.

ENGL 514 Issues in Teaching Writing. 3 hrs
A review of the research and theory in teaching writing, with focus on the dynamics of writing, learning, and their relationship to evaluation and assessment of writing.
Prereq: Graduate student in English or department permission.

ENGL 515 Literacy and Written Literacy Instruction. 3 hrs
Graduate seminar on acquisition of written literacy. Emphasis on current theoretical approaches to written literacy and applications for teaching writing at secondary and postsecondary levels.
Prereq: Graduate student in English or department permission.

ENGL 516 Computers and Writing: Theory and Practice. 3 hrs
A review of current theory for constructing computerized composition and for applying computers in teaching writing at secondary and postsecondary levels.
Prereq: Graduate student in English or department permission.

ENGL 522 Writing Workshop. 3 hrs
An advanced workshop seminar in creative writing, with sections in fiction, poetry, or translation, as specified in the schedule. The course may be repeated.
Prereq: Graduate student in English or department permission.

ENGL 524 Advanced Technical Writing and Research. 3 hrs
This course continues ENGL 424 Technical Writing and is designed to prepare students to write professionally in business and industry. Students will research appropriate information and prepare oral and written reports, proposals, brochures, and manuals.
Prereq: ENGL 424 Technical Writing or equivalent. Graduate student in English or department permission.

ENGL 525 Advanced Public Relations Writing. 3 hrs
Theory and practice of writing for public relations. Emphasis on writing to resolve real-world problems from corporate and agency public relations.
Prereq: Graduate student in English or department permission.
ENGL 590/591/592/593/594 Special Topics. 1/2/3/4/5 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course more than once as long as different topics are covered. Not more than six hours of special topics may be used on a degree program.
Prereq: Graduate student in English or department permission.

ENGL 596 Teaching Composition on the College Level. 3 hrs
A course in the methods of teaching English composition, with particular attention to beginning courses on the college and junior college level. Required of all graduate assistants and open to other interested MA candidates.
Prereq: Graduate student in English or department permission.

ENGL 621 Research in Theory and Practice of Writing. 3 hrs
A course designed to introduce and prepare students in bibliography and methods of research on writing and writing instruction. Frequent projects requiring research and writing.
Prereq: Six hours of courses in the written communications program Graduate student in English or department permission.

ENGL 675 Eastern Michigan Writing Project Summer Institute. 5 hrs
For practicing K-12 teachers across disciplines. Participants investigate and experience current practices in literacy instruction. Based upon National Writing Project assumptions, participants read, write, and reflect upon their teaching.
Prereq: Graduate student in English or department permission.

ENGL 677 Eastern Michigan Writing Project Advanced Institute. 2 hrs
A follow-up for Eastern Michigan Writing Project Teacher Consultants. Participants analyze findings and prepare reports based in their own classroom research.
Prereq: ENGL/CUR 675. Graduate student in English or department permission.

ENGL 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course more than once as long as different topics are covered. Not more than six hours of special topics may be used on a degree program.
Prereq: Graduate student in English or department permission.

ENGL 692 Thesis. 3 hrs
Original research or critical study designed and completed by the student under the guidance of the thesis director and committee.
Prereq: ENGL 621. Graduate student in English or department permission.

ENGL 693 Master's Writing Project. 3 hrs
Students will produce a portfolio in the intended professional or pedagogical area, and design and complete a research Project related to the portfolio.
Prereq: ENGL 524; six hours of graduate credit in appropriate writing courses. Graduate student in English or department permission.

ENGL 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or research area not covered in regular courses; under the direction of a faculty member.
Prereq: Candidate for the MA; permission of the Graduate Committee. Graduate student in English or department permission.

NOTE: Advanced 400-level undergraduate courses are available to graduate students. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

If you intend to enroll in an advanced 400-level undergraduate course for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

THE MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN CHILDREN’S LITERATURE

OBJECTIVES

The MA in English with concentration in children’s literature provides an opportunity for advanced studies in all major areas of children’s literature, folklore, mythology, and writing for children.

Candidates usually begin with an introduction to the major genres of children’s literature. Extensive reading, criticism and scholarship are emphasized. A second course is devoted to methods of teaching literature to children and is particularly recommended for prospective teachers. A third course traces the historical development of children’s literature since the introduction of printing into England. In addition, there is a special topics course that varies from semester to semester and can be repeated for credit. A maximum of six hours of special topics courses may be used on a degree program.

This concentration is valuable not only for teachers of elementary, middle, or junior high schools, but also for librarians, special education teachers, reading specialists, recreation supervisors, editors and representatives in publishing houses specializing in children’s books, writers of children’s books, directors of religious education, youth workers in social service agencies, day care center directors, and bookstore managers. It also provides preparation for teachers of children’s literature in two- and four-year colleges.
COURSE REQUIREMENTS

Restricted Electives .................................................. 15 hours
Select five of the following courses:
LITR 516 Major Genres in Children’s Literature (3)
LITR 517 Teaching of Children’s Literature (3)
LITR 518 History of Children’s Literature (3)
LITR 519 History of Children’s Literature: Twentieth Century (3)
LITR 581 Critical Approaches to Mythology (3)
LITR 582 Wisdom of the People: Ballads, Legends, and Tales (3)
LITR 583 Literature for Early Childhood (3)
LITR 584 Literature for Adolescents (3)
LITR 592 Special Topics (3)

Electives ........................................................................ 9-15 hours
Select additional children’s literature courses from the above list or appropriate courses in literature, writing, or linguistics.

Cognates ......................................................................... 0-6 hours

Total ............................................................................... 30 hours

MA EXAMINATION
During the semester before graduation, a candidate is required to pass a written examination. A list of comprehensive questions will be given the candidate well in advance of the proposed graduation date. Several of these questions will be discussed informally with the children’s literature faculty and an appropriate certificate awarded.

COURSES FOR THE MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN CHILDREN’S LITERATURE

Open only to students admitted to graduate programs in English Language and Literature. Others by department permission.

LITR 516 Major Genres in Children’s Literature. 3 hrs
An intensive study of the major genres of children’s literature with emphasis on important representative examples and related criticism.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 517 Teaching of Children’s Literature. 3 hrs
A course concentrating on the value of literature for children with discussion and demonstration of various techniques used in teaching it. Additional readings in selected genres will be required. Offered for anyone planning to work with children, preschool through grade nine.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 518 History of Children’s Literature. 3 hrs
An examination of books for children written before the present century. Emphasis will be placed on major authors and movements from 1744 to 1908 and on what these reveal about changing attitudes toward children and the corresponding changes in the literature written for them.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 519 History of Children’s Literature: Twentieth Century. 3 hrs
Major writers and movements from World War I to the present with emphasis upon what these reveal about changing attitudes toward children and young people and the literature written for them.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 581 Critical Approaches to Mythology. 3 hrs
An investigation of myths from many cultures demonstrating individual responses to universal questions of human existence. Students will respond critically to the various theories of myth through their reading and analysis of myths as literature.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 582 Wisdom of the People: Ballads, Legends, and Tales. 3 hrs
Reading and analysis of printed tales, legends and ballads using the tools of folklore scholarship. Students also collect and analyze oral materials.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 583 Literature for Early Childhood. 3 hrs
Prose and poetry for preschool and early elementary children with emphasis on recent research in illustration and literature and its application in selecting, evaluating and using books with the young.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 584 Literature for Adolescents. 3 hrs
An examination of literature for adolescents, emphasizing criteria for selection and evaluation, along with consideration of audience, genre and censorship. Students will be expected to read and respond critically to historical and contemporary literature written for adolescents.
Prereq: Fifteen hours of credit in literature or permission of instructor.

LITR 592 Special Topics. 3 hrs
Topics will be announced each year. Some from the recent past include: Literature for Younger Children, Recent Fiction; Poetry for Children; The Golden Age of Children’s Literature; Fantasy for Children and Young People. Not more than six hours of special topics courses may be applied towards the degree.
Prereq: Fifteen hours of credit in literature.

ENGL 692 Thesis. 3 hrs
Original research or critical study designed and completed by the student under the guidance of the thesis director and committee.
Prereq: Graduate student in English or department permission.
THE MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN ENGLISH LINGUISTICS

OBJECTIVES

Linguistics is the scientific study of language. It hopes to discover how languages are learned, processed, and used, how they are structured, why and how they change, and what status they have in social life. Briefly, linguists study human language with an eye to relating its structure to cognitive functions on the one hand and to social interaction on the other. The results are important to social and cognitive psychology, native and foreign language teaching at all levels, artificial intelligence and computer science, communications, sociology and anthropology, and historical accounts of human civilization, to name perhaps only the most obvious fields. Linguists find work in colleges and universities, in language education and educational planning, in the communications industries (including publishing), in translation services, and in cross-cultural agencies of both business and government.

PROGRAM REQUIREMENTS

Majors who enter with a limited background must complete those parts of the 401-420-425 sequence which were not a part of their undergraduate work. Graduate credit may be given for these courses. The usual prerequisite for any 500 level linguistics course (except 501, 502 and occasional special offerings) is 401; in addition, 525 (Advanced Syntax) and 534 (Advanced Phonology) require 425 and 420 respectively as specific prerequisites.

In addition, each candidate will complete a thesis (LING 692) or sit for a comprehensive examination. The exam will include questions from general linguistics and specialized area(s) chosen by the candidate.

COURSE REQUIREMENTS

| Restricted Electives ........................................ 18 hours |
| Select six of the following courses: |
| LING 501 Current Trends in Linguistics (3) |
| LING 502 History of Linguistics (3) |
| LING 510 Historical and Comparative Linguistics (3) |
| LING 525 Advanced Syntax (3) |
| LING 531 Semantics: The Study of Meaning (3) |
| LING 532 Sociolinguistics (3) |
| LING 533 General Psycholinguistics (3) |
| LING 534 Advanced Phonology (3) |
| LING 535 Discourse Analysis (3) |
| LING 536 Typology and Universals of Language (3) |
| LING 592 Special Topics (3) (with adviser’s approval) |

| Electives ............................................ 12 hours |
| Thesis plan students will take 3 of these hours in LING 692 Thesis. |
| Suggested areas include anthropology, composition and rhetoric, linguistics courses not taken above, literature (particularly the early periods), mathematics and computer science, psychology, reading, sociology, speech and hearing science, and TESOL. |

Total ........................................................................ 30 hours

TESOL PROGRAM

Students interested in practical applications of English linguistics are also advised to consult the Master of Arts program in Teaching English to Speakers of Other Languages (TESOL) offered by the Department of Foreign Languages and Bilingual Studies.

COURSES FOR THE MASTER OF ARTS IN ENGLISH WITH CONCENTRATION IN ENGLISH LINGUISTICS

| LING 501 Current Trends in Linguistics. 3 hrs |
| A study of current trends in linguistic research as they bear on any number of practical and educational problems: reading, writing, language and public policy, language and professions, etc. |
| Prereq: LING 401 Introduction to Linguistic Science. |

| LING 502 History of Linguistics. 3 hrs |
| Grammatical analysis from Plato to Chomsky; the influence of various linguistic theories and analytical methods on the development of contemporary language models and the teaching of grammar. |
| Prereq: LING 401 Introduction to Linguistic Science. |

| LING 506 Introduction to Old English. 3 hrs |
| An introduction to Old English language, and the reading of representative selections of prose and poetry in the original Old English. |
| Prereq: LING 421 The History of the English Language. |

| LING 510 Historical and Comparative Linguistics. 3 hrs |
| Introduction to comparative historical linguistics with special reference to the development of English from Germanic and Indo-European backgrounds. |
| Prereq: LING 401 Introduction to Linguistic Science. Recommended: LING 421 The History of the English Language. |

| LING 525 Advanced Syntax. 3 hrs |
| Development of tools for advanced syntactic analysis in English and other languages. Traditional and current approaches to the study of syntax including Government and Binding theory and Phrase Structure Grammar. |
| Prereq: LING 425 Introduction to Syntax. |

| LITR 530 Studies in Chaucer. 3 hrs |
| Intensive reading of Chaucer’s major works and supplementary reading in Chaucerian criticism. |
| Prereq: Fifteen hours of credit in literature. |

| LING 531 Semantics: The Study of Meaning. 3 hrs |
| A brief study of the historical background of modern semantic analysis of English utterances. Traditional and generative approaches to semantic concepts will be examined. |
| Prereq: LING 401 Introduction to Linguistic Science. |
LING 532 Sociolinguistics. 3 hrs
An analysis of the diversity in language caused by social factors and the correlative influence of these linguistic differences upon society and social status.
Prereq: LING 401 Introduction to Linguistic Science.

LING 533 General Psycholinguistics. 3 hrs
An introduction to psycholinguistics, the mental representation of a grammar, perception of language units, aphasia and other language abnormalities, first and second language acquisition, bilingualism, language, and thought. Not open to students in speech-language pathology program.
Prereq: LING 401 Introduction to Linguistic Science.

LING 534 Advanced Phonology. 3 hrs
Advanced theories in current phonology are presented and argued for, and contrasted with previous theories. Students do weekly analyses and submit an original final paper suitable for presentation at a conference.
Prereq: LING 420 Introduction to Phonology.

LING 535 Discourse Analysis. 3 hrs
An investigation of the grammar of texts; how units beyond the sentence are organized and how they may be analyzed.
Prereq: LING 401 Introduction to Linguistic Science.

LING 536 Typology and Universals of Language. 3 hrs
Seminar on description and explanation of structural patterns found recurrently across languages. Explores characteristics of the world's language families and areas. Special attention to processes of linguistic change.
Prereq: LING 401 Introduction to Linguistic Science or equivalent.

LING 592 Special Topics. 3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course more than once as long as different topics are covered. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

LING 692 Thesis. 3 hrs
Original research or critical study designed and completed by the student under the guidance of the thesis director and committee.
Prereq: Department permission.

LING 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or research area not covered in regular courses; under the direction of a University faculty member.
Prereq: Department permission.

NOTE: Advanced 400-level undergraduate courses are also available to graduate students. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

The Master of Arts in English with Concentration in Creative Writing

OBJECTIVES
The MA in English with a concentration in creative writing provides an advanced, individualized program of work in creative writing and contemporary studies. Workshops, cognate requirements, and a culminating portfolio with a critical introduction emphasize the contemporary, creative context of a writer's work. The degree concentration provides a valuable framework for writers, by connecting their particular work with the arts and thought of their time, and by encouraging diverse, innovative writing.

The degree prepares writers for their continuing creative work. It is also useful for writers who may teach creative writing, English, humanities, or contemporary studies.

For admission to the concentration, candidates submit a portfolio of their creative writing. They will meet the general requirements for admission to the graduate program in English Language and Literature. The portfolio may serve in lieu of part of the 24 hours of undergraduate course work in English.

COURSE REQUIREMENTS

Required Courses ................................................. 9 hours
ENGL 522 Writing Workshop (sections offered in poetry, fiction, and translation; may be repeated for credit) .......................................................... 3
ENGL 693 Master's Writing Project ......................... 3

Restricted Electives ........................................... 9 hours
Select three of the following courses:
LITR 401 Modern British and American Poetry 1914 to Present (3)
LITR 410 Modern American Literature (3)
LITR 460 Recent Trends in British and American Literature (3)
LITR 526 The Harlem Renaissance and Beyond (3)
LITR 566 Studies in 20th Century British Fiction (3)
LITR 567 Studies in 20th Century Irish Literature (3)
LITR 576 Studies in 20th Century American Fiction (3)
LITR 580 Studies in Contemporary Literary Trends (3)
Others with permission of adviser

Cognates ......................................................... 9 hours
Select courses from any area of contemporary studies—art, foreign language literature, music, history, philosophy, etc.—as approved by adviser.

Total ......................................................... 30 hours
The Foreign Languages and Bilingual Studies department offers a Master of Arts in Spanish (Bilingual-Bicultural Education), a Master of Arts in Language and International Trade, a Master of Arts in Teaching English to Speakers of Other Languages (TESOL), a graduate certificate in Teaching English as a Second Language (TESOL), and a Master of Arts in Foreign Languages with concentrations in French, German, and Spanish. A major emphasis in French, German, or Spanish can also be developed through the Master of Arts in Secondary School Teaching or the Master of Arts in Individualized Studies.

**Master of Arts in Spanish Bilingual-Bicultural Education**

**Objectives**

Objectives of the program are to produce graduates with high-level competencies in the following areas:

**Language**

This area of competence includes demonstrated proficiency in both Spanish and English, demonstrated ability to teach both languages as subject matters and demonstrated ability to use both languages as media of instruction in other subject matter areas.

**Culture**

This area of competence requires students to demonstrate a number of specific abilities related to knowledge of Latino and other US cultures and the diversity within each; awareness of and sensitivity to differences in socioeconomic, cultural and linguistic background; and skill in guiding students to acceptance and positive evaluation of cultural pluralism.

**Methodology**

This area of competence includes demonstrated ability to accommodate variations in cultural, linguistic and socioeconomic background by individualizing instruction and utilizing appropriate evaluation instruments and procedures; demonstrated skill in classroom management, including team teaching and working with paraprofessionals; and demonstrated skill in organizing, planning, and teaching lessons which integrate the bilingual-bicultural curriculum into the standard local district curriculum.

**Admission Requirements**

1. Meet Graduate School degree admission requirements.
2. Sufficient skills in both Spanish and English to successfully participate in graduate courses and field work conducted in either language.
3. Experience with living and/or working in a multicultural setting.
4. Intent to pursue and promise of successful completion of a program leading to a graduate degree.
5. Conditional admission will not be granted.

**Program Requirements**

In addition to completing the course requirements below, students on this program must fulfill the following degree requirements:

1. Demonstrate language proficiency, by examination, in both Spanish and English.
2. Possess or be eligible for a valid teaching certificate (not required for admission, however).
3. Complete three days of collateral field experience for each required and track course, except seminar, representing a total of 15 days of such experience.

**Course Requirements**

**Required Courses**

- BILN 622 Teaching Hispanic Culture and Language 3
- FLAN 695 Seminar 3
- SPNH 682 US Dialects of Spanish 3

**Concentration/Track Courses**

Complete one of the following tracks:

- **Track I** (for students with no prior course work in bilingual education)
  - TSLN 410 TESOL Methods 3
  - FLAN 421 History and Theory of Bilingual Education 3
  - SPNH 471 Culture and Literature of the Hispanic Groups in the United States 3
- **Track II** (for students with a bachelor's degree in bilingual education or a bilingual endorsement)
FOREIGN LANGUAGES AND BILINGUAL STUDIES

BILINGUAL ENDORSEMENT PROGRAM FOR CERTIFIED TEACHERS
(NOT A DEGREE PROGRAM)

In addition to completing the course requirements below, students on this program must fulfill the following requirements:

1. Demonstrate language proficiency, by examination, in both Spanish and English.
2. Possess or be eligible for a valid teaching certificate.
3. Complete three days of collateral field experience for each required course, except seminar, representing a total of 15 days of such experience.

Course Requirements ................................. 18 hours
BILN 622 Teaching Hispanic Culture and Language ... 3
TSLN 410 TESOL Methods ............................. 3
FLAN 421 History and Theory of Bilingual Education ... 3
FLAN 695 Seminar .................................. 3
SPNH 471 Culture and Literature of the Hispanic Groups in the United States ...................... 3
SPNH 682 US Dialects of Spanish .................... 3

M ASTER OF ARTS IN LANGUAGE AND INTERNATIONAL TRADE

OBJECTIVES

Objectives of the program are to promote cultural awareness and sensitivity with reference to our own society as well as to societies of other world regions and to provide the skills and knowledge necessary for competent performance in an international business environment.

ADMISSION REQUIREMENTS

Applicants to the language and international trade master's degree program must:

1. Declare the foreign language to be used for the language area requirement on the application for admission to the Graduate School (e.g., language and international trade—French). Native speakers of a language may not elect that language without permission of the language section concerned.*
2. Possess a minimum overall undergraduate grade point average of 2.75.
3. Submit a statement of their reasons for pursuing this degree;
4. Have two of their former university professors complete the departmental recommendation forms and forward directly to the department.
5. Meet the background requirements stated below:
(In order to gain regular degree admission to the Master of Arts program in language and international trade, a student must have completed the following at the undergraduate level.)

a. Foreign Language
   Non-native speakers of French, German, or Spanish must possess at least a minor in that language with a grade point average of 3.0, or the equivalent proficiency.
   Non-native speakers of English must possess a minimum score of 80 on the MELAB or 520 on the TOEFL and a score of 5 on the TWE for admission.

b. Economics
   A two-course sequence in macroeconomic theory and policy.
   A two-course sequence in microeconomic theory and policy.
   Students not meeting the above requirements may be granted conditional admission and be required to complete either ECON 201 Principles of Economics I and ECON 301 Intermediate Macroeconomic Analysis or ECON 501 Macroeconomic Theory and Policy for macroeconomics; and either ECON 202 Principles of Economics I and ECON 302 Intermediate Microeconomic Analysis or ECON 502 Microeconomic Theory and Policy for microeconomics. Students must achieve an overall grade point average of 3.0 ("B") or better in deficiency courses.

c. Business
   A course in the principles of accounting.
   A course in basic computers in business.
   Students not meeting the above requirements may...
be granted conditional admission and required to complete either ACC 240 Principles of Accounting I and ACC 241 Principles of Accounting II or ACC 501 Accounting Principles for accounting; and MATH 118 Mathematical Analysis for Social Sciences I plus COSC 136 Computers for the Nonspecialist; or IS 215 End-User Computing or IS 502 Business Information Systems for Basic Computers. Students must achieve an overall grade point average of 3.0 ("B") or better in deficiency courses.

* Students applying to the ESL section of the Master of Arts in language and international trade should be sure their completed applications reach the Graduate School five months prior to the semester in which they wish to begin studying.

PROGRAM REQUIREMENTS
Students on this program must complete a minimum of 10 credit hours in a foreign language, 6 credit hours in economics, 12 credit hours in business, and a cooperative education assignment for 3-6 credit hours.

COOPERATIVE EDUCATION
To complement their academic training and enhance their professional preparation and chances for future employment, all students are expected to complete a 15-week cooperative education assignment in the public or private sector, provided an appropriate position can be found. US students may undertake this assignment either in the US or in France, Germany or Spain, while ESL students may elect only the US co-op. In all cases, students must satisfy the requirements of the co-op for which they are eligible.

a. US Co-Op Placement
To be eligible for this placement, a student must have achieved at least a 3.0 GPA and have completed at least 12 hours of graduate business and economics courses as well as half of the foreign language requirements. Students meeting these requirements should make an appointment with the language and international trade co-op adviser at least six months prior to the semester in which the student wishes to begin the co-op assignment; 219 Alexander, (313) 487-0130.

b. Overseas Co-Op Placement
To be eligible for an international cooperative education exchange placement, a student must have achieved at least a 3.25 GPA and have completed 18 hours of graduate business and economics courses as well as the foreign language requirement for the Master of Arts in language and international trade. The student must also pass an oral interview conducted by department faculty in the language being studied at least seven months before the date on which the student wishes to begin the international co-op assignment. Please see the language and international trade co-op adviser for further information; 219 Alexander, (313) 487-0130.

COURSE REQUIREMENTS

Required Courses

Foreign Language ........................................... 10 hours
If fulfilling foreign language requirement with English,

complete ESLN 642, 648 English as a Second Language for Special Purposes: Business (5, 5)
If fulfilling foreign language requirement with French, German, or Spanish, complete ten hours, including courses 646, 647 (3, 3), in the chosen language.

Economics ......................................................... 6 hours
**ECON 508 International Trade .......................... 3
ECON 509 International Monetary Economics ....... 3
Other credit hours can be selected from among 500-level economics courses with the aid and approval of the language and international trade graduate adviser.

Business......................................................... 12 hours
MKTG 510 Marketing ....................................... 3
***DS 501 Introductory Probability and Statistics for Business ............................................... 3
Other credit hours are to be selected from among 500-level business courses with the aid and approval of the language and international trade adviser. At least one of these shall be a business course with an international focus

Cooperative Education ....................................... 3-6 hours
FLAN 688 Internship ....................................... 3

Total .................................................................... 31-34 hours

**Prerequisites for this course are either ECON 201 Principles of Economics I and ECON 301 Intermediate Macroeconomic Analysis or ECON 202 Principles of Economics II and ECON 302 Intermediate Microeconomic Analysis or ECON 501 Macroeconomic Theory and Policy and ECON 502 Microeconomic Theory and Policy.

***Prerequisites for this course are MATH 118-119 Mathematical Analysis for Social Sciences I-II.

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

OBJECTIVES
Objectives of the program are to produce teachers who possess a knowledge of English perceived as a foreign language, a knowledge of foreign language teaching and learning strategies, practical experience in applying theoretical knowledge and an awareness of the realities of the multicultural classroom.

ADMISSION REQUIREMENTS
1. Meet Graduate School degree admission requirements.
2. At least one year's college study of a foreign language, or the equivalent as determined by the Foreign Languages and Bilingual Studies department.
3. At least two letters of recommendation that give evidence of the applicant's promise of success in working with speakers of other languages and working in multicultural settings.
4. A brief statement of the applicant's reasons for pursuing this degree.
5. Non-native speakers of English must submit an official TOEFL score of 550 with a TWE score of 4 (for conditional admission) or a MELAB score of 80 or above.
Conditional admission may be granted to students who do not meet the above admission requirements. These students will be required to take deficiency courses to meet these requirements, this work will be in addition to regular program requirements.

The deadline for applications is five months prior to the semester in which the applicant wishes to begin. Because of the sequencing of core courses, starting the program in fall semester is recommended.

PROGRAM REQUIREMENTS
Non-native speakers of English must present an official score of 85 on the Michigan English Language Assessment Battery (MELAB) or 580 on the Test of English as a Foreign Language (TOEFL) as a requirement for graduation from the program.

COURSE REQUIREMENTS

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<tr>
<th>Required Courses</th>
<th>20 hours</th>
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<tbody>
<tr>
<td>TSLN 500 Observation and Analysis of ESL Programs</td>
<td>1</td>
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<tr>
<td>TSLN 501 Theoretical Foundations of Second-Language Pedagogy</td>
<td>3</td>
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<tr>
<td>TSLN 502A Pedagogical Grammar and Phonology of ESL</td>
<td>3</td>
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<tr>
<td>TSLN 520 Foreign Language Testing and Evaluation</td>
<td>2</td>
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<td>TSLN 530 TESOL Methods: Reading, Writing, and Grammar</td>
<td>2</td>
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<td>TSLN 532 TESOL Methods: Listening, Speaking, and Pronunciation</td>
<td>2</td>
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<td>TSLN 591 Special Topics</td>
<td>2</td>
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<td>TSLN 688 Practicum</td>
<td>3</td>
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<tr>
<td>TSLN 694 Seminar</td>
<td>2</td>
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<tr>
<th>Restricted Electives</th>
<th>6 hours</th>
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<tbody>
<tr>
<td>A minimum of 6 hours in English language courses are required. The following are recommended:</td>
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<tr>
<td>LING 401 Introduction to Linguistic Science (3)</td>
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<td>LING 402 Modern English Grammar (3)</td>
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<td>LING 420 Introduction to Phonology (3)</td>
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<td>LING 421 The History of the English Language (3)</td>
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<td>ENGL 424 Technical Writing (3)</td>
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<tr>
<td>LING 425 Introduction to Syntax (3)</td>
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<td>LING 534 Advanced Phonology (3)</td>
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<td>LING 525 Advanced Syntax (3)</td>
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<tr>
<td>LING 531 Semantics: The Study of Meaning (3)</td>
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<td>LING 532 Sociolinguistics (3)</td>
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<td>LING 533 General Psycholinguistics (3)</td>
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<td>LING 534 Advanced Phonology (3)</td>
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<tr>
<td>ENGL 586 Teaching Composition on the College Level (3)</td>
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<tr>
<td>SPSI 508 Multicultural/Multilingual Communication Development and Disorders (3)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognates</th>
<th>6 hours</th>
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<tbody>
<tr>
<td>A maximum of six semester hours supportive or complementary from other departments should be selected with the approval of the graduate adviser.</td>
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</tbody>
</table>

Total: 92 hours

GRADUATE CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE

OBJECTIVES
This program is designed to prepare teachers, aware of the pedagogical challenges presented in Michigan schools by the growing number of non-native speakers of English, to teach English as a second language to these students in both public and private education. The primary goal is to provide teachers with skills to more effectively address the academic and social challenges presented by increasingly diverse students, and with an appreciation of those students as resources for instruction and classroom management.

ADMISSION REQUIREMENTS
Applicants must first be admitted to the Graduate School. Upon acceptance in the Graduate School, the applicant must meet the following admission requirements:
1. At least one year's college study of a foreign language, or the equivalent as determined by the Foreign Languages and Bilingual Studies department.
2. Submit at least two letters of recommendation that give evidence of the applicant's promise of success in working with speakers of other languages and working in multicultural settings.
3. Submit a brief statement of the applicant's reasons for pursuing this certificate.
4. Submit a Michigan (or other state) teaching certificate.
5. Submit proof of classroom teaching experience.

There is no opportunity for conditional admission to this program for non-native speakers of English.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>12 hours</th>
</tr>
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<tbody>
<tr>
<td>TSLN 525 Second-Language Acquisition for Classroom Teachers (3)</td>
<td></td>
</tr>
<tr>
<td>TSLN 501 Theoretical Foundations of Second-Language Pedagogy (3)</td>
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<tr>
<td>TSLN 410 TESOL Methods (3)</td>
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<tr>
<td>TSLN 521 Content-based Materials and Testing in the ESL Classroom (2)</td>
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</tr>
<tr>
<td>TSLN 503 Observation and Analysis of Multicultural Classrooms (2)</td>
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</tbody>
</table>

Before enrolling in approved 400-level courses for graduate credit, students must obtain (a) recommendation of their adviser; and (b) a request form from the Graduate School, Starkweather Hall. Not more than 9 hours of approved 400-level courses can be used on a graduate program.
MASTER OF ARTS IN FOREIGN LANGUAGES
FRENCH, GERMAN, SPANISH

The goal of the Master of Arts program is to assist candidates in attaining the equivalent of a superior level of proficiency in the foreign language chosen as defined by the ACTFL scale, as well as a broad knowledge of the geography and cultures of the regions where the target language is spoken, and to improve overall teaching effectiveness.

OBJECTIVES

General objectives of the program include:

1. development of superior level skills in listening, speaking, reading, and writing in the chosen foreign language;
2. incorporation of current pedagogies into the candidates' personal teaching styles; and
3. analysis of current cultural patterns, literary material, and/or technical information.

ADMISSION REQUIREMENTS

The following requirements govern admission to the program:

1. candidates shall hold undergraduate majors or minors in the language of their specialization, with an overall undergraduate grade point average of 2.75 and a grade point average of 3.0 in courses taken in the target language;
2. candidates shall successfully complete an oral proficiency interview in the language of their specialization with a rating of “Advanced;”
3. conditional admission shall be granted to candidates evidencing deficiencies in target language proficiency. Such candidates must successfully complete deficiency courses including, but not limited to, FRNH 443 Advanced French Grammar and Composition and FRNH 444 Advanced French Conversation; GERN 443 German Syntax and Advanced Composition and GERN 444 Advanced German Conversation; or SPNH 443 Advanced Spanish Grammar and Composition and SPNH 444 Advanced Spanish Conversation and Composition.
4. applications will be reviewed by the faculty of the language area of specialization.

PROGRAM REQUISITES

Students in all concentrations are required to complete a cultural immersion experience of at least six weeks in a country using the target language as the principal language of communication. Students who believe they may have fulfilled this requirement through past residence or study may petition to have the requirement waived or reduced; if approved the candidate may substitute restricted electives totaling up to six hours. Students may satisfy this requirement through the intensive immersion experience offered in their language concentration area. Similar programs of study with corroborating documentation may be accepted upon approval of the faculty of the area of concentration. Students should select a study abroad program in consultation with a faculty adviser prior to enrollment in any such program.

Students will, in consultation with a faculty adviser, be required to complete a culminating experience such as a master's examination, a piece of data-based research, a thesis, or an external oral proficiency exam such as the Certificate des Professions techniques et scientifiques de la Chambre de Commerce et de l'Industrie de Paris, or the Diplome de francaise scientifique et technique de la Chambre de Commerce et de l'Industrie de Paris, or the Mittelstufenprufung and Diplom Wirtschafts-Deutsch.

COURSE REQUIREMENTS

Concentration Area .................................................. 18 hours

Complete requirements for one of the following concentrations

French

FRNH 523 Contemporary French Scene .................. 3
FRNH 610 Intensive French Abroad ....................... 6
FRNH 620 French Grammar and Syntax ................ 3
FRNH 621 Advanced Conversation in French ....... 3
Three additional credit hours in 500-600 level French or any of the following 400-level French courses:
FRNH 431 Studies in French Theatre (3)
FRNH 432 Studies in French Poetry (3)
FRNH 433 Studies in French Prose (3)
FRNH 451/452 Readings in French (1/2)
FRNH 466 French Speaking Cultures of the World (3)
FRNH 477/478/479 Special Topics (1/2/3)

German

GERN 610 Intensive German in Europe ............... 6
GERN 620 Advanced German Syntax and Conversation ........................................... 3
GERN 621 Advanced Conversation in German ...... 3
Six additional credit hours in 500-600 level German or any of the following 400-level German courses:
GERN 425 German Literature from the Middle Ages to the Baroque (3)
GERN 426 German Literature from 1750-1850 (3)
GERN 427 German Literature from 1850-1945 (3)
GERN 428 German Literature from 1945 to the Present (3)
GERN 451/452 Readings in German (1/2)
GERN 466 German for International Affairs (3)
GERN 477/478/479 Special Topics (1/2/3)
GERN 490 Intensive German in Europe (3)

Spanish

SPNH 610 Intensive Summer Program in Spanish 6-12
SPNH 620 Spanish Grammar and Syntax ............... 2
SPNH 621 Graduate Spanish Conversation .......... 2
Two to eight additional credit hours in 500-600 level Spanish or any of the following 400-level Spanish courses:
SPNH 445 Spanish-American Prose (3)
SPNH 448 Modern Drama (3)
SPNH 449 Romanticism (3)
SPNH 454 Modernism in Spanish America (3)
SPNH 455 The Generation of 1898 (3)
SPNH 463 Don Quixote (3)
SPNH 464 Drama of the Golden Age (3)
SPNH 465 Modern Novel (3)
SPNH 471 Culture and Literature of the Hispanic Groups in the United States (3)

A maximum of nine hours of undergraduate coursework may be permitted in the earning of any graduate degree.

Restricted Electives ........................................ 6 hours
Choose six hours from the following:
TSLN 501 Theoretical Foundations of Second-Language Pedagogy (3)
TSLN 520 Foreign Language Testing and Evaluation (2)
FLAN 611 Theory and Methods of Modern Language Teaching (3)
FLAN 612 The Proficiency-Based Curriculum (3)

Cognates ..................................................... 6 hours
A selection from courses in a related content area to be arranged in consultation with a faculty adviser.

Culminating Experience .................................. 1-3 hours

Total ...................................................... 30-33 hours

FOREIGN LANGUAGE AND BILINGUAL STUDIES

TSLN 500 Observation and Analysis of ESL Programs. 1 hr
Observations of ESL classes in varied contexts and practice in using different types of observation instruments. Seminar topics focus on ESL classrooms noting differences for ESL classrooms.

TSLN 501 Theoretical Foundations of Second-Language Pedagogy. 3 hrs
Overview of the principal theories of language description, language learning, and language use, with emphasis on those factors which affect second-language acquisition and learning.
Prereq: Department permission.

TSLN 502 A Pedagogical Grammar and Phonology of ESL. 3 hrs
Examines the structure and sound systems of American English as it applies to the teaching and learning of English as a foreign language. Emphasizes practical aspects of usage.
Prereq: Department permission.

TSLN 503 Observation and Analysis of Multicultural Classrooms. 2 hrs
This course provides teachers with observation and analysis skills for classroom-based research and techniques for working with paraprofessionals with language minority students in the public schools.
Prereq: TSLN 501 or TSLN 525, TSLN 410G, TSLN 521, and admission to the TESOL Graduate Certificate Program or department permission.

TSLN 520 Foreign Language Testing and Evaluation. 2 hrs
Examines the role of testing; surveys types of tests; discusses the criteria of a good test; analyzes tasks that variously require listening, speaking, reading, writing and communicative competence; and provides practice in evaluating and constructing test items.
Prereq: TSLN 501 and TSLN 502.

TSLN 521 Content-based Materials and Testing in the ESL Classroom. 2 hrs
This course provides guidelines for teachers who want to develop materials and tests appropriate for the integration of academic content with English language skills for non-native speakers of English.
Prereq: TSLN 501 or TSLN 525, TSLN 410G, and admission to the TESOL Graduate Certificate Program.

TSLN 525 Second Language Acquisition for Classroom Teachers. 3 hrs
Examines the learning of English, simultaneous with or subsequent to one’s first language in the K-12 setting in the U.S. Linguistic, cognitive, affective, cultural, social, and instructional factors will be addressed.
Prereq: Admission to the TESOL Graduate Certificate Program.

TSLN 530 TESOL Methods: Reading, Writing, and Grammar. 2 hrs
Examines content and methodology in teaching TESOL reading, writing and grammar to diverse groups of students. Students are expected to investigate different techniques, analyze them and research one area.
Prereq: TSLN 500, TSLN 501, and TSLN 502.

TSLN 532 TESOL Methods: Listening, Speaking, and Pronunciation. 2 hrs
Examines content and methodology in teaching TESOL listening, speaking and pronunciation to diverse groups of students. Students are expected to investigate different techniques, analyze them, and research one area.
Prereq: TSLN 500, TSLN 501, and TSLN 502.

TSLN 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific topic to be determined by the instructor, field of specialization and student interest. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

TSLN 679/680/681 Special Topics. 1/2/3 hrs
An intensive study of a specific topic to be determined by the instructor, field of specialization and student interest. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.
TSLN 688 Practicum. 3 hrs
Supervised practical experience in TESOL appropriate to the student's intended teaching setting. With the guidance of a trained ESL teacher, the practicum student will select appropriate materials and techniques to develop the necessary skills in the learners and will then apply them in the classroom situations.
Prereq: TSLN 500, TSLN 501, TSLN 502, TSLN 530, TSLN 532, and have a 3.0 grade point average or better in all core course work.

TSLN 694 Seminar. 2 hrs
Different topics are selected each semester for intensive study by advanced students. The course consists of review and discussion of contemporary issues in TESOL, based on research projects and review of the pertinent literature carried out by the student. Emphasis in seminar meetings on exchange of ideas and information developed in the research.
Prereq: Twelve hours of core requirements.

TSLN 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of an issue related to the teaching and learning of foreign/second language under the direction of a member of the graduate faculty.
Prereq: Department permission.

ESLN 512 Academic Writing for Foreign Graduate Students. 2 hrs
This course addresses the particular need of foreign graduate students to be able to express their understanding of material in their academic disciplines.
Prereq: A score of 80 on the Michigan English Language Assessment Battery or 500 on the Test of English as a Foreign Language with a TWE of 4 or above; recommendation of academic adviser.

ESLN 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific topic to be determined by the instructor, field of specialization and student interest. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

ESLN 612 The Proficiency-Based Curriculum. 3 hrs
This course focuses on the content of instruction, or curriculum, as redefined by the ACTFL/ETS Proficiency Guidelines and as reorganized in terms of communication tasks and language functions rather than grammatical principles.
Prereq: FLAN 611 or department permission.

ESLN 613 Using Technology in the Foreign Language Classroom. 3 hrs
This course focuses on the review, development and integration of audio, computer-assisted, and video-interactive video technologies in the foreign language classroom.
Prereq: FLAN 611 or department permission.

ESLN 679/680/681 Special Topics. 1/2/3 hrs
An intensive study of a specific topic to be determined by the instructor, field of specialization and student interest. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

ESLN 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a language-related problem for students of English as a second language under the direction of a member of the graduate faculty.
Prereq: Department permission.

FLAN 540 Cultural Issues in Language Teaching. 2 hrs
This course addresses prospective language teachers' need to understand the effect of various cultural values on language learning and teaching to develop techniques that will enhance their students' learning.
Prereq: TSLN 503, TSLN 521 or departmental permission.

FLAN 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific topic to be determined by the instructor's field of specialization and student interest. Special topics courses may be repeated for credit. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

FLAN 611 Theory and Methods of Modern Language Teaching. 3 hrs
The history, theory, and techniques of modern language teaching.
Prereq: Major or minor in foreign language or department permission.

FLAN 612 Special Topics. 1/2/3 hrs
This course may be repeated for credit with departmental permission. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

FLAN 642/648 English as a Second Language for Special Purposes: Business. 5 hrs each
This course focuses on the application of English language for business. Emphasizes both oral and written communication skills, as well as vocabulary, grammar, and pronunciation, in the business context.
Prereq: A score of 80 on the Michigan English Language Assessment Battery or 520 on the Test of English as a Foreign Language and completion of ESLN 412 Academic English as a Second Language: Writing and/or ESLN 416 Academic English as a Second Language: Speaking and Listening.

FLAN 688 Internship. 3 hrs
Provides an opportunity for the graduate student to extend theoretical classroom learning through working experience in an appropriate setting. The Foreign Languages and Bilingual Studies department in cooperation with the College of Business will arrange and supervise suitable assignments in firms conducting international business. A minimum of 10 hours per week in the field will be supplemented by regular meetings with the faculty supervisors. Credit/no credit.
Prereq: Department permission.
FLAN 695 Seminar. 3 hrs
Each semester different topics are selected for intensive study by advanced students. The course consists of a review and discussion of contemporary issues in bilingual-bicultural education, following which students select areas for research. Emphasis in seminar meeting on exchange of ideas and information developed through the research. Taught in Spanish/English.
Prereq: Department permission.

FLAN 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a problem under the direction of a member of the graduate faculty.
Prereq: Department permission.

IN FRENCH

FRNH 523 Contemporary French Scene. 3 hrs
An intensive disciplinary approach to French language, culture, and literature. Material to be read in the original and to serve as a basis for class discussion in French. Assigned reading and oral reports.
Prereq: FRNH 444 Advanced French Conversation or equivalent.

FRNH 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific area of French language or literature, to be determined by the instructor's field of specialization and student interest. This course may be repeated for credit with departmental permission. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

FRNH 610 Intensive French Abroad. 6 hrs
An intensive summer course offered in a French-speaking environment. Instruction emphasizes improvement of listening comprehension and speaking skill. Various levels of instruction suited to student needs. May be repeated for credit.

FRNH 616 French (Four Skills) for Nonmajors. 3 hrs
Introduction to and practice in four skills (listening, speaking, reading, writing) of French.

FRNH 617 French (Four Skills) for Nonmajors. 3 hrs
Introduction of and practice in four skills (listening, speaking, reading, writing) of French.
Prereq: FRNH 616 or equivalent.

FRNH 620 French Grammar and Syntax. 3 hrs
An advanced course in grammar and syntax. Intended to give a solid basis for oral and written expression and for teaching of French.
Prereq: FRNH 443 Advanced French Grammar and Composition or equivalent.

FRNH 621 Advanced Conversation in French. 3 hrs
A continuation of advanced conversation with emphasis on attaining fluency at all levels pertinent to professional and cultural needs. Discussions and oral reports on periodical literature. This course may be repeated for credit.
Prereq: FRNH 444 Advanced French Conversation or depart-

FRNH 646 French Economy and Business Practices I. 3 hrs
Advanced course in business communications, translation techniques and French business practices. Study of French economy, energy, industry, commerce, agriculture and services. Demographic and political trends. In French.
Prereq: FRNH 620 and FRNH 621, or department permission.

FRNH 647 French Economy and Business Practices II. 3 hrs
Continuation of FRNH 646. Study of French economy as it relates to the European economic community, the US, the East, the developing countries, and the francophone countries. Upon completion of this course, students are eligible to take language proficiency examinations, leading to the CCIF Diplomas. In French.
Prereq: FRNH 646 or department permission.

FRNH 656 French for Science and Technology I. 3 hrs
A study of the language and technology of manufacturing processes, goods and services offered in three scientific and technical fields by French-based multinationals. Topics may include electronics, computers, glass, or robotics. In French.
Prereq: Bachelor's degree or equivalent with a major/minor in French or department permission.

FRNH 657 French for Science and Technology II. 3 hrs
Continuation of the study of the language and terminology of manufacturing processes, goods and/or services offered by French-based multinationals. Topics may include electronics, computers, glass, or robotics. In French.
Prereq: Bachelor's degree or equivalent with a major/minor in French or department permission.

FRNH 679/680/681 Special Topics. 1/2/3 hrs
An intensive study of a specific area of French language or literature, to be determined by the instructor's field of specialization and student interest. This course may be repeated for credit with permission. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

FRNH 692 Research Paper. 3 hrs
An intensive research into a specific area of French language or literature, to be determined by the instructor's field of specialization and student interest. This course may be repeated for credit with permission.
Prereq: Department permission.

FRNH 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a problem under the direction of a member of the graduate faculty.
Prereq: Department permission.

IN GERMAN

GERN 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific area of German language or literature, to be determined by the instructor's field of specialization and student interest. This course may be repeated for credit with permission. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.
GERN 610 Intensive German in Europe. 6 hrs
An intensive summer course offered in Europe. Instruction emphasizes improvement of listening comprehension and speaking skill. Various levels of instruction suited to student needs. May be repeated for credit.

GERN 620 Advanced German Syntax and Conversation. 3 hrs
An advanced course in grammar, syntax and composition. Intended to give a solid basis for oral and written expression. Prereq: GERN 443 German Syntax and Advanced Composition or equivalent or department permission.

GERN 621 Advanced Conversation in German. 3 hrs
A continuation of advanced conversation with emphasis on attaining fluency at all levels pertinent to professional needs. The course may be repeated for supplementary credit. Prereq: GERN 444 Advanced German Conversation or equivalent or department permission.

GERN 646/647 German Business Practices. 3 hrs each
The course teaches the correct usage of German economic and financial vocabulary and trains the students in the reading, writing and translating of German business communications of varying types. German language periodicals and journals are used. Prereq: GERN 443 German Syntax and Advanced Composition and GERN 444 Advanced German Conversation.

GERN 656 German for Science and Technology I. 3 hrs
Study of specialized vocabulary and jargon used in selected fields of technology. The intent is to familiarize students with basic technical concepts and vocabulary that they may encounter in German industry. Prereq: Undergraduate major/minor in German or department permission.

GERN 657 German for Science and Technology II. 3 hrs
Study of specialized vocabulary and jargon used in selected fields of technology. The intent is to familiarize students with basic technical concepts and vocabulary that they may encounter in German industry. Prereq: GERN 656 or department permission.

GERN 679/680/681 Special Topics. 1/2/3 hrs
An intensive study of a specific area of German language or literature, to be determined by the instructor's field of specialization and student interest. This course may be repeated for credit with permission. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

GERN 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a problem under the direction of a member of the graduate faculty. Prereq: Department permission.

In Spanish

BILN 590/591/592 Special Topics. 1/2/3 hrs
In-depth study of special areas in bilingual education of interest to practitioners and researchers. Subject matter will change from semester to semester. May be repeated for credit. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

BILN 622 Teaching Hispanic Culture and Language. 3 hrs
The techniques and materials for teaching the language and culture of Hispanic groups within the bilingual classroom. Not open to students on academic probation. Prereq: A minimum of 24 hours of field experience in a bilingual classroom required.

BILN 623 Bilingual Education Public Policy in the US. 3 hrs
Study of the principal factors that influence bilingual education public policy formulation in the US, including federal and state legislation, federal court decisions, and the role of the mass media and bilingual communities.

BILN 624 Bilingual Educational Theory. 3 hrs
Study of the principal theories that influence the design and implementation of bilingual instruction programs, with special emphasis on language, culture, neurolinguistics, and pedagogy.

BILN 625 Bilingual Education Teaching Techniques. 3 hrs
This course will acquaint the student with and provide practice in the use of teaching techniques utilized in the teaching of content areas in bilingual classrooms. Prereq: A minimum of 24 hours of fieldwork required.

BILN 679/680/681 Special Topics. 1/2/3 hrs
In-depth study of special areas in bilingual education of interest to practitioners and researchers. Subject matter will change from semester to semester. May be repeated for credit. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

SPNH 519 Spanish Phonology. 2 hrs
A study of the articulatory basis of the sounds in Spanish. Drills on rhythm and intonation patterns, with practice and recordings in the laboratory. Prereq: SPNH 444 Advanced Spanish Conversation and Composition or equivalent.

SPNH 522 Stylistics. 2 hrs
The manner in which literary Spanish makes use of the means of expression available in the language. Prereq: SPNH 443 Advanced Spanish Grammar and Composition.

SPNH 524 The Spanish Language in the New World. 2 hrs
Acquainting the students with the Spanish language as it is used in several language areas of the American continent. Prereq: SPNH 620.
SPNH 590/591/592 Special Topics. 1/2/3 hrs
An intensive study of a specific area of Spanish language or
literature, to be determined by the instructor's field of spe­
cialization and student interest. This course may be repeated
for credit with permission. Not more than six hours of special
topics may be used on a degree program.
Prereq: Department permission.

SPNH 610 Intensive Summer Program in Spanish. 6 hrs
Intensive summer course offered in Mexico. Small-group (four
to five students) language instruction, with many different
instructional levels available. Students advance according to
individual progress. Students live with Mexican families. May
be repeated for credit.

SPNH 620 Spanish Grammar and Syntax. 2 hrs
The morphological and syntactical structure of Spanish.
Prereq: SPNH 443 Advanced Spanish Grammar and Compo­
sition or equivalent.

SPNH 621 Graduate Spanish Conversation. 2 hrs
A continuation of advanced conversation with emphasis on
matters of diction and style. This course may be repeated for
supplementary credit.
Prereq: SPNH 444 Advanced Spanish Conversation and Com­
position or equivalent.

SPNH 646/647 Spanish for Business Practices. 3 hrs each
These courses teach the correct usage of Hispanic business
and financial vocabulary, train the students in the reading,
writing and translation of Spanish commercial documents, and
familiarize students with relevant bibliographical resources.
Cannot be taken for credit by students who received credit for
SPNH 446, 447 Business Spanish.
Prereq: SPNH 443 Advanced Spanish Grammar and Compo­
sition, SPNH 444 Advanced Spanish Conversation and Com­
position or department permission.

SPNH 656 Spanish for Science and Technology I. 3 hrs
Study of Spanish used in scientific and technical fields. In­
depth study of two to three topics per semester. Topics may
include automation, automobile components, data processing,
nutrition, etc. In Spanish.
Prereq: Bachelor's degree or equivalent with a major/minor
in Spanish or department permission.

SPNH 657 Spanish for Science and Technology II. 3 hrs
Study of Spanish used in scientific and technical fields. In­
depth study of two to three topics per semester. Topics may
include automation, automobile components, data processing,
nutrition, etc. In Spanish.
Prereq: Bachelor's degree or equivalent with a major/minor
in Spanish or department permission.

SPNH 679/680/681 Special Topics. 1/2/3 hrs
An intensive study of a specific area of Spanish language or
literature, to be determined by the instructor's field of spe­
cialization and student interest. This course may be repeated
for credit with permission. Not more than six hours of special
topics may be used on a degree program.
Prereq: Department permission.

SPNH 682 US Dialects of Spanish. 3 hrs
A study of the dialects of Spanish spoken in the US, including
their historical background and their modification through
contact with English. A minimum of 24 hours of field experi­
ence will be required.
Prereq: An introductory course in linguistics.

SPNH 692 Research Project. 3 hrs
Intensive study of a specific project in Hispanic language, lit­
erature, and/or culture under the direction of a member of the
graduate staff. Final report normally in Spanish.
Prereq: Completion of fifteen hours in the core curriculum and
department permission.

SPNH 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a problem under the direction of a member
of the graduate faculty.
Prereq: Department permission.

OTHER COURSES

These upper division undergraduate courses may also
be taken for graduate credit in consultation with graduate
adviser. A maximum of nine hours of approved 400-level
coursework may be permitted in the earning of any graduate
degree.

If you intend to enroll in any of the following under­
graduate courses for graduate credit, you must submit a re­
quest form from the Graduate School to receive permission
before enrolling in the course; otherwise, you will receive un­
dergraduate credit.

TSLN 410 TESOL Methods (3)
FLAN 421 History and Theory of Bilingual
Education (3)
FLAN 423 Bilingual Multicultural Methods K-12 (3)
FLAN 490 Internship (3)
FRNH 431 Studies in French Theatre (3)
FRNH 432 Studies in French Poetry (3)
FRNH 433 Studies in French Prose (3)
FRNH 443 Advanced French Grammar and Compo­
sition (3)
FRNH 444 Advanced French Conversation (3)
FRNH 446 Business French I (3)
FRNH 447 Business French II (3)
FRNH 451 Readings in French (1)
FRNH 452 Readings in French (2)
FRNH 456 Scientific and Technical French I (3)
FRNH 457 Scientific and Technical French II (3)
GERN 425 German Literature from the Middle Ages
to the Baroque (3)
GERN 426 German Literature from 1750-1850 (3)
GERN 427 German Literature from 1850-1945 (3)
GERN 428 German Literature from 1945 to the
Present (3)
GERN 443 German Syntax and Advanced Composition (3)
GERN 444 Advanced German Conversation (3)
GERN 451 Readings in German (1)
GERN 452 Readings in German (2)
GERN 456 Technical German I (3)
GERN 457 Technical German II (3)
SPNH 443 Advanced Spanish Grammar and Composition (3)
SPNH 444 Advanced Spanish Conversation and Composition (3)
SPNH 445 Spanish-American Prose (3)
SPNH 448 Modern Drama (3)
SPNH 449 Romanticism (3)
SPNH 451/452/453 Readings in Spanish (1/2/3)
SPNH 454 Modernism in Spanish America (3)
SPNH 455 The Generation of 1898 (3)
SPNH 456 Scientific and Technical Spanish I (3)
SPNH 457 Scientific and Technical Spanish II (3)
SPNH 463 Don Quixote (3)
SPNH 464 Drama of the Golden Age (3)
SPNH 465 Modern Novel (3)
SPNH 471 Culture and Literature of the Hispanic Groups in the United States (3)
SPNH 482 Language of the Hispanic Groups in the United States (3)
LNGE 425 Second Language Acquisition (3)
The department offers programs leading to the degrees of Master of Arts and Master of Science in geography. Students whose programs emphasize cultural geography receive the degree of master of arts; those whose programs stress physical geography, cartography and remote sensing, urban and regional planning and other aspects of environmental studies receive the master of science degree. A Master of Science degree in historic preservation is also offered by the department.

The department awards several graduate assistantships each year. These assistantships provide cash stipends and full tuition for 18 credit hours for each fiscal year of the assistantship, as well as registration, student government and health service fees. Fellowships are also awarded to qualified students with high grade point averages who are not receiving other financial assistance.

MASTER OF ARTS OR MASTER OF SCIENCE IN GEOGRAPHY

OBJECTIVES

The master's program in geography seeks to educate individuals in the systematic, regional, and technical aspects of the discipline and offers opportunities for candidates to experience and participate in geographic research and its application to human and environmental needs. Students completing the master's degree may pursue advanced graduate studies, teach in elementary and secondary schools or community colleges, or apply geographic methods to various professional research and development occupations in public and private agencies.

ADMISSION REQUIREMENTS

Applicants for admission to the master's degree program in geography must:

1. have a bachelor's degree from an accredited institution;
2. meet Graduate School degree admission requirements;
3. have attained at least a 2.75 grade point average in the major field or in the equivalent of a geography minor during the last two undergraduate years or have scored at least 1000 on the aptitude test of the Graduate Record Examination.

Students without an undergraduate geography major may be admitted to the program but must satisfactorily complete a minimum of 36 semester hours of undergraduate and graduate work in geography for the master's degree.

DEGREE REQUIREMENTS

The master's degree in geography requires satisfactory completion of a minimum of 30 credit hours, including one of the three options discussed below. After completing 12 hours of graduate work in geography, the student must formally declare to the graduate coordinator the option to be pursued. The student's selection of an option, or change from one option to another, is subject to approval by the graduate coordinator.

All candidates for the master's degree must complete, within the total of their undergraduate and graduate study, at least the following:

- two physical geography courses
- two cultural (i.e., historical, human or urban) geography courses
- one regional geography course (not including GEOG 110 World Regions)
- two courses from among cartography, quantitative methods and geographic field methods, or other technique courses.

GEOG 500 Resources and Nations, GEOG 501 Earth Science I, and GEOG 502 Earth Science II may not ordinarily be counted for credit toward a master's degree in geography. Graduate credit earned more than six years prior to the date on which the degree is to be granted may not be applied to meet graduate requirements unless validated in accordance with Graduate School procedures.

All candidates must also pass a comprehensive oral examination, conducted by a committee of the graduate faculty. The examination will cover the field of geography and will emphasize the student's special field of interest.

DEGREE PROGRAM OPTIONS

I. Thesis Option. This option enables students to pursue research activity by enrolling in GEOG 690, 691, or 692 Thesis for a total of six semester hours credit. The thesis topic and design are developed by the student with the advice of a departmental graduate faculty member. Completion of a thesis is especially recommended for students intending to pursue advanced degrees, but is also useful for those seeking employment with organizations that perform research functions.

II. Internship Option. This option allows students to gain practical experience in an off campus internship under the supervision of a departmental graduate faculty member who evaluates the student's performance. Credit for these supervised experiences may be earned by enrolling in GEOG
687, 688, or 689 Internship, with approval of the graduate coordinator. This option also requires successful completion, while in residence at EMU, of two hours credit earned for composition of a paper of publishable quality. Graduate faculty in the department must be consulted in the initiation, design, and development of the paper; one graduate faculty member will evaluate the completed paper.

III. Teaching Option. This option permits practicing or prospective elementary and secondary teachers to develop teaching units under the supervision of three different faculty members. Each unit, worth two credit hours, shall be taken under GEOG 671, 672, or 673 Geography Teaching Projects.

COURSE REQUIREMENTS

Courses in Geography...................................................... 18-24 hours
Cognates.............................................................................. 0-6 hours
Culminating Experience .................................................... 2-6 hours
Select one of the following:
GEOG 589/590 Special Topics or GEOG 697/698 Independent Study (2)
GEOG 671, 672, 673 Geography Teaching Projects (6)
GEOG 690, 691, 692 Thesis (6)
Total..................................................................................... 30 hours

MASTER OF SCIENCE IN HISTORIC
PRESERVATION

The interdepartmental Master of Science program in historic preservation administered by the department requires satisfactory completion of a minimum of 36 semester hours. Students in the program may elect a general curriculum in historic preservation or may pursue one of the following concentrations: preservation planning, historic administration, or heritage interpretation and tourism. The student must formally declare this choice to the program coordinator before completing 20 hours of graduate work in historic preservation.

OBJECTIVES

The master’s curriculum emphasizes preparation for careers in historic preservation in a planning, administrative, historic museum or consulting and heritage tourism capacity. It provides practical experience through work study, internship, cooperative education and field study opportunities.

ADMISSION REQUIREMENTS

Applicants for admission to the master’s degree program in historic preservation must:
1. have a bachelor’s degree from an accredited institution;
2. meet Graduate School degree admission requirements;
3. have attained at least a 2.75 grade point average in the major field during the last two undergraduate years.

In addition to applying to the Graduate School, the applicant must obtain program application forms from the historic preservation coordinator and follow the application procedures they prescribe.

For students who show promise but do not meet Graduate School or departmental undergraduate grade point average requirements, non-degree admission (status 1: academic deficiencies) may be granted. (See Non-degree Admission Status) Students who successfully meet the probationary requirements of non-degree admission may be granted regular admission.

DEGREE REQUIREMENTS

1. Select, in consultation with the program coordinator, a general course of study in historic preservation or a concentration in either historic preservation planning, historic administration, or heritage interpretation and tourism.
2. Complete 36 hours of approved graduate-level coursework beyond the bachelor’s degree as described below under course requirements.
3. Complete up to 17 credit hours of prerequisite courses. The number of hours and the specific courses will be selected by the program coordinator from the following list and will depend upon the student’s prior course work and the concentration pursued.

All concentrations
FA 429 History of American Architecture
GEOG 333 Settlement Geography
GHPR 377 Special Topics: Architectural Nomenclature
Heritage interpretation and historic administration concentrations
GEOG 446 Heritage Interpretation and Tourism
Two courses in American history
Preservation planning concentration
GESC 401 Cartography
GEOG 332 Urban Geography or GEOG 435 History of Urban Form and Function
One course in American history

COURSE REQUIREMENTS

Required Courses......................................................... 18-20 hours
GEOG 531 American Cultural Landscapes ................... 2
GEOG 548 American Folk Architecture ..................... 2
GHPR 530 Introduction to Historic Preservation .......... 2
GHPR 547 Problems in Architectural Interpretation ..... 2
GHPR 630 Documenting Historical Buildings .......... 2
GHPR 690/691/692 Historic Preservation Project .. 12/3
PLSC 520 Land Use and Preservation Law ............ 3
HIST 505 Historical Method or HIST 533 Studies and Techniques in Local History .............. 3
(exemptions possible for students who have written a senior paper in history or a master’s thesis)

Electives ...................................................................... 16-18 hours
May include 12 hours in one of these three concentrations: heritage interpretation and tourism, historic administration, preservation planning

Total............................................................................. 36 hours

GRADUATE CERTIFICATE IN HISTORIC
PRESERVATION

A five-course curriculum granting a certificate of comple-
tion and satisfactory academic performance is available for non-degree students. This curriculum is designed primarily for already employed planners, historic district commissioners and others desiring to expand their understanding of the preservation field.

Certificate curriculum applicants must have a bachelor’s degree from an accredited institution and meet Graduate School non-degree student status requirements.

PROGRAM REQUIREMENTS
Following admission, the student should consult with the historic preservation coordinator regarding completion of the course requirements.

COURSE REQUIREMENTS

Required Courses .................................................... 5 hours
FA 429 History of American Architecture .......... 3
GHPR 530 Introduction to Historic Preservation . 2

Restricted Electives ................................. 6-9 hours
Select three courses from the following:
GEOG 435 History of Urban Form and Function (3)
GEOG 531 American Cultural Landscapes (2)
GEOG 548 American Folk Architecture (2)
GEOG 570 Rural Planning and Preservation (2)
HIST 505 Historical Method (3)
HIST 533 Studies and Techniques in Local History (3)
Any other 500-600 level GHPR courses except the following: GHPR 587, GHPR 637, GHPR 687/688/689, GHPR 690/691/692, GHPR 697/698/699

Total .................................................. 11-14 hours

Geography Courses

Geography Courses for Nonspecializing Students

GEOG 500 Resources and Nations. 2 hrs
Patterns of distribution, production, consumption and adequacy of physical and cultural resources; different management characteristics and roles which resources play in the development of nations. Applicable to the master’s degree by petition only.

GEOG 501 Earth Science I. 2 hrs
An introduction to the structure and composition of the earth, including volcanism, earthquakes and land-forming processes. Applicable to the master’s degree by petition only.

GEOG 502 Earth Science II. 2 hrs
Weather and climate and related phenomena such as natural vegetation and soils. Applicable to the master’s degree by petition only.

Regional Geography

GEOG 510 The American Midwest. 2 hrs
A regional treatment. The natural setting, the distribution of the people, the important occupations and the present and future problems in each of the several regions. Prereq: A course in the geography of the US or North America or department permission.

GEOG 512 Middle America and the Caribbean World. 2 hrs
A regional study of Mexico, Central America and the islands of the Caribbean. Conditions leading to the present political upheavals in the area; an effort is made to chart future trends. Prereq: A course in geography of Latin America or department permission.

GEOG 513 South American Lands. 2 hrs
A regional study of the countries of South America; resources, people and national cultures are stressed. Prereq: A course in the geography of Latin America or department permission.

GEOG 515 Environmental Problems and Strategies in Europe. 2 hrs
Causes and consequences of environmental degradation in Europe. Human landscape modification, dense population, and political fragmentation as factors in creating serious pollution problems. European efforts to preserve and restore the environment. Prereq: GEOG 319 Geography of Europe or equivalent, or department permission.

GEOG 516 Problems in Soviet Geography. 2 hrs
Individual and group research in selected problems in the geography of the Soviet Union. Prereq: A course in Soviet geography or department permission.

GEOG 518 Problems of Sub-Saharan Africa. 2 hrs
Individual research in selected problems in geography in Sub-Saharan Africa. Prereq: A course in the geography of Africa or department permission.

Historical Geography

GEOG 531 American Cultural Landscapes. 2 hrs
The diversity of the human geography of the United States will be explored in terms of representative cultural landscapes of selected regions. Historic characteristics of urban and rural landscapes in America will be analyzed by means of readings, audiovisual presentations and discussions.

GEOG 532 Historical Geography of Michigan. 2 hrs
Geographical changes and developments in Michigan from precolonial times to the present. The geography of the state in each of the important stages of its history. Prereq: One geography course and one American history course or department permission.

GEOG 541 Material Cultures: A Disciplinary Overview. 3 hrs
Introduces and examines material culture from the perspective of six or seven academic disciplines that make use of objects in their analysis of culture. Major emphasis is given to American material culture.
**Human Geography**

**GEOG 544 Problems in Economic Geography.** 2 hrs
Research problems and techniques dealing with the production, distribution and consumption aspects of economic geography.
Prereq: A course in economic geography or department permission.

**GEOG 545 Studies in Political Geography.** 2 hrs
Study and comparison of the factors important in the political geographies of several countries.
Prereq: A course in the geography of Europe or department permission.

**GEOG 546 Problems in Population Geography.** 2 hrs
Readings, discussion, and research of selected problems in population geography.
Prereq: GEOG 361 Geography of Population or department permission.

**GEOG 548 American Folk Architecture.** 2 hrs
Folk structures such as rural houses, barns, fences and covered bridges are analyzed as aspects of material culture and cultural landscape contributing to regional personality within the United States. Attention is given to old world antecedents, colonial development, and diffusion of regional forms from their colonial hearths.
Prereq: GEOG 531 or department permission.

**GEOG 549 Cultural Landscape Interpretation.** 2 hrs
Principles of cultural landscape interpretation as well as the development of local interpretation keys are investigated. Analysis of cultural landscapes is carried out in lectures, field practice, discussion sessions, and some student reports.

**Urban and Regional Planning**

**GEOG 550 Problems in Urban Geography.** 2 hrs
Selected geographic problems: urban sprawl, deterioration of the urban environment, changing urban functions, and others. Acquisition of analytical techniques and geographical insights.
Prereq: A course in urban geography or department permission.

**GEOG 552 Processes of Suburban Development.** 2 hrs
The evolution of suburbs, the evaluation of the suburban environment, land use change in proximity to cities and land use planning factors associated with suburban growth.
Prereq: An urban or regional planning course or department permission.

**GEOG 553 Urban and Regional Planning.** 2 hrs
Philosophy, history, legal aspects, and techniques of the planning process. Case studies illustrate the impact of planning on economic, social, and political activities.
Prereq: An urban or regional planning course or department permission.

**GEOG 554 Urban and Regional Planning in Europe.**
Historical background, current problems, and future strategies of urban and regional planning efforts in Europe. Political, economic, and cultural aspects of the planning process are considered.
Prereq: GEOG 319 Geography of Europe, or equivalent, or department permission.

**GEOG 555 Comprehensive Planning.** 2 hrs
An integration of planning tools, data sources, forecasting, and standards to produce a comprehensive plan that contains components on land use, transportation, and capital improvements.
Prereq: GEOG 215 Introduction to Urban and Regional Planning or equivalent.

**GEOG 556 Zoning.** 2 hrs
This course will prepare students to understand, interpret and critique a zoning ordinance and to become familiar with planned unit development and site plan review.
Prereq: GEOG 215 Introduction to Urban and Regional Planning or department permission.

**GEOG 557 Community Development and Downtown Revitalization.** 3 hrs
Explores current approaches to community development in the context of downtown commercial revitalization. Particular emphasis is given to the use of historic preservation planning as a strategy for downtown revitalization. Components of a downtown preservation plan to be reviewed include history, urban design, architecture, economics, implementation and preservation law, and public policy.
Prereq: GEOG 553 or GHPR 530.

**Physical Geography**

**GEOG 560 Processes of Landform Development.** 2 hrs
Interrelations of climate, microclimate, vegetation, near-surface materials, soil formation and types of landform in Michigan, emphasizing observation in the field and aerial photographs.

**GEOG 561 Physical Landscapes.** 2 hrs
An examination of the processes involved in creating and modifying the earth's surface and the theoretical approaches used in examining the problems of selected landscapes.
Prereq: One course in physical geography or geology, or department permission.

**GEOG 562 Weather.** 2 hrs
Aims at understanding the atmospheric processes which generate all weather, applies observations of weather elements to analysis of weather phenomena, concludes with experimental forecasting. One hour lecture and two hours laboratory per week. Not open to students with credit in GESC 324 Weather.
GEOG 563 Climate. 2 hrs
Regional climates are assessed in terms of characteristic types and frequencies of weather, with emphasis on geographic and atmospheric causes of differences and variations. Data in a number of statistical and graphical forms are interpreted in evaluating and classifying climates. One hour lecture and two hours laboratory per week.
Prereq: GEOG 215 Introduction to Urban and Regional Planning, GHPR 335 Historic Preservation, GHPR 530 or department permission.

GEOG 564 Common Rocks and Minerals. 2 hrs
Materials and processes in the formation and distribution of important minerals and rocks. Not open to students with credit in GEOL 229 Rocks of Michigan.

GEOG 565 Principles of Earth History. 2 hrs
Relationship of geologic processes to the rock record of the earth, its relationship to the solar system, time, earth change, and the succession of life. Not open to students with credit in GEOL 161 Historical Geology.

GEOG 566 The New Earth Science. 2 hrs
Study of planet Earth—its interior and surface—emphasizing the new theories of continental drift and sea floor spreading.
Prereq: GESC 108 Earth Science or GESC 202 Science for Elementary Teachers or GEOG 501, or department permission.

GEOG 567 Introduction to Coastal Environments. 2 hrs
Description and analysis of the physical and biogeographical processes of the coastal ocean, Great Lakes, and inland lakes. Distribution and origin of the coastal environments, natural and human modification of beach, river valley, estuary, marsh, delta, and coral reef environments. Classroom demonstrations and field trips.
Prereq: Department permission.

GEOG 568 Biogeographical Resources. 3 hrs
Natural ecological function and management of soils and agricultural areas, natural vegetation and timber harvest regions, as well as wildlife habitats. Worldwide trends in resource use. Resource allocation models.

GEOG 569 Principles of Physical Hydrology. 2 hrs
An examination of the physical aspects of water in the environment. Hydrologic cycles, water balances, flood plain evaluation, drainage basin analysis, and ground water characteristics are highlighted.
Prereq: One course in physical geography or department permission.

GEOG 570 Rural Planning and Preservation. 2 hrs
This course informs students how to develop a rural plan and evaluate implementation alternatives.
Prereq: GEOG 215 Introduction to Urban and Regional Planning, GHPR 335 Historic Preservation, GHPR 530 or department permission.

GEOG 571 Teaching of Social Studies. 2 hrs
Subjects included: selecting, securing, organizing, presenting, and evaluating materials. Not open to students who hold credit in GEOG 348 Teaching Social Studies in Elementary Schools.
Prereq: Graduate standing and MATH 105 College Algebra or MATH 107 Plane Trigonometry.

GEOG 575 Interpretation of Aerial Photography. 3 hrs
Interpretation of black and white, color, and color infrared photographs. Emphasis on photo interpretation, measurements, and mapping. Class project and optional field trip. Not open to students with credit in GESC 305 Aerial Photograph Interpretation.
Prereq: Graduate standing and MATH 105 College Algebra or MATH 107 Plane Trigonometry.

GEOG 576 Photogeology. 2 hrs
An interpretation and analysis of geological and geometric features of the earth. Aerial photos and remote sensing images will be utilized to detect aggradational and degradational processes in nature.
Prereq: GEOG 575 or two courses in geology/physical geography.

GEOG 577 Geographical Literature. 2 hrs
An evaluation of journals, abstracts, and government publications. Visits to local specialized resource centers to investigate maps and documents. Preparation of bibliographies and assessment of literature on selected topics in geography.

GEOG 578 Advanced Computer Mapping. 2 hrs
Students will modify existing programs and operate computers, digitizers, plotters, and printers in direct mode to produce thematic and geographic information system maps. Four laboratory hours each week.
Prereq: GESC 475 Computer Mapping and a course in basic programming or department permission.

GEOG 579 Geographic Information Systems. 2 hrs
Use of computers for storing, displaying, and manipulating spatial information. Principles of geocoding, data capture, and data analysis. Applications include land capability, facilities management, and locational analysis for land planning, environmental assessment, and historic preservation.
Prereq: A course in cartography or computer mapping.

GEOG 580 Urban Environmental Management. 2 hrs
Survey and evaluation of geologic, topographic, geomorphic, hydrologic, and atmospheric factors which potentially and actually have impact on urban development and environmental management.
Prereq: An urban and regional planning course or department permission.

GEOG 581 Advanced Environmental Assessment. 3 hrs
Preparation and critique of environmental assessments and site plans. Emphasis on current environmental problems, regulations, data interpretation, and impact mitigation. Optional field trips.
Prereq: GESC 495 Environmental Assessment and Planning or graduate standing.
GEOG 582 Remote Sensing of Earth Resources. 3 hrs
Manual interpretation and microcomputer processing of various types of remote sensing imagery. Application of this technology to land use planning, environmental assessment, information systems, and Third World development.
Prereq: An undergraduate course in aerial photo interpretation or remote sensing.

GEOG 583 Cartographic Design. 3 hrs
Emphasis is on developing map-making skills using a variety of instruments and techniques. Quality work is stressed to prepare for professional employment. Not open to students with credit in GESC 401 Cartography or GESC 402 Advanced Cartography.

GEOG 587 Cooperative Education. 3 hrs
A semester equivalent or full-time employment at a private firm, public agency or nonprofit institution which provides an applied experience for the graduate student. Participating students must be recommended to the Cooperative Education Office by a departmental faculty member. A written report is required at the end of the employment period. Credit on the geography and geology programs is subject to departmental approval. Offered on credit/no credit basis.
Prereq: Graduate student status and enrollment in one of the department’s graduate programs. Admittance by application only.

GEOG 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics courses may be used on a degree program.

GEOG 676 Area Analysis. 2 hrs
Advanced geography field research. A philosophy of field geography; selected problems concerned with industry, recreation, agriculture, and commerce.
Prereq: Fifteen hours of credit in geography, including GESC 303 Field Geography or department permission.

GEOG 677 Seminar in Methods and Research. 2 hrs
Basic research techniques applicable to geography. Location and identification of source materials, statement and analysis of problems and preparation and presentation of research.
Prereq: Department permission.

GEOG 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Information on content can be obtained at department office. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

GEOG 683 Field Studies in Michigan. 2 hrs
The geographic and geologic environment; on-campus sessions and field trips include both subject matter and methodological concerns. Write department for information on content. Offered as a two-week workshop in the summer session.

GEOG 685 Geography Field Trips. 4 hrs
Representative geographic regions in the area are visited; significant geographic and geologic characteristics of each region. Students will have an opportunity to visit typical mining, forestry, agricultural, industrial, and cultural enterprises of the regions. A written report is required.

GEOG 687/688/689 Internship in Geography/Geology. 4/5/6 hrs
Supervised internship in some aspect of geography or geology which is of mutual interest to the student and the public or private agency that would “employ” the student. This experience is designed to integrate academic training with practical application. This course may be taken only once.
Prereq: Department permission.

GEOG 690/691/692 Thesis. 1/2/3 hrs
An intensive study of a problem or problems under the direction of a faculty member.
Prereq: Department permission.

GEOG 694/695 Seminar. 2/3 hrs
Research, reports, and group discussions emphasizing the distinctive concerns and methodology of geography. The particular topic that is examined will vary from semester to semester. Information regarding the content of a particular seminar may be obtained at the department office. Students may elect this seminar several times as long as the topic studies are different. Not more than six hours of seminar courses may be used on a degree program.
Prereq: Department permission.
**GEOG 697/698/699 Independent Study.** 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

**Geology Courses**

**GEOG 590/591/592 Special Topics.** 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

**GEOG 679/680/681 Special Topics.** 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

**Historic Preservation Courses**

**GHPR 530 Introduction to Historic Preservation.** 2 hrs
Survey of the growth of historic preservation in the United States. Identification of preservation techniques, and federal, state, and private preservation agencies and legislation; value and objectives of preservation.

**GHPR 533 Introduction to Historic Administration.** 3 hrs
A general introduction to the field of historical administration with emphasis on historical museums. Also, attention is paid to the operational concerns, problems, and training requirements in a variety of other historical agencies.

**GHPR 534 Community Interpretation and Appropriate Tourism.** 3 hrs
Traces the origin and development of the community interpretation process and outlines its emerging role in the creation of appropriate tourism programs. The empowerment of local hosts to interpret their area’s heritage, visitor behavior, operational issues, and the range of potential heritage interpretation experiences will be discussed.
Prereq: GEOG 446 Heritage Interpretation and Tourism, or department permission.

**GHPR 535 Heritage Interpretation Planning.** 3 hrs
Extensive practice in the systematic planning of heritage interpretation programs, including analysis of heritage resources; target guest groups; intended programs, goals, and objectives; themes and subthemes; desired emotional/sensory experiences; factual concepts, chosen delivery methods; and evaluation scheme.
Prereq: GHPR 534.

**GHPR 536 Heritage Interpretation Delivery.** 3 hrs
A survey and capabilities analysis of traditional and innovative heritage interpretation delivery methods. Extensive practice in the preparation, delivery, and evaluation of quality personal and nonpersonal interpretive experiences for selected guest groups in selected settings.
Prereq: GHPR 534.

**GHPR 537 Interpretive Programming for Organizations.** 3 hrs
A survey of the existent interpretive programming of selected corporations, institutions, and agencies. Practice in the development and proposal of comprehensive interpretive programs for organizations.
Prereq: GHPR 534, and either GHPR 535, GHPR 536, or department permission.

**GHPR 547 Problems in Architectural Interpretation.** 3 hrs
The course deals with problems in dating historic structures. Analysis is based on style, construction methods, and detailing. Students learn through slide lectures, field trips, and term projects how to evaluate buildings for architectural significance.

**GHPR 557 Community Development and Downtown Revitalization.** 3 hrs
Explores current approaches to community development in the context of downtown commercial revitalization. Particular emphasis is given to the use of historic preservation planning as a strategy for downtown revitalization. Components of a downtown preservation plan to be reviewed include history, urban design, architecture, economics, implementation and preservation law, and public policy.
Prereq: GHPR 530 or GEOG 553.

**GHPR 572 Funding Preservation Projects.** 3 hrs
Student is exposed to planning, implementation, and follow-up documentation of various types of historic preservation grants. Course also includes discussions on endowments, wills, bequests and financial planning, and development for historical agencies.
Prereq: GHPR 530 or GHPR 533 or department permission.

**GHPR 587 Cooperative Education.** 3 hrs
A semester equivalent of full-time employment at a private firm, public agency or nonprofit institution selected to provide the student with a paid work experience in historic preservation. Participating students must be recommended to the Cooperative Education Office by a departmental faculty member. A written report is required at the end of the employment period. Credit on the historic preservation program is subject to departmental approval. Offered on credit/no credit basis.
Prereq: Graduate student status and enrollment in the historic preservation program. Admittance by application only.

**GHPR 590/591/592 Special Topics.** 1/2/3 hrs
An experimental course for subject material not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics courses may be used on a degree program.
GHPR 630 Documenting Historical Buildings. 2 hrs
Lecture and practical experience in documenting the built environment. Techniques of architectural survey, researching the history and former occupants of a building and preparation of a National Register nomination. Student projects and possible field trips.
Prereq: GHPR 530 and FA 429 History of American Architecture or department permission.

GHPR 631 Preservation Administration and Planning. 2 hrs
Study of cultural resource management objectives, strategies and techniques, including specific practice in the preparation of various types of National Register nominations, Department of Interior tax certifications and a local historic district ordinance.
Prereq: GHPR 530 and GHPR 547.

GHPR 634 Heritage Interpretation Theory. 2 hrs
Examines the theoretical basis for heritage interpretation, including interrelated subsets of community, site-based, thematic, and person-to-person interpretation. Explores the needs for and the predictable future applications of heritage interpretation processes of cultural stabilization, preservation, revitalization, and tourism.
Prereq: GHPR 534 and two courses from GHPR 535, GHPR 536, or GHPR 537.

GHPR 636/637 Historic Preservation Field Project. 3/6 hrs
Specifically arranged supervised field experiences and application of theoretical viewpoints to field problems in historic preservation.
Prereq: Department permission.

GHPR 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject material not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics courses may be used on a degree program.
Prereq: Department permission.

GHPR 687/688/689 Internship. 4/5/6 hrs
Supervised internship in some aspect of historic preservation which is of mutual interest to the student and the public or private agency that would “employ” the student. This experience is designed to integrate academic training with practical application: ‘A maximum of two internships is allowed totaling no more than eight semester hours.
Prereq: Department permission.

GHPR 690/691/692 Historic Preservation Project. 1/2/3 hrs
The student conceives his or her own idea for a preservation-related individual project. The student is responsible for the design or planning of the project and carrying it to completion. Required of all historic preservation majors and represents the student’s culminating experience prior to graduation.
Prereq: Department permission.

GHPR 694 Seminar in Neighborhood Preservation. 2 hrs
The viability and desirability of neighborhood preservation is discussed and observed from the perspective of affected inhabitants and from the broader urban to national contexts.
Prereq: GHPR 530 or department permission.

GHPR 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or specifically-focused subject matter pertaining to the field of cultural resource management under the direction of a University faculty member.
Prereq: Department permission.

OTHER COURSES
These upper division undergraduate courses may be taken for graduate credit. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.
If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

GEOG 423 Principles of City and Regional Planning (3)
GEOG 432 Political Geography (3)
GEOG 433 Political Geography of the United States (3)
GEOG 435 History of Urban Form and Function (3)
GEOG 438 Industrial Location and Development (3)
GEOG 440 World Food Systems (3)
GEOG 441 Transportation Geography and Planning (3)
GEOG 445 Cultural Tourism Resources (3)
GEOG 446 Heritage Interpretation and Tourism (3)
GESC 401 Cartography (3)
GESC 402 Advanced Cartography (3)
GESC 425 Severe and Unusual Weather (3)
GESC 450 Lake and Coastal Management (3)
GESC/GEOL 470 Quantitative Methods in Geography and Geology (3)
GESC 475 Computer Mapping (3)
GESC 485 Introduction to Remote Sensing (3)
GESC 495 Environmental Assessment and Planning (3)
GEOL 428 Optical Mineralogy (4)
GEOL 430 Petroleum Geology (3)
GEOL 439 Economic Geology (3)
GEOL 448 Hydrogeology (3)
GEOL 459 Groundwater Modeling (3)
GEOL 460 Contaminant Hydrology (3)
GEOL 470 Quantitative Methods in Geography and Geology (3)
HISTORY AND PHILOSOPHY

Margot I. Duley
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The History and Philosophy department offers a Master of Arts degree in history. The department also coordinates an interdisciplinary Master of Arts in social science and a Master of Liberal Studies with a concentration in social science and American culture. Graduate and advanced graduate certificates in state and local history also are offered.

MASTER OF ARTS IN HISTORY

OBJECTIVES

The Master of Arts in history enables students to acquire both general and specific knowledge concerning the human past. The program features specialization and breadth in subject matter through the requirements pertaining to areas and fields. It also incorporates instruction in historiography and methodology as well as practice in doing research and writing history. Through the curriculum, students learn how to locate, evaluate, interpret, compile, and present historical data drawn from primary and secondary sources. Thus, the Master of Arts in history helps students refine their understanding of the meaning and matter of history. The degree can serve as preparation for teaching on the secondary level, for positions in government or business, or for further graduate work on the doctoral level.

ADMISSION REQUIREMENTS

In addition to meeting the Graduate School degree admission requirements, the applicant must present a minimum of 20 semester hours of undergraduate courses in history, with a grade point average of at least 2.75 for all undergraduate courses in history. Further, students in the thesis program must present the Graduate Record Exam, with a minimum score of 1600, and demonstrate competency in a foreign language before being admitted to the thesis program.

PROGRAM REQUIREMENTS

The Master of Arts in history is awarded upon satisfactory completion of at least 30 semester hours of credit and the successful completion of a comprehensive examination. The thirty semester hours may include up to nine hours of approved upper division 400-level courses. The comprehensive examination is given during the first week of December in the fall semester, and the first week of April in the winter semester, on a date and at a time to be announced at the beginning of each semester. For purposes of degree requirements, the courses in history are divided into the following areas or fields:

Area 1: United States
Area 2: Europe
Area 3: Other World Areas

The MA in history may be granted upon completion of one of the three following programs. The choice among these programs must be made by the time the candidate has completed at least twelve, but not more than nineteen, hours of cognate work.

STANDARD PROGRAM: Designed primarily for those interested in secondary or community college teaching, this program calls for thirty hours of course work, and requires a comprehensive examination in each of two areas of concentration. The scope, nature, and method of examination shall be determined by each examiner in consultation with the student. Course requirements for the standard program are as follows:

COURSE REQUIREMENTS

Required Courses ........................................ 5 hours
HIST 505 Historical Method .................................. 3
(Students entering the program without credit for such a course will register for HIST 505 during their first semester)
HIST 688 Historiography ...................................... 2
Restricted Electives ........................................... 12-18 hours
Three courses in each of the following areas**:
United States
Europe
Other World Areas

** Students with records of superior upper division undergraduate performance in these areas may be permitted to substitute elective hours for some or all of these requirements. The approval of the graduate adviser is required.

Electives in History ......................................... 1-13 hours
Cognates ....................................................... 0-6 hours
To be chosen in consultation with the graduate adviser.
Total ............................................................ 30 hours

THESIS PROGRAM: Designed for those who expect to pursue further academic study in history, leading to the Ph.D., this program has additional admissions requirements as described in Program A and six hours of directed research, concluding with the completion of the thesis. In addition to a 2.75 undergraduate GPA in history, thesis program students must present a Graduate Record Examination score of 1600 before being admitted to the program, and must demonstrate competency in a language other than English at the time of the submission of their thesis proposal. The foreign language competency may be satisfied in either of two ways: satisfactory passage of the GSFLT (Graduate Student Foreign Language Test); or satisfactory completion of at least twelve hours of undergraduate credit taken either as part of the undergraduate program or as non-credit course while pursuing the MA in history. Course requirements for the thesis program as follows:

Other World Areas

HIST 505 Historical Method
HIST 688 Historiography

Restricted Electives

Three courses in each of the following areas**:

Area 1: United States
Area 2: Europe
Area 3: Other World Areas

** Students with records of superior upper division undergraduate performance in these areas may be permitted to substitute elective hours for some or all of these requirements. The approval of the graduate adviser is required.

Electives in History

Cognates

To be chosen in consultation with the graduate adviser.

Total

THESIS PROGRAM: Designed for those who expect to pursue further academic study in history, leading to the Ph.D., this program has additional admissions requirements as described in Program A and six hours of directed research, concluding with the completion of the thesis. In addition to a 2.75 undergraduate GPA in history, thesis program students must present a Graduate Record Examination score of 1600 before being admitted to the program, and must demonstrate competency in a language other than English at the time of the submission of their thesis proposal. The foreign language competency may be satisfied in either of two ways: satisfactory passage of the GSFLT (Graduate Student Foreign Language Test); or satisfactory completion of at least twelve hours of undergraduate credit taken either as part of the undergraduate program or as non-credit course while pursuing the MA in history. Course requirements for the thesis program as follows:

Other World Areas

HIST 505 Historical Method
HIST 688 Historiography

Restricted Electives

Three courses in each of the following areas**:

Area 1: United States
Area 2: Europe
Area 3: Other World Areas

** Students with records of superior upper division undergraduate performance in these areas may be permitted to substitute elective hours for some or all of these requirements. The approval of the graduate adviser is required.

Electives in History

Cognates

To be chosen in consultation with the graduate adviser.

Total
Required Courses .......................................................... 5 hours
HIST 505 Historical Method ........................................... 3 hrs
(Students entering the program without credit for such a course will register for HIST 505 during their first semester).
HIST 688 Historiography .............................................. 2 hrs

Restricted Elective .......................................................... 12-18 hrs
Three courses in each of two of the following areas**:
United States
Europe
Other World Areas

**Students with records of superior upper division undergraduate performance in these areas may be permitted to substitute elective hours for some or all of these requirements. The approval of the graduate adviser is required.

Electives in History ...................................................... 1-13 hours
Students in the thesis program will select six hours from HIS 690/691/692 Thesis (1/2/3)

Thesis ........................................................................... 6 hours

Total ................................................................................ 30 hours

LOCAL HISTORY PROGRAM: Designed for those with a particular interest in regional and local history, this program requires the comprehensive examination in U. S. History and the completion of a written, oral, or visual presentation such as tape recorded material or slides, resulting from an original scholarly investigation. The course requirements for the local history program are as follows:

Required Courses: .................................................. 12-14 hours
HIST 505 Historical Method ........................................... 3 hrs
HIST 530 Urban Communities in U. S. History 3 hrs
HIST 533 Studies & Techniques in Local History 3 hrs
HIST 688 Historiography .............................................. 2 hrs
One of the following:
HIST 687 Cooperative Education (3)
HIST 689 Local History Internship (3)
HIST 690/691/692 Thesis (1/2/3)
HIST 697/698/699 Independent Study (1/2/3)

Restricted Electives .................................................. 12-14 hours
Select at least one course from Group A and one from Group B

Group A
HIST 482 The Age of Washington and Jefferson (3)
HIST 538 Studies in Colonial American History (2)
HIST 541 The United States, 1825-1860: Ferment and Reform (2)
HIST 583: Studies in Civil War and Reconstruction (3)
HIST 585: Studies in 20th Century U. S. History (2)

Group B
HIST 414 The Automobile Industry and Modern America (3)
HIST 463 United States Labor History (3)
HIST/WMST 525 Technology, Social Change, and the Role of Women (3)
HIST 464 The Old West, 1540-1890 (3)
HIST 531 Studies in Black History (3)

Cognates: .......................................................... 4-6 hours
To be chosen from one cognate area. (e.g. historic preservation) or topic (musical theatre) in consultation with the graduate adviser.

Total ........................................................................... 30 hours

MASTER OF ARTS IN SOCIAL SCIENCE

PROGRAM OBJECTIVES

This degree program is an interdisciplinary effort among the Economics, Geography and Geology, History and Philosophy, Political Science and Sociology, Anthropology, and Criminology departments, coordinated through the History and Philosophy department. Students in the program take courses in at least three of the five departments.

Because the Master of Arts in social science is interdisciplinary and does not require heavy specialization, it is responsive to individual interests and curricular needs. The program can offer greater expertise to social studies teachers in the elementary and secondary schools. Students with career interests in business or government service can acquire the deeper knowledge and broader perspective that stem from graduate work in social science. Beyond career or professional considerations, the program offers a fuller understanding of the social, cultural, political, economic, and geographic factors that have shaped the past and present human experience.

ADMISSION REQUIREMENTS

In addition to meeting the Graduate School admission requirements, the applicant must present a minimum of 30 semester hours of undergraduate courses in social science, with a grade point average of at least 2.5 in all undergraduate courses. Two letters of recommendation from former instructors and/or employers must also be submitted.

For those students who show promise, non-degree admission (status I: academic deficiencies) may be granted to those students not meeting the above GPA requirements. (See Non-degree Admission Status.) Students who are admitted under non-degree admission must maintain a "B" average to be granted degree admission. A minimum of nine and a maximum of 12 credit hours earned as a non-degree admittance may be applied toward the MA degree upon recommendation of the department coordinator of advising.

PROGRAM REQUIREMENTS

The Master of Arts in social science is awarded upon satisfactory completion of at least 30 semester hours of credit. This may include up to nine hours in approved 400-level undergraduate courses. The courses must be distributed as follows:
ADMISSION REQUIREMENTS

Applicants to the MLS program must have completed a bachelor’s degree, but no particular field or major is required. Applicants must meet both the undergraduate grade point average for admission and the grade point average for graduation established by the Graduate School.

If the applicant does not meet the requirements for regular admission, the requirements for conditional admission of the department of the primary concentration are to be followed. For those students who show promise, but do not meet the undergraduate GPA requirement, nondegree admission (status 1: academic deficiencies) may be granted. (See Nondegree Admission Status.)

In order to facilitate course scheduling and field placements, prospective students are strongly encouraged to begin their program of study during the fall semester.

PROGRAM REQUIREMENTS

The degree will be awarded upon satisfactory completion of 30 hours of courses approved for graduate credit. These may include a maximum of nine hours in approved 400-level undergraduate courses. In addition to completing 24 hours in the American History and Complementary concentrations below, the student will complete one of the following options:

Option A: Three hours of electives in approved courses in departments participating in the program and a three hour independent study. A two hour integrated examination (oral or written) in American culture will be administered by a committee of at least two professors selected from departments involved in the student’s program.

Option B: Three hours of electives in approved courses in departments participating in the program and a creative, scholarly or pedagogical special project for three hours of credit. The special project must be supervised by a committee of at least two professors selected from departments involved in the student’s program.

Option C: A thesis for six hours of credit. The thesis must be in some aspect of American culture related to the student’s course work and must demonstrate that the student has an integrated knowledge of American life and thought. The thesis committee must consist of at least two professors selected from departments involved in the student’s program.

COURSE REQUIREMENTS

American History Concentration....................... 12 hours

At least six hours selected from courses at the 500-600 level from the History list below.

Complementary Concentrations .................... 12-15 hours

From the list below, select at least four hours of courses from each of two or more of the participating departments.

Culminating Experience .............................. 3-6 hours

Select Special Project (number varies by department) or Independent Study (697/698/699) for 3 hours credit or select Thesis (690/691/692) for 6 hours credit.

Total..................................................................... 30 hours
Departments and courses which constitute the Master of Liberal Studies in social science and American culture are listed below.*

**Department of History**
- HIST 414 The Automobile Industry and Modern America
- HIST 424 The United States from 1917 to 1941
- HIST 425 The United States from 1941 to 1963
- HIST 426 The United States from 1963 to the Present
- HIST 463 United States Labor History
- HIST 464 The Old West, 1540-1890
- HIST 465 United States Constitutional History
- HIST 468 The American Mind to the Civil War
- HIST 469 The American Mind since the Civil War
- HIST 482 The Age of Washington and Jefferson
- HIST 531 Studies in Black History
- HIST 532 Studies in US Indian History
- HIST 533 Studies and Techniques in Local History
- HIST 536 Studies in the History of the Family in the United States
- HIST 538 Studies in Colonial American History
- HIST 541 The United States, 1825-1860: Ferment and Reform
- HIST 583 Studies in the Civil War and Reconstruction
- HIST 584 Studies in the Gilded Age
- HIST 585 Studies in 20th Century US History
- HIST 586 United States in World Politics

**Department of Art**
- FA 429 History of American Architecture

**Department of Communication and Theatre Arts**
- CTAT 446 Contemporary Problems in Telecommunications
- CTAT 537 Mass Communications
- CTAR 562 American Theatre History

**Department of Economics**
- ECON 460 Industrial Organization
- ECON 501 Macroeconomic Theory and Policy
- ECON 502 Microeconomic Theory and Policy
- ECON 522 Collective Bargaining
- ECON 524 White Collar and Public Employee Unionism
- ECON 551 State and Local Government Finance
- ECON 562 Government and Business

**Department of English Language and Literature**
- LITR 401 Modern British and American Poetry 1914 to Present
- LITR 409 The Development of American Literature
- LITR 410 Modern American Literature
- LITR 523 Realism and Naturalism in the American Novel
- LITR 525 Henry James
- LITR 526 The Harlem Renaissance and Beyond
- LITR 568 Whitman and Dickinson
- LITR 569 The American Renaissance: 1830-1860
- LITR 576 Studies in 20th Century American Fiction
- LITR 577 Studies in 20th Century American Poetry

**Department of Foreign Languages and Bilingual Studies**
- FLAN 421 History and Theory of Bilingual Education

**Department of Geography and Geology**
- GEOG 423 Principles of City and Regional Planning
- GEOG 431 Historical Geography of the United States
- GEOG 433 Political Geography of the United States
- GEOG 510 The American Midwest
- GHPR 530 Introduction to Historic Preservation
- GEOG 531 American Cultural Landscapes
- GEOG 532 Historical Geography of Michigan
- GEOG 548 American Folk Architecture
- GEOG 550 Problems in Urban Geography
- GEOG 552 Processes of Suburban Development
- GEOG 553 Urban and Regional Planning
- GEOG 567 Introduction to Coastal Environments
- GEOG 570 Rural Planning and Preservation
- GHPR 694 Seminar

**Department of Interdisciplinary Technology**
- INDT 500 Introduction to Interdisciplinary Technology
- INDT 501 History of Technology
- INDT 602 Contemporary Issues in Technology

**Department of Music**
- MUSC 504 America's Music
- MUSC 642 Foundations of Music Education

**Department of Political Science**
- PLSC 456 Criminal Law I
- PLSC 510 Modern Public Administration
- PLSC 565 Studies in State and Local Government
- PLSC 645 Intergovernmental Relations

**Department of Sociology, Anthropology, and Criminology**
- SOCL 502 Racial and Cultural Minorities
- SOCL 503 The Family as an Institution
- CRM 610 Theories of Criminal Behavior
- CRM 611 Sociology of Crime and Its Correction

**Department of Teacher Education**
- SOFD 572 History of American Education
- SOFD 603 Groups in Schools
- SOFD 673 Black Experience and American Education

*Graduate-level special topics courses which offer content in American culture may also be used on the MLS program. Not more than six hours of special topics courses may be used on a degree program.*
GRADUATE CERTIFICATE AND ADVANCED GRADUATE CERTIFICATE PROGRAMS IN STATE AND LOCAL HISTORY

PROGRAM

These certificate programs offer students a concentrated exposure to the methods, techniques, and materials of state and local history. The required courses provide a solid grounding in the skills of historical research and analysis. Through the elective courses, students will gain familiarity with ethnic and minority groups, political, labor and urban issues, and the interrelationships among economic, social, and political developments. Students who elect a local history internship will be able to apply their knowledge in a carefully supervised work setting.

By investigating events, individuals, groups, and movements at the state and local level, the programs provide students with specific illustrations and in-depth understandings of the major trends in United States history. Because Michigan's long and rich history incorporates significant events from the time of colonial rivalries through the present era of technological change, it provides an eminently suitable focus for such study.

The programs are intended to benefit individuals involved in a variety of public and private agencies or organizations. Elementary and secondary teachers may gain general understandings and develop specifically classroom applicable materials and insights, persons doing historical research, writing, and analysis may develop and refine those skills, and workers in community history or local museum settings may enlarge their specific knowledge and increase their awareness of the larger state and national contexts affecting local developments.

ADMISSION REQUIREMENTS

Graduate Certificate Program

1. Students must hold a bachelor's degree and meet the Graduate School requirement of a 2.5 GPA for admission.
2. Students must have completed 12 hours of undergraduate courses in history, with at least 6 of those hours in United States history.

Advanced Graduate Certificate Program

1. Students must hold a graduate degree and meet the Graduate School requirements for admission. Alternative admission is not allowed.
2. Students must have completed 12 hours of course work in history at the undergraduate or graduate level, with at least 6 of those hours in United States history.

PROGRAM REQUIREMENTS

1. Each program shall consist of at least 15 hours of course work selected from the following list. No more than one 400-level course may be counted on a graduate certificate program. No 400-level courses may be applied to the advanced graduate certificate program.

Required Courses

   HIST 505 Historical Method
   HIST 533 Studies and Techniques in Local History

Electives

   HIST 463 United States Labor History
   HIST 530 Urban Communities in US History
   HIST 531 Studies in Black History
   HIST 532 Studies in US Indian History
   HIST 534 Social and Political History of Michigan
   HIST 535 Studies in the History of the Family in the United States
   HIST 684 Workshop
   HIST 689 Local History Internship
   HIST 697/698/699 Independent Study

2. A minimum grade point average of 3.0 (B) must be achieved to obtain either the graduate certificate or the advanced graduate certificate.
3. The graduate certificate or advanced graduate certificate program must be completed within three years from the date of initial enrollment.

NOTE: Electives from the historic preservation program (GHPR prefix) may be applied to a certificate program in state and local history with the approval of the history graduate adviser; for listing of these courses see Geography and Geology entry in the current graduate catalog.

HISTORY COURSES

Graduate courses (open to candidates for the MA in history or social science and to students from other disciplines who wish to take cognate hours in history).

AREA 1: UNITED STATES

HIST 530 Urban Communities in US History. 3 hrs
A study of the economic, spatial, physical, social, and political structure and development of urban communities in the U.S. from the preindustrial era to the present.

HIST 531 Studies in Black History. 3 hrs
Selected major developments in the history of black Americans from 1619 to the present.

HIST 532 Studies in US Indian History. 3 hrs
A critical study of the current scholarship in selected chronological topics and work with the primary sources available on campus in United States Indian history.
Prereq: Either one US history survey course, HIST 305 Indians of the United States, or permission of the instructor.

HIST 533 Studies and Techniques in Local History. 3 hrs
Topics drawn primarily from the history of southeastern Michigan and the surrounding areas will be used to illustrate the nature of local history, the sources that can be used in its study, and the ways in which this study can provide insight into developments of greater scope.
Prereq: HIST 505 Historical Method or department permission.
HIST 534 Social and Political History of Michigan. 3 hrs
History of Michigan's development dating from the French period emphasizing settlement patterns, migration, immigration, and ethnic groupings. Involves broad readings from sources placing Michigan within context of US development.
Prereq: One course in US history or department permission.

HIST 535 Studies in the History of the Family in the United States. 2 hrs
The study of a significant issue or problem in the history of the family in the United States. The topic will vary from semester to semester.

HIST 538 Studies in Colonial American History. 2 hrs
Colonial American political, economic and social institutions; current scholarship and interpretation.
Prereq: HIST 123 The United States to 1877 or department permission.

HIST 541 The United States, 1825-1860: Ferment and Reform. 2 hrs
An intensive study of the reform movements of the era. Special emphasis is given to women, utopianism, anti-slavery, immigration, education, temperance, religion and the asylum.
Prereq: HIST 123 The United States to 1877 or department permission.

HIST 583 Studies in the Civil War and Reconstruction. 3 hrs
Major problems of interpretation in the period from 1850 to 1877.

HIST 584 Studies in the Gilded Age. 2 hrs
The United States moving into a modern phase after the Civil War, leaving behind the old frontier and the blacksmith economy to enter an era characterized by factories, large cities, a race for colonies, and sociopolitical unrest.

HIST 585 Studies in 20th Century U.S. History. 2 hrs
Study of selected topics in the history of the United States from 1900 to the present. Topics may vary from semester to semester.
Prereq: One course in US history or department permission.

HIST 586 United States in World Politics. 2 hrs
American foreign policy in the 20th century, the nation's transition to great-power status and its adjustment to the demands of that role.

HIST 584 Workshop. 3 hrs
Intensive program using area archives to develop materials for elementary and secondary classroom use. Emphasizes bibliographical development, museum sources, and designing a topical framework for teaching Michigan history.
Prereq: One course in US history or department permission.

Area 2: Europe

HIST 511 Studies in Ancient History. 2 hrs
Intensive study of selected topics in classical Greek and Roman history during the period 500 BC-AD 600.

HIST 514 Studies in Renaissance and Reformation History. 3 hrs
An examination of major Renaissance and Reformation issues and developments in their historical setting.
Prereq: HIST 330 Europe in the Renaissance and Reformation or department permission.

HIST 515 Studies in Medieval History. 3 hrs
Intensive study of selected topics in European history during the period 300-1300.

HIST 517 Historical Background of Modern Britain. 2 hrs
The history of Great Britain from 1815 to the present with primary emphasis on institutional development. Political, economic, social and imperial problems will be examined, and Great Britain's role in today's world will be assessed.

HIST 518 Studies in Recent German History. 2 hrs
World War I, the Weimar Republic, the rise of National Socialism and the National Socialist state, World War II, and contemporary Germany.
Prereq: HIST 338 German History since 1815 or department permission.

HIST 520 French Revolution and Napoleon, 1774-1815. 3 hrs
A study of the French Revolution and its Napoleonic aftermath. Emphasis is placed upon an understanding of the revolutionary movement, interpretation, and significance for the future.
Prereq: HIST 427 Europe from Absolutism to Revolution, 1648-1815.

HIST 521 Studies in the History of Women in Europe. 3 hrs
International struggle for suffrage, women in the French Revolution, women’s work, and theoretical issues in writing women’s history.
Prereq: Department permission.

HIST 522 Studies in 20th Century Europe. 3 hrs
Topics in 20th century European history selected from the following examples: the World Wars, European communism, the fascist experience, the crisis of European democracies, the Cold War, political reconstruction and economic recovery, and post-war social and cultural change.

HIST 547 Nineteenth Century Ideological Background of the Russian Revolution. 3 hrs
Russian thought from the accession of Nicholas I (1825) until the Bolshevik revolution. Major themes to be treated are the Slavophiles and Westernizers, socialism, anarchism, nihilism, populism, liberalism, and conservatism.
Prereq: One course in modern European history or department permission.

HIST 548 History Travel-Study Tours. 2 hrs
Representative areas with significant historical background. May be taken more than once, but only two hours of such credit may be applied toward any one degree program.
HIST 550 Twentieth Century Russia. 2 hrs
Political, diplomatic, social, and cultural developments in Russia from 1894 to the present.

**Area 3: Other World Areas**

HIST 510 Studies in the History of Religion. 2 hrs
Broad topics in one or more religious traditions, usually Hinduism, Buddhism, Judaism, Christianity, or Islam. The current topic will be announced in the time schedule.
Pre: One course in history, preferably history of religion, or department permission.

HIST 525 Technology, Social Change, and the Role of Women. 3 hrs
This course will examine the nature and origins of technology, the influence of its historical development from classical to modern times on women in the United States and Europe, and problems stemming from current technological advance.

HIST 543 Nationalism and Modernization in the Middle East and North Africa. 3 hrs
The development of nationalism and modernization in the Middle East and North Africa from World War I to the present; political and social changes occurring in this developing area.
Pre: HIST 341 The Middle East, 1798 to Present; HIST 342 North Africa, 1798 to Present; or department permission.

HIST 554 Studies in Modern India. 3 hrs
The development of India from mid-19th century to the postindependence period; major problems confronting contemporary India.
Pre: HIST 375 Modern India or department permission.

HIST 555 Studies in Far Eastern History. 2 hrs
Study of selected eras and topics in Far Eastern History. The topic selected will be announced in the time schedule.
Pre: One course in Far Eastern history or department permission.

HIST 560 Studies in Latin American History. 2 hrs
An intensive investigation of selected political, economic, social, and cultural topics in Latin American history. The specific topics and chronological coverage are announced in the class schedule.
Pre: One course in Latin American history or department permission.

**Special Courses**

HIST 505 Historical Method. 3 hrs
This course encompases training in research strategies appropriate to a variety of historical resources as well as instruction in the skills necessary for communicating the results of such research. A workshop approach offers discrete units in library and archive investigation, demographic and cartographic techniques, and oral and local history, culminating in a research paper.

HIST 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. Subject matter will change from semester to semester. Course may be repeated for credit, up to a limit of six hours.

HIST 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. Subject matter will change from semester to semester. Course may be repeated for credit, up to a limit of six hours.

HIST 687 Cooperative Education. 3 hrs
Four to six months of full-time employment in a business or industry chosen to provide practical experience in the student's major field. The cooperative education program consists of one or two work experiences alternated with full-time attendance at the University. Credit/no credit.
Pre: Approval by Cooperative Education Office and department permission.

HIST 688 Historiography. 2 hrs
A critical study of the writings, philosophy, and influence of major historians.
Pre: Fifteen hours of graduate credit in history.

HIST 689 Local History Internship. 3 hrs
Supervised internship in local history, mutually agreeable to student, faculty adviser, and internship agency. Content varies with student needs and interests and available placement opportunities. May not be repeated for credit.
Pre: Department permission.

HIST 690/691/692 Thesis. 1/2/3 hrs
Intensive research into an historical problem and the preparation of a thesis consistent in substance and form with the standards of the historical profession. Credit/no credit.
Pre: Department permission.

HIST 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member. A maximum of six hours may be applied toward a degree program. A maximum of three hours may be taken in any one semester or session.
Pre: Department permission.

**Other Courses for Credit Toward the Master’s Degree**

Approved 400-level undergraduate courses in history may be taken for graduate credit and applied toward the degree programs in history and social science. Note that a maximum of nine hours of such credit may be used in any one degree program. For information about undergraduate courses that may be taken for graduate credit, please consult the coordinator of advising.

If you intend to enroll in an undergraduate course for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.
The Mathematics department offers a graduate program leading to the degree of Master of Arts in mathematics. The department also offers a Master of Arts in mathematics with a concentration in computer science, and a Master of Arts in mathematics with a concentration in statistics.

The Mathematics and Computer Science departments award several graduate assistantships each year. In addition to a stipend, the University pays full tuition for up to 18 credit hours for each fiscal year of the assistantship, as well as registration and general fees.

Graduate fellowships are also awarded to qualified students with high grade point averages. Students interested in applying for a graduate assistantship or fellowship should contact the mathematics department head or coordinator of advising.

MASTER OF ARTS IN MATHEMATICS

OBJECTIVES
1. To develop a greater competence in mathematics or related areas beyond that attained at the undergraduate level.
2. To improve pedagogical competence in the teaching of mathematics.
3. To provide preparation for further study or graduate work beyond the master's level in mathematics or mathematics education.
4. To strengthen the mathematical background of those who require analytical and quantitative skills in their profession.
5. To meet the needs of teachers continuing their education.
6. To provide opportunity for research in mathematics and mathematics education.

ADMISSION REQUIREMENTS

The requirements for admission to the master's degree program in mathematics are:
1. meet the Graduate School degree admission requirements;
2. possess a strong undergraduate major in mathematics comparable to that offered at Eastern Michigan University (approximately 30 credit hours with a grade point average of 2.75 in the mathematics courses). Students without such a major may be admitted to the program after meeting requirements specified by the department.

DEGREE REQUIREMENTS

The Master of Arts degree in mathematics requires a minimum of 30 graduate credit hours beyond the bachelor's degree, to be distributed with the approval of the department according to the course requirements below. Approval by the student's adviser of each semester's courses is suggested prior to registration although not required. Final recommendations for the degree by the coordinator of advising is required.

One of the following two options is required and is to be selected by the student:

(a) Four hours of thesis research.

Additional thesis hours may be taken but will not replace the requirements listed below under required courses, restricted electives, electives and cognates. Before the start of their thesis research, students must submit to the department head a request to form a thesis committee. The committee will be made up of three faculty members of the Mathematics department. The chair, who will direct the research, is usually selected by the student and requires the approval of the department head. The chair, in consultation with the student, will then recommend for department head approval the other two committee members. At the conclusion of their research, students will submit to the department head the original thesis plus three copies written in a manner suitable for publication and approved by the thesis committee.

(b) At least two hours in research study.

Students who elect this option will, with the approval of the coordinator of advising, select a supervisor to direct the research study. A presentation, based on the research study, will be made to at least three departmental faculty members. A typed copy of the study written in good and acceptable form will be filed with the department.

COURSE REQUIREMENTS

Required Courses ................................................. 0-9 hours
MATH 411 Modern Algebra with Applications (3) or equivalent
MATH 416 Linear Algebra (3) or equivalent
MATH 420 Introduction to Analysis (3) or equivalent
Students with undergraduate credit in any or all of these courses will substitute approved mathematics electives for these hours.

Restricted Electives ........................................... 5-6 hours
One course from each of two of the following three groups:
  a. Algebra
    MATH 511 Linear Algebra (3)
    MATH 518 Theory of Groups (3)
    MATH 618 Theory of Fields (3)
  b. Analysis
    MATH 524 Complex Analysis (3)
    MATH 526 Real Analysis (3)
  c. Probability and statistics
    MATH 571 Mathematical Statistics I: Probability Theory (3)
    MATH 573 Statistical Data Analysis (2)
    MATH 671 Mathematical Statistics II: Statistical Inference (3)

Research ......................................................... 2-4 hours
MATH 691/692 Research Study (2/3) for either 2-3 hours in research study or 4 hours of thesis research

Electives in Mathematics ............................... 5-24 hours

Usually no more than six hours in mathematics
education courses. Thesis or research study hours in mathematics education are not to be counted as part of this six hour limitation.

Cognates .......................................................... 0-6 hours
May be taken, with the approval of the adviser, outside the Mathematics department but must be in an area related to mathematics. The number of such hours permitted in the program will be based upon the student's background and need. Students who are presently teachers of mathematics or will be upon graduation may take, instead of cognates, up to six additional hours in mathematics education beyond those permitted as electives above.

Total .............................................................. 30 hours

Students seeking a Master of Arts degree in mathematics and having an interest in computer science or applied mathematics should see the following Master of Arts degree in mathematics with a concentration in computer science, or a concentration in statistics.

* A total of nine hours of approved 400-level courses taken for graduate credit may be used on a graduate degree program.

MASTER OF ARTS IN MATHEMATICS WITH CONCENTRATION IN COMPUTER SCIENCE

OBJECTIVES
1. To develop a greater competence in mathematics and computer science beyond that attained at the undergraduate level.
2. To improve pedagogical competence in the teaching of both mathematics and computer science.
3. To provide preparation for further study or graduate work beyond the master's level in mathematics and/or computer science.
4. To strengthen the background of those who require analytical and quantitative skills in their profession related to mathematics and computer science.
5. To provide opportunity for research in mathematics and/or computer science.

ADMISSION REQUIREMENTS
The requirements for admission to the master's degree program in mathematics with a concentration in computer science are:
1. meet all Graduate School degree admission requirements;
2. possess the equivalent of at least a minor in both mathematics and computer science (approximately 20 credit hours in each subject) although a major in one or the other subject is preferred. Also, at least a grade point average of 2.75 is required in both mathematics and computer science course work. Students without such a background may be admitted to the program after meeting requirements specified by the two departments.

DEGREE REQUIREMENTS
This program is designed for students seeking a Master of Arts degree in mathematics and having an interest in computer science or applied mathematics. It requires a minimum of 34 graduate credit hours beyond the bachelor's degree, to be distributed with the approval of both departments according to the course requirements below. The program includes a minimum of 17 graduate credit hours in mathematics, of which 11 must be at the 500-600 level and a minimum of 15 graduate credit hours in computer science, of which 12 must be at the 500-600 level. Because of these credit hour requirements, in general only six credit hours of 400-level course work in mathematics and only three credit hours of 400-level course work in computer science may be counted toward this degree.* Approval by the student's adviser of each semester's courses is suggested prior to registration, but not required. Final recommendation for the degree by the coordinator of advising is required.

* A total of nine hours of approved 400-level courses taken for graduate credit may be used on a graduate degree program.

COURSE REQUIREMENTS

Mathematics ....................................................... 15 hours
Required Courses ................................................. 0-9 hours
MATH 411 Modern Algebra with Applications (3) or equivalent
MATH 416 Linear Algebra (3) or equivalent
MATH 420 Introduction to Analysis (3) or equivalent
Students with undergraduate credit in any or all of these courses will substitute approved mathematics electives for these hours.

Restricted Electives ............................................. 5-6 hours
One course from each of two of the following three groups:
a. Algebra
MATH 511 Linear Algebra (3)
MATH 518 Theory of Groups (3)
MATH 618 Theory of Fields (3)
b. Analysis
MATH 524 Complex Analysis (3)
MATH 526 Real Analysis (3)
c. Probability and Statistics
MATH 571 Mathematical Statistics I: Probability Theory (3)
MATH 573 Statistical Data Analysis (2)
MATH 671 Mathematical Statistics II: Statistical Inference (3)

Electives in Mathematics .................................... 2-12 hours
At least six of these hours must be at the 500-600 level.

Computer Science ................................................. 15 hours
Required Courses ................................................. 3 hours
COSC 530 Formal Methods in Software Development (3) or
COSC 531 Automata, Computability, and Formal Languages (3)

Restricted Electives ............................................. 3 hours
One course from the following:
COSC 630 Advanced Compiler Construction (3)
COSC 632 Automated Reasoning (3)
COSC 633 Advanced Operating Systems (3)
COSC 635 Real Time Processing (3)
COSC 660 Software Engineering Practicum (3)

Electives in Computer Science ................................. 9 hours
At least six of these hours must be at the 500-600 level.
COSC 504 Fundamentals of Computer Science I and
COSC 505 Fundamentals of Computer Science II do
not count toward this master's degree program.

General.................................................................... 2-3 hours

Required Courses..................................................... 11 hours
MATH 411 Modern Algebra with Applications (3) or
equivalent
MATH 416 Linear Algebra (3) or equivalent
MATH 420 Introduction to Analysis (3) or equivalent
Students with undergraduate credit in any of these
courses will substitute approved mathematics
electives for these hours.

Restricted Electives ................................................ 5-6 hours
One course from each of the following three groups:
a. Algebra
MATH 511 Linear Algebra (3)
MATH 518 Theory of Groups (3)
b. Analysis
MATH 522 Fourier Analysis (3)
MATH 524 Complex Analysis (3)
MATH 526 Real Analysis (3)
c. Applied
MATH 419 Advanced Mathematical Modeling (3)
MATH 536 Numerical Analysis (3)
MATH 560 Introduction to Optimization Theory (3)
Electives in Mathematics ................................. 2-12 hours
At least fifteen hours from mathematics other than
statistics

Total........................................................................ 34 hours

MASTER OF ARTS IN MATHEMATICS WITH
CONCENTRATION IN STATISTICS

OBJECTIVES
1. To develop a greater competence in mathematics and
   statistics beyond that attained at the undergraduate level.
2. To improve pedagogical competence in the teaching of both
   mathematics and statistics.
3. To provide preparation for further study or graduate work
   beyond the master's level in mathematics and/or statistics.
4. To strengthen the background of those who require
   analytical and quantitative skills in their profession
   related to mathematics and statistics.
5. To provide opportunity for research in mathematics and/or
   statistics.

ADMISSION REQUIREMENTS
The requirements for admission to the master's degree
program in mathematics with a concentration in statistics are:
1. meet all Graduate School degree admission requirements;
2. possess the equivalent of at least a minor in both
   mathematics and statistics (approximately 20 credit hours
   in each subject) although a major in one or the other
   subject is preferred. Also, at least a grade point average
   of 2.75 is required in both mathematics and statistics
   coursework. Students without such a background may be
   admitted to the program after meeting requirements
   specified by the department.

DEGREE REQUIREMENTS
This program requires a minimum of 34 graduate credit
hours beyond the bachelor's degree, to be distributed with the
approval of the department according to the course require-
ments below. Approval by the student's advisor of each
semester's courses is suggested prior to registration, but not
required. Final recommendation for the degree by the coordi-
nator of advising is required.

COURSE REQUIREMENTS

Mathematics................................................................ 15 hours
Required Courses..................................................... 11 hours
MATH 526 Real Analysis (3)
MATH 518 Theory of Groups (3)
MATH 511 Linear Algebra (3)
MATH 560 Introduction to Optimization Theory (3)
MATH 671 Mathematical Statistics II: Statistical
   Inference (3)
Restricted Electives................................................ 5-6 hours
Two courses from the following:
MATH 574 Applied Statistics (3)
MATH 575 Linear Regression Analysis (3)
MATH 576 Applied Survey Sampling (3)
MATH 577 Applied Multivariate Statistics (3)
MATH 578 Nonparametric Statistics (3)
MATH 573 Statistical Data Analysis (2)
MATH 572 Design and Analysis of Experiments (3)
MATH 571 Mathematical Statistics I: Probability
   Theory (3)
MATH 575 Design and Analysis of Experiments (3)
MATH 573 Statistical Data Analysis (2)
MATH 571 Mathematical Statistics II: Statistical
   Inference (3)

General................................................................. 2-3 hours
Required Courses..................................................... 2-3 hours
MATH 691/692 Research Study (2/3) or COSC 691/
692 Thesis (2/3)
COSC 632 Automated Reasoning (3)
COSC 633 Advanced Operating Systems (3)
COSC 635 Real Time Processing (3)
COSC 660 Software Engineering Practicum (3)

Total........................................................................ 34 hours
MATHEMATICS COURSES

MATH 500 Modern Mathematics Content, K-6. 2 hrs
The modern mathematics required for teaching this subject in the elementary grades (K-6); set theory, logic, number systems, the real number system and geometry. Not applicable to MA in mathematics program. Not open to students who have credit in MATH 501.

MATH 501 New Topics in Modern Mathematics, K-8. 2 hrs
New topics in modern mathematics programs, the materials of various study groups, practical problems in teaching mathematics in grades K-8. Not applicable to MA in mathematics program. Not open to students who have credit in MATH 500. Prereq: Teaching experience or MATH 381 The Teaching of Mathematics K-6 or department permission.

MATH 504 Mathematics and Statistics for MBAs. 3 hrs
An elementary course emphasizing an understanding of differential calculus and its use in optimization, and an understanding of basic probability and statistics. Open to MBA students only. Prereq: Two years of high school algebra, or MATH 104 Intermediate Algebra or equivalent.

MATH 506 Introduction to Mathematical Logic. 2 hrs
Propositional and first order predicate calculi and rules of deduction; application in mathematical systems and proofs. Prereq: A minor in mathematics or department permission.

MATH 507 Theory of Numbers. 3 hrs
Divisibility theory of integers, primes, theory of congruencies, Fermat's Theorem, Wilson's Theorem, number theoretic functions, multiplicity, Mobius inversion formula, Euler's phi function, quadratic reciprocity. Prereq: MATH 411 Modern Algebra with Applications or department permission.

MATH 508 Foundations of Mathematics. 2 hrs
An introduction of axiomatic method, axiomatic set theory, transfinite arithmetic, logical paradoxes; their influence on modern conceptions of mathematics. Prereq: A minor in mathematics or department permission.

MATH 511 Linear Algebra. 3 hrs
Theory of a single linear transformation, canonical forms, inner product spaces. Prereq: MATH 411 Modern Algebra with Applications and MATH 416 Linear Algebra or department permission.

MATH 518 Theory of Groups. 3 hrs
Groups, subgroups and quotient groups, finitely generated abelian groups, Sylow theorems, further topics. Prereq: MATH 411 Modern Algebra with Applications or department permission.

MATH 522 Fourier Analysis. 3 hrs
An introduction to Fourier series and their application to the solution of boundary value problems in the partial differential equations of physics and engineering. Prereq: MATH 325 Differential Equations and MATH 420 Introduction to Analysis or department permission.

MATH 524 Complex Analysis. 3 hrs
Complex numbers, analytic functions, elementary complex functions and mappings, Cauchy's Theorem and Cauchy's integral formula, maximum modulus principle, power series and calculus of residues and further topics. Prereq: MATH 420 Introduction to Analysis or MATH 526 or department permission.

MATH 526 Real Analysis. 3 hrs
Topology of the real line, sequences and series, metric spaces, real-valued functions, functions of bounded variation, theory of differentiation and integration, introduction to Lebesgue integration. Prereq: MATH 420 Introduction to Analysis or department permission.

MATH 536 Numerical Analysis. 3 hrs
Introduction to numerical computation, numerical linear algebra, solution of nonlinear equations, interpolation and approximation, numerical solution of ordinary differential equations. Prereq: MATH 223 Multivariable Calculus, MATH 416 Linear Algebra, and a computer programming course; or department permission.

MATH 542 Noneuclidean Geometry. 2 hrs
Foundations of geometry and historical development. A study of hyperbolic and elliptic plane geometries. These compared with parabolic plane geometry. Prereq: A minor in mathematics or department permission.

MATH 543 Analytic Projective Geometry. 2 hrs
Projective geometry as defined on a vector coordinate space. The corresponding vector algebra is studied and then adapted to the affine plane and two of its subplanes; Euclidean and Space-Time. Prereq: An undergraduate major in mathematics or department permission.

MATH 548 Introduction to Differential Geometry. 3 hrs
Fundamental concepts of the theory of curves and surfaces in three-dimensional space. Applications. Not open to students with credit in MATH 448 Differential Geometry with an Introduction to General Relativity. Prereq: An undergraduate major in mathematics or department permission.
MATH 550 General Topology. 3 hrs
General theory of topological spaces, metric spaces, continuity, product and quotient spaces, separation axioms, compactness and connectedness.
Prereq: MATH 420 Introduction to Analysis or department permission.

MATH 560 Introduction to Optimization Theory. 3 hrs
An introduction to various aspects of optimization theory including linear and nonlinear programming, primal dual methods, calculus of variations, optimal control theory, sensitivity analysis, and numerical methods.
Prereq: An undergraduate major in mathematics or department permission.

MATH 571 Mathematical Statistics I: Probability Theory. 3 hrs
Set theory, Borel sets, Sigma field of events, probability measures on a sigma field, axioms, finite and countable spaces, random variables and distributions, functions of random vectors, derived distributions, generating and characteristic functions, limit theorems, modes of convergence, law of large numbers.
Prereq: MATH 370 Probability and Statistics I and MATH 420 Introduction to Analysis or department permission.

MATH 572 Design and Analysis of Experiments. 3 hrs
Principles of experimental design and analysis: randomized blocks and Latin Squares, nested or hierarchical designs, experimental and sampling errors, fixed and random effects models, components of variance, expected mean squares, factorial and fractional designs. Not open to students who have credit in MATH 462 Design and Analysis of Experiments.
Prereq: A calculus-based statistics course.

MATH 573 Statistical Data Analysis. 2 hrs
Data analysis using statistical packages such as SAS and MINITAB. Analysis of variance, multivariate regression, stepwise regression, analysis of categorical data including nonparametric tests, goodness-of-fit tests, tests for normality. Emphasis is on application and understanding the basic assumptions in testing data.
Prereq: MATH 370 Probability and Statistics I or MATH 571, or department permission.

MATH 574 Applied Statistics. 3 hrs
An empirical approach to statistics: generate samples and model distributions, tests of fit to specified distributions, tests of assumptions of randomness (trend); independence (association); bivariate statistics; product and system reliability. Not open to students who have credit in MATH 474 Applied Statistics.
Prereq: A calculus-based statistics course.

MATH 575 Linear Regression Analysis. 3 hrs
Modeling a response as a sample or multiple regression model, validity of assumptions, using models for estimation and prediction, multicollinearity, auto-correlation of error terms, residual analysis, influence diagnostics, stepwise regression. Not open to students who have credit in MATH 461 Linear Regression Analysis.
Prereq: A calculus-based statistics course and MATH 416 Linear Algebra or department permission.

MATH 576 Applied Survey Sampling. 3 hrs
Theory and applications of sampling: selection of samples, sampling designs; estimation of means and variances; ratio, regression and difference methods; simple, systematic, cluster, and stratified random sampling; probability proportional to size sampling. Not open to students who have credit in MATH 460 Applied Survey Sampling.
Prereq: A calculus-based statistics course.

MATH 577 Applied Multivariate Statistics. 3 hrs
Techniques for analyzing multidimensional data, including multivariate analysis of variance, principle component, discriminant analysis and canonical correlation.
Prereq: MATH 462 Design and Analysis of Experiments or MATH 572.

MATH 578 Nonparametric Statistics. 3 hrs
Selected distribution-free tests; Wilcoxon signed rank, Mann-Whitney tests; Kolmogorov-Smirnov, Chi-square and rank correlation tests; Kruskal-Wallis, Friedman correlation and regression.
Prereq: A calculus-based statistics course.

MATH 581 Modern Mathematics Methods, K-6. 2 hrs
Elective techniques in presenting materials, planning class activities and creating good learning situations; current problems in a modern mathematics curriculum for grades K-6. Not applicable to MA in mathematics program.
Prereq: MATH 500 Modern Mathematics Content, K-6 or department permission.

MATH 582 Microcomputers for Educators. 2 hrs
Capabilities and applications of microcomputers in schools. Students will learn programming in the BASIC Language and will learn how microcomputers work. No microcomputer experience assumed. Intended for educators.
Prereq: Teaching experience or department permission.

MATH 584 Middle School Mathematics, Methods, and Content. 3 hrs
Middle school mathematical content and contemporary ways of using materials and strategies to present the content. Topics include algebra, geometry, probability and statistics, number theory, logic, and other general mathematics notions.
Prereq: Teaching experience in junior or middle school mathematics or 15 hours of undergraduate credit in mathematics or department permission.

MATH 587 Enriching Introduction in High School Mathematics. 2 hrs
New teaching aids and supplementary reading materials; subject matter usually not developed in standard texts (e.g., linear programming, principles of computers and advanced geometric constructions). Topics for accelerated high school classes.
Prereq: Teaching experience in high school mathematics or department permission.
MATH 416 Linear Algebra and MATH 548 or department permission.  

Metric spaces, differentiable manifolds from both a coordinate (tensorial) and a coordinate-free (linear algebra) point of view.  

MATH 648 An Introduction to Differentiable Manifolds and Riemannian Geometry.  

3 hrs  

Metric spaces, differentiable manifolds from both a coordinate (tensorial) and a coordinate-free (linear algebra) point of view.  

Basic Riemannian geometry including metric tensors, connections, parallelism, geodesics and curvature.  

Prereq: MATH 416 Linear Algebra and MATH 548 or department permission.

MATH 671 Mathematical Statistics II: Statistical Inference.  

3 hrs  

Distributions, exact sampling distributions, properties of estimators, MLE, BLUE, Bayes and Min-Max estimation, Rao-Blackwell Theorem, completeness, minimal sufficiency, optimal tests, Neyman-Pearson Lemma, likelihood ratio tests, chi-square tests.  

Prereq: MATH 416 Linear Algebra and MATH 571; or department permission.

MATH 687 Cooperative Education.  

3 hrs  

A graduate level course in a specific area of mathematics, to be determined by the field of specialization of the instructor and the interest of the students.  

Prereq: Completion of a minimum of 10 hours of graduate credit in mathematics and graduate GPA in mathematics of 3.3 or above and department permission.

MATH 690/691/692 Research Study.  

1/2/3 hrs  

Research in areas of mathematics or mathematics education under guided direction. Thesis or final paper dependent upon program option is required at the conclusion of the research work.  

Prereq: Department permission.

MATH 697/698/699 Independent Study.  

1/2/3 hrs  

A report on an approved subject in the field of mathematics, the history of mathematics or the teaching of mathematics, under the guidance of a faculty member of the mathematics department.  

Prereq: Completion of a minimum of 10 hours of graduate credit in mathematics and graduate GPA in mathematics of 3.3 or above and department permission.

**OTHER COURSES FOR GRADUATE CREDIT**

The following courses may be elected for graduate credit; course descriptions may be found in the undergraduate catalog. At least nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree. Information about courses in mathematics not listed here may be obtained from the coordinator of advising, Kenneth Shiskowski.  

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.  

MATH 400 History and Development of Mathematics (3)  
MATH 403 Current Research in Elementary School Mathematics (3)
MATH 406 Introduction to Computability (3)
MATH 411 Modern Algebra with Applications (3)
MATH 416 Linear Algebra (3)
MATH 418 Applied Linear Algebra (3)
MATH 419 Advanced Mathematical Modeling (3)
MATH 420 Introduction to Analysis (3)
MATH 424 Introduction to Complex Variables (3)
MATH 425 Mathematics for Scientists (3)
MATH 426 Differential Equations II (3)
MATH 436 Introduction to Numerical Analysis (3)
MATH 448 Differential Geometry (3)
MATH 460 Applied Survey Sampling (3)
MATH 461 Linear Regression Analysis (3)
MATH 462 Design and Analysis of Experiments (3)
MATH 471 Probability and Statistics II (3)
MATH 472 Problems in Actuarial Studies II (3)
MATH 474 Applied Statistics (3)
Concentrations leading to the Master of Arts degree are offered in music education, music theory-literature, piano pedagogy, and music performance. Specializations available within the music performance concentration include: accompanying, choral music, organ, piano, voice; and wind, stringed, and percussion instruments. Programs are flexibly designed to meet varying student needs. The primary objectives are to improve performance and musicianship, teaching skills, and analytical and research skills. All music curricula are accredited by the National Association of Schools of Music.

**Admission Requirements**
Admission to a graduate program in the Music department is granted to students who meet the requirements of both the Graduate School and the Music department. Application for admission should be made to the Graduate School, where undergraduate transcripts are evaluated. Transcripts should be forwarded to the Graduate School at the time of application. In addition to Graduate School requirements for degree admission, the department requires the applicant to have an undergraduate degree in music or its equivalent. Students wishing to major in performance should send a tape to the Music department or write for information on auditions. Upon general admission to the department, additional auditions are necessary for applied music study or acceptance in a performance concentration.

Students who meet Graduate School requirements for admission but who do not meet all departmental requirements may be granted conditional admission. Conditions that must be met before degree admission is granted include: (a) completion of all graduate placement examinations and auditions; (b) completion of all deficiency courses and requirements; (c) completion of MUSC 601 Introduction to Graduate Studies; and (d) completion of at least six credit hours of graduate study in music at Eastern Michigan University with a cumulative grade point average of 3.0 ("B") or better.

For degree admission, an international student must present a score of either 80 on the Michigan English Language Assessment Battery (MELAB) or 550 on the Test of English as a Foreign Language (TOEFL), as well as a score of 5 on the Test of Written English (TWE). A conditionally admitted international student must present either a score of 75-80 on the MELAB or 500-550 on the TOEFL, as well as a score of 3-5 on the TWE.

**Program Requirements**
All candidates for the MA in music are required to complete the following:
1. music Theory-Literature Placement Examination;
2. audition for acceptance into any performance concentration and for applied music study;
3. comprehensive examination prior to graduation;
4. at least 15 hours of course work at the 600 level.

Upon admission to the Music department, each student is assigned an adviser who assists in planning a curriculum based on student needs and future plans. Placement examinations in theory, literature, history, and performance are given each semester and students are expected to complete these tests before decisions on course elections are made. Students should write or call the Music department for the next scheduled test date. The results of the placement tests are used by advisers in determining the course needs of students. Students with deficiencies may be required to take remedial courses without graduate credit. Auditions are arranged with the adviser and area chair.

Programs consist of 12 hours of foundation courses including research techniques, music theory and literature, and applied music; 14 hours of concentration in the student’s field of interest; and 4 hours of elective or cognate courses. A final recital, thesis, or special project is required in each degree program. In addition to regular tuition, students accepted for private music lessons will be assessed applied music fees described under the section on tuition and fees.

**Course Requirements**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 601 Introduction to Graduate Studies</td>
<td>2</td>
</tr>
<tr>
<td>One of the following (based on Music Theory-Literature placement examination results)</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 511 Survey of Harmonic Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 513 Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>Theory-Literature Elective</td>
<td>2</td>
</tr>
<tr>
<td>Music History-Literature course (at 600 level for Music Education concentration)</td>
<td>2</td>
</tr>
<tr>
<td>Applied Music</td>
<td>2</td>
</tr>
<tr>
<td>Music electives from outside the area of concentration</td>
<td>4</td>
</tr>
</tbody>
</table>

(Applied Music and Ensembles recommended for Music Education concentration; Applied Music, Ensembles and Composition recommended for Music Theory-Literature concentration)

**Concentration**

Select all courses listed in one of the following concentrations:

**Music Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 642 Foundations of Music Education</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 694 Seminar: Music Education Topic</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 576 Score Study and Rehearsal Strategies for Music Educators or MUSC 678 Advanced Methods and Conducting Techniques for Music Educators</td>
<td>2</td>
</tr>
</tbody>
</table>

Either MUSC 691 Thesis (strongly recommended for
students who wish to pursue the doctorate in Music Education or MUSC 692 Final Project .......... 2
Six hours from the following ........................................ 6
MUSC 561 Studies in Literature (Band, Choral, Orchestra) (2)
MUSC 576 Score Study and Rehearsal Strategies for Music Educators (2)
MUSC 591 Special Topics: Music Education only—K-12 (2)
MUSC 595 Workshop: Music Education only—K-12 (2)
MUSC 660 Studies in Pedagogy (Music Education topics) (2)
MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
MUSC 697/698 Independent Study: Music Education (1/2)
Other Music Education courses with adviser approval

Music Theory-Literature
MUSC 635 Music of the 20th Century .............. 2
MUSC 660 Studies in Pedagogy (Theory-Literature) ........................................ 2
MUSC 691 Thesis or MUSC 692 Final Project .... 2
Two of the following: ........................................ 4
MUSC 504 America's Music (2)
MUSC 505 World Music (2)
MUSC 631 Renaissance Music (2)
MUSC 632 Baroque Music (2)
MUSC 633 Music in the Classic Era (2)
MUSC 634 Music in the Romantic Era (2)
Four hours from the following: ......................... 4
MUSC 513 Form and Analysis (2)
MUSC 613 Advanced Form and Analysis (2)
MUSC 638 The New Music (2)
MUSC 697/698 Independent Study: Theory-Literature topics (1/2)

Piano Pedagogy
Applied Music (Piano) at 651 level and above ....... 4
MUSC 692 Final Project (lecture-recital or paper on piano pedagogy plus fluent reading of thirty minutes of music of higher intermediate difficulty) .......... 2
Two of the following: ........................................ 4
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
Four hours from the following: ......................... 4
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 561 Studies in Literature (Piano) (2)
MUSC 590/591 Special Topics: Chamber Music (1/2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)

Music Performance (Accompaniment)
Applied Music (Piano) (4) at 651 level and above .... 4
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 561 Studies in Literature (Piano) (2)
MUSC 590/591 Special Topics: Chamber Music (1/2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)

Music Performance (Choral)
Applied Music with at least one semester at the 651 level or above at the end of 4 hours of study ........ 4
MUSC 660 Studies in Pedagogy (Choral) ............ 2
MUSC 687 Graduate Recital ........................................ 2
MUSC 561 Studies in Literature (Choral Music) or MUSC 660 Studies in Literature (Opera) ........ 2
Four hours from the following: ......................... 4
MUSC 561 Studies in Literature (Solo Song) (2)
MUSC 576 Score Study and Rehearsal Strategies for Music Educators (2)
MUSC 660 Studies in Pedagogy (Vocal) (2)
MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
Ensemble (up to 2 hours; any large or small approved by adviser)
Other appropriate Music courses with adviser approval

Music Performance (Organ)
Applied Music (Organ) at 651 level and above ....... 6
MUSC 660 Studies in Literature (Organ) ............ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 551 Vocal and Instrumental Accompanying (Organ) ........................................ 2
MUSC 660 Studies in Literature (Choral Literature, Church Liturgy, second term of Organ Literature) (2)
MUSC 660 Studies in Pedagogy (Organ) (2)
MUSC 551 Vocal and Instrumental Accompanying (Organ) ........................................ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 561 Studies in Literature (Choral Literature, Church Liturgy, second term of Organ Literature) (2)
MUSC 660 Studies in Pedagogy (Organ) (2)
Other appropriate Music courses with adviser approval

Music Performance (Piano)
Applied Music (Piano) at 661 level and above ....... 6
MUSC 561 Studies in Literature (Piano) ............ 2
MUSC 687 Graduate Recital ........................................ 2
Four hours from the following: ......................... 4
MUSC 551 Vocal and Instrumental Accompanying (Piano) ........................................ 2
MUSC 590/591 Special Topics: Chamber Music (1/2)
MUSC 660 Studies in Pedagogy (Studio Piano) (2)
MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
MUSC 660 Studies in Pedagogy (Taubman Piano Techniques) (2)
Ensemble (any large or small approved by adviser)
Other appropriate Music courses with adviser approval

Music Performance (Voice)
Applied Music (Voice) at level 661 and above .......... 6
MUSC 687 Graduate Recital ..................................... 2
Ensemble (any large or small vocal ensemble approved by adviser) ................................................ 2
Four hours from the following: .............................. 4
MUSC 561 Studies in Literature (Solo Song) (2)
MUSC 561 Studies in Literature (Opera) (2)
MUSC 660 Studies in Pedagogy (Vocal Diction) (2)

Music Performance (Wind, Stringed, and Percussion Instruments)
Applied Music (major instrument) at 661 level and above ................................................................. 6
MUSC 687 Graduate Recital ..................................... 2
Ensemble (any large or small approved by adviser) .......................................................... 2
Four hours from the following: .............................. 4
Applied Music courses 551, 651, 652
MUSC 576 Score Study and Rehearsal Strategies for Music Educators (2)
MUSC 595 Workshop: Band, Orchestra Instrument Repair (2)
MUSC 660 Studies in Pedagogy (Brass, Percussion, Strings, Woodwind) (2)
MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
Ensemble (any large or small approved by adviser) (2)
Other appropriate Music courses with adviser approval

Electives (music or nonmusic courses approved by adviser) ................................................................. 4 hours
(Applied Music elected by students in Music Performance concentrations may not be on the principal instrument.)

Total .................................................................................. 30 hours

Courses Open to Graduate Students and Qualified Seniors

MUSC 504 America’s Music. 2 hrs
The diversified styles of music made and continuously used by the people of the United States in terms of our historical cultural traditions.

MUSC 505 World Music. 2 hrs
The history, style, and social basis of music from various cultures around the world. Will include comparisons between art music and popular music in western and nonwestern tradi-

MUSC 510 Masterpieces of Music. 2 hrs
Promotes interest, enjoyment, and understanding of some of the important works of great composers; importance of music as a factor in human experience and as a mode of thought. Not open to students who have a major or minor in music.

MUSC 511 Survey of Harmonic Techniques. 2 hrs
Compositional and harmonic techniques and practices of major composers of the 18th, 19th, and 20th centuries.
Prereq: MUSC 202 Music Theory IV or equivalent.

MUSC 512 Counterpoint. 2 hrs
A detailed study of the basic techniques in 16th century counterpoint and the expansion of those techniques as evidenced in 18th century contrapuntal style.

MUSC 513 Form and Analysis. 2 hrs
Structural principles and techniques through analysis of representative works of 18th, 19th, and 20th centuries.
Prereq: MUSC 202 Music Theory IV or equivalent.

MUSC 514 Sixteenth Century Counterpoint. 2 hrs
Polyphonic techniques and forms based upon stylistic principles of the 16th century.
Prereq: MUSC 202 Music Theory IV or equivalent.

MUSC 517 Music Composition I. 2 hrs
The creative process in music through analysis of traditional and new music; original composition in small forms illustrating various techniques and media. May be repeated for credit.
Prereq: Department permission.

MUSC 551 Vocal and Instrumental Accompanying. 2 hrs
Provides pianists or organists with experience in accompanying singers and instrumentalists through acquisition of basic skills and repertoire. May be repeated for credit.
Prereq: Department permission.

MUSC 556 Studies in Literature. 2 hrs
Topics to be selected from the following: piano, organ, vocal repertoire, band, orchestra, choir, solo song, chamber ensemble, opera, or similar topics. Topics to be offered will be announced in the schedule of classes. May be repeated for credit with permission of adviser.

MUSC 576 Score Study and Rehearsal Strategies for Music Educators. 2 hrs
In depth analysis of representative band, orchestral, and choral scores for the purpose of teaching and rehearsing.

MUSC 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may select this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department and adviser approval.
MUSC 595 Workshop. 2 hrs
Topic to be announced in the schedule of classes. Topics usually will relate to some aspect of music education or performance such as Choral Workshop, String Workshop, Band Workshop, Keyboard Workshop, General Music Workshop, Chamber Music Workshop, or some similar topic. May be repeated for credit.

Performance Courses

MUSC 546 Collegium Musicum. 1 hr
Various ensembles of soloists— instruments, vocal, and mixed. Opportunity to perform old and new music infrequently heard. May be repeated for credit.

MUSC 547 Collegium Musicum. 2 hrs
Various ensembles of soloists— instrumental, vocal, and mixed. Opportunity to perform old and new music infrequently heard. Credit beyond one semester hour is earned through individual projects and research. May be repeated for credit.

MUSC 550 Ensemble. 1 hr
Participation in any regular departmental ensemble as a means of expanding knowledge of literature, observing techniques of conducting, and increasing efficiency in principal or secondary performance areas. May be repeated for credit. Open to qualified students upon satisfactory audition.

Applied Music Courses 551/552/553/554 Applied Music Secondary Performance. 1/2 hrs
Open to majors and nonmajors. May be repeated for credit. Prereq: Department permission.

Courses Open to Graduate Music Majors

MUSC 601 Introduction to Graduate Studies. 2 hrs
An introductory course in scholarly research and writing which includes library orientation for the music researcher, basic types of music research, evaluation of basic source materials for music research, style for writing and documentation of scholarly research, organization of a bibliography.

MUSC 613 Advanced Form and Analysis. 2 hrs
In depth structural analysis of masterworks from the general concert repertoire.

MUSC 617 Music Composition II. 2 hrs
Original composition based upon techniques of the 20th century; composition of works of moderate length. May be repeated for credit. Prereq: MUSC 517 or equivalent.

MUSC 618 Music Composition III. 2 hrs
Original composition in larger forms with the intent of performance. May be repeated for credit. Prereq: MUSC 517 and MUSC 617 or equivalent.

MUSC 631 Renaissance Music. 2 hrs
Selected works representing the forms, styles, and idioms of the 15th and 16th centuries.

MUSC 632 Baroque Music. 2 hrs
Selected works representing some of the styles and idioms of the 18th century, and of the early and mid-18th century (Bach, Handel).

MUSC 633 Music in the Classic Era. 2 hrs
The development of musical style and form in the classical era, principally in the works of Haydn, Mozart, and Beethoven.

MUSC 634 Music in the Romantic Era. 2 hrs
The development of musical style and form in the romantic era. Intensive study of selected compositions.

MUSC 635 Music of the 20th Century. 2 hrs
Study of major works, composers, and aesthetic systems of 20th century music. Selected works to be announced each time the course is offered.

MUSC 638 The New Music. 2 hrs
Examination of the new music; its sound, sources, structures, notation, performance, and perception. Listening, study, discussion, and performance, covering vocal, instrumental, and electronic techniques.

MUSC 640 The Orchestra and Its Literature. 2 hrs
A chronological survey of music for orchestra from its inception in the 18th century to the present. It will include overtures, suites, concertos, symphonies, tone poems, pieces for chorus and soloists with orchestras, and other miscellaneous compositions. Emphasis will be on listening, stylistic features, and historical background.

MUSC 642 Foundations of Music Education. 2 hrs
The study of the development of music education in the United States and the influence of philosophy upon development.

MUSC 660 Studies in Pedagogy. 2 hrs
Topics may be selected from the following: piano, organ, voice, vocal diction, brass, woodwind, strings, theory, literature, percussion, or similar subjects. Topics to be offered will be announced in the schedule of classes. May be repeated for credit with permission of adviser.

MUSC 678 Advanced Methods and Conducting Techniques for Music Educators. 2 hrs
In depth study of interpretative factors and subtle baton techniques for the advanced conductor. Study of conducting styles and analysis of representative band, orchestra, and choral scores.

MUSC 679/680/681 Special Topics. 1/2/3 hrs
An intensive study at an advanced level of special topics which may not be covered in the regular course offerings. Topics must be approved by the department head. May be repeated for credit with permission of adviser. Prereq: Department permission.
MUSC 690/691 Thesis. 1/2 hrs
A substantial and original undertaking in scholarly research designed to reflect, focus, and deepen the student's individual interests and to provide a culminating work leading to a master's degree in music.
Prereq: Department permission.

MUSC 692 Final Project. 2 hrs
A creative, analytical or pragmatic project of a substantial and original nature designed to reflect the student's individual interests and to serve as a culminating work leading to a master's degree in music. Final projects may be of several types such as lecture-recital, original composition and analytical paper, annotated bibliography or discography, survey, unit of study, course outline.
Prereq: Department permission.

MUSC 694 Seminar. 2 hrs
Topics may be in some area of music education, theory, literature, history, musicology or performance. May serve for the development of research proposals, literature reviews, research techniques, or other similar purposes. May be repeated for credit with permission of adviser.

MUSC 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member. May be repeated for credit.
Prereq: Department permission.

Performance Courses

Applied Music courses 651/652/653/654/661/662/663/664
Applied Music Performance. 1/2 hrs
Open to performance majors and graduate students who completed an undergraduate concentration in performance. May be repeated for credit.
Prereq: Audition.

MUSC 687 Graduate Recital. 2 hrs
Required in partial fulfillment of the master of arts degree for those students concentrating in performance and for those students who qualify for and select recital as a culminating option. Students must be enrolled in Applied Music courses 601/602/603/604 concurrently.
PHYSICS AND ASTRONOMY

Daniel Trochet
Department Head
303 Strong Hall
487-4144

Coordinators of Advising:

Physics:
Natthi Sharma
Marshall Thomsen
303 Strong Hall
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Physics Education:
Daniel Trochet
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General Science:
Jon K. Wooley
Bonnie Wylo
303 Strong Hall
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The Physics and Astronomy department offers three programs leading to the Master of Science degree. The physics program is for those interested in continuing their work at the PhD level and research. The physics education program is for high school physics teachers who wish to enhance their physics background or prepare for further graduate study. The general science program is interdisciplinary in nature and is intended for junior high school teachers who are looking for a program to strengthen and broaden their science background.

Each program requires a minimum of 30 semester hours of approved graduate-level course work. No more than 9 semester hours of 400-level undergraduate courses approved for graduate credit may be used on any program. Each student’s program may include up to 6 hours of course work in approved cognate areas. Upon admission to a program, the student will arrange a program of study with his/her assigned adviser.

MASTER OF SCIENCE IN PHYSICS

ADMISSION REQUIREMENTS

Those entering this program should have the equivalent of an undergraduate major in physics with a strong background in mathematics including multivariable calculus and differential equations. Students who do not meet these requirements may be granted conditional admission which requires the completion of additional undergraduate course work in physics and/or mathematics.

PROGRAM REQUIREMENTS

This program prepares students in the area of traditional physics research. Graduates from this program are well prepared for further advanced study at the PhD level or for a teaching career at the junior college or community college level.

Graduation requirements include successful completion of 30 semester hours of approved graduate credit, satisfactory performance on a comprehensive written/oral examination, and the successful completion of a research problem culminating in a written thesis or report.

Further information may be obtained from Dr. Natthi Sharma or Dr. Marshall Thomsen, graduate advisers in the Physics and Astronomy department.

COURSE REQUIREMENTS

Required Courses
- PHY 570 Advanced Mechanics I: 3 hours
- PHY 571 Electromagnetic Theory: 3 hours
- PHY 575 Quantum Mechanics: 4 hours
  (PHY 575 requirement may be waived in exceptional cases upon department approval)
- PHY 690/691/692 Thesis/Final Project: 1/2/3

Electives in Physics
- 13-17 hours

Cognates
- 0-6 hours

Total
- 30 hours

MASTER OF SCIENCE IN PHYSICS EDUCATION

ADMISSION REQUIREMENTS

Those entering the program must have at least the equivalent of an undergraduate minor in physics with a background in mathematics through multivariable calculus. Students who do not meet these requirements may be granted conditional admission which requires the completion of additional undergraduate course work in physics and/or mathematics. Admission is restricted to either in-service teachers or to those intending to enter the teaching profession.

PROGRAM REQUIREMENTS

This program is designed to improve the preparation of high school physics teachers. Graduates also are well-qualified for further advanced study at the PhD level in such areas as physics education or science education.

Graduation requirements include successful completion of 30 semester hours of approved graduate credit, satisfactory performance on a comprehensive oral examination, and the successful completion of an essay in physics, the history of physics, or the teaching of physics.

Further information may be obtained from Dr. Daniel Trochet, graduate adviser in the Physics and Astronomy department.

COURSE REQUIREMENTS

Required Courses
- PHY 650 New Approaches to Teaching Physics I: 2
- PHY 651 New Approaches to Teaching Physics II: 2
  (PHY 650/651 requirement may be waived in exceptional cases upon department approval)

Electives in Physics
- 20-26 hours

Cognates
- 0-6 hours

Total
- 30 hours
MASTER OF SCIENCE IN GENERAL SCIENCE

ADMISSION REQUIREMENTS
Prerequisites for admission to the program include a minimum of 30 semester hours of coursework in science with basic coursework in four of the five science areas of astronomy, biology, chemistry, earth science, and physics. At least a minor in one of the listed science areas or mathematics is required. Mathematics preparation through the level of college algebra and trigonometry is mandatory. Students who do not meet these requirements may be granted conditional admission requiring the completion of additional undergraduate coursework in science and/or mathematics. Admission is restricted to those who are either teaching or planning to teach.

PROGRAM REQUIREMENTS
This program is interdisciplinary in nature and covers the five science areas listed above. It is designed for junior high school teachers who wish to upgrade and update their science content and methodology as they prepare for leadership roles in science education.

Graduation requirements include the completion of 30 semester hours of approved coursework. All students must take at least 4 but not more than 6 semester hours of coursework related to the methods of teaching science at the secondary level. There is no essay, report, or thesis requirement for this program.

Further information may be obtained by contacting Dr. Jon K. Wooley or Dr. Bonnie Wylo, graduate advisers, Physics and Astronomy department.

COURSE REQUIREMENTS

Required Courses .................................................... 4 hours
PHY 622 New Approaches to the Teaching of Science in the Junior High School I ............................. 2
PHY 623 New Approaches to the Teaching of Science in the Junior High School II ............................. 2
Electives ..................................................................... 20-26 hours
Courses chosen in consultation with the adviser from the five science areas listed above or from mathematics.
Cognates ................................................................. 0-6 hours
Total .......................................................................... 30 hours

Physics Courses

PHY 505 Physical Science for Elementary Teachers I. 2 hrs
A course which emphasizes both the content and the processes of the physical sciences. Discussions and demonstrations leading to an understanding of basic concepts through the processes of discovery and inquiry.
Prereq: Two courses in physical science (such as PHY 100 Science for Elementary Teachers or CHEM 101 Science for Elementary Teachers).

PHY 506 Physical Science for Elementary Teachers II. 2 hrs
A course that emphasizes both the content and the processes of the physical sciences. Discussions and demonstrations leading to an understanding of basic concepts through the processes of discovery and inquiry.
Prereq: PHY 505.

PHY 511 Mechanics, Sound, and Heat for Teachers. 3 hrs
A study of motion, forces, heat, and sound for teachers of general science who have had little or no previous experience with physics.

PHY 512 Light, Electricity, and Magnetism for Teachers. 3 hrs
A study of light, electricity, and magnetism for teachers of general science who have little previous experience with physics.
Prereq: PHY 511 or equivalent; may be taken concurrently.

PHY 514 Instrumentation for Teachers. 3 hrs
This course treats the fundamentals of electrical instruments and the care and use of those instruments commonly encountered in secondary school science and in general science courses.

PHY 515 Atomic and Nuclear Physics I. 2 hrs
A study of relativity, the quantum properties of waves and the wave properties of particles, the Bohr atom, atomic spectra, and wave machines. Not open to students with credit in PHY 370 Introduction to Modern Physics.
Prereq: One year college physics.

PHY 516 Atomic and Nuclear Physics II. 2 hrs
A study of nuclear structure, radioactive decay, detection and measurement of nuclear radiation, nuclear reactions, fission, fusion, and elementary particles.
Prereq: PHY 515.

PHY 520 Teaching of Physical Science. 2 hrs
Scientific attitudes for use with elementary pupils, the scientific method, a selected group of physical principles, simple experiments which may be used in the elementary school.

PHY 527 Introduction to the Use of Radioisotopes. 2 hrs
Properties, measurement, safe handling and dosage of radioisotopes. Not open to students who have credit in PHY 471 Nuclear Physics.
Prereq: PHY 221 Mechanics, Sound, and Heat and PHY 222 Electricity and Light or equivalent.

PHY 536 Theoretical Acoustics. 4 hrs
Waves in bars, membranes and plates, as well as in ducts and acoustic horns are considered. Also treated are acoustic radiation from a piston in a sphere and sound waves in nonrectangular rooms and in rooms with absorption.
Prereq: PHY 431 Intermediate Mechanics II, PHY 436 Vibration and Sound, and PHY 481 Mathematical Physics; or department permission.
PHY 540 The History of Physics and Astronomy. 2 hrs
A course designed to give students an understanding of the contributions made by selected scientists to the development of physics and astronomy and the relationship of these ideas to the period in which the scientists lived.
Prereq: Three courses in physics and/or astronomy (one may be taken concurrently).

PHY 541 Modern Optics. 3 hrs
A course dealing with those aspects of physical and quantum optics that are essential for the quantitative description of modern optical technology such as lasers and holography. Emphasis is on physical optics. Topics covered include application of Fourier Transform to diffraction holography, Fresnel reflection coefficients, propagation of light in crystals, coherence and partial coherence, and lasers.
Prereq: PHY 440 Optics and MATH 223 Multivariable Calculus.

PHY 576 Solid State Physics. 3 hrs
An introduction to the principles and phenomena associated with the solid state: crystal structure, lattice waves, free electron model, band theory, properties of solids, imperfections.
Prereq: PHY 440 Optics and MATH 223 Multivariable Calculus.

PHY 579 Signal Processing. 3 hrs
The student will gain an understanding of data collection and analysis techniques with emphasis on acoustical and random measurements. Instruments for performing dual channel fast Fourier transforms and acoustic time-delay spectroscopy will be available for student projects.
Prereq: PHY 436 Vibration and Sound, one course in probability and statistics, or department permission.

PHY 587 Cooperative Education. 3 hrs
The course involves a cooperative education experience for the equivalent of one semester full time. A written report is required at the end of the employment. Credit/no credit. Credit on a graduate program is subject to departmental approval.
Prereq: Department permission.

PHY 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics may be used on a degree program.

PHY 594/595/596 Workshop in Physics. 1/2/3 hrs
Laboratory and/or field experience guided toward problems and new curricula in physics and physical science.
Prereq: Department permission.

PHY 622 New Approaches to the Teaching of Science in the Junior High School I. 2 hrs
Emphasis will be placed on the philosophy, content, teaching strategies, and implementation of newer science curriculum materials designed for use in the junior high or middle school. Needed subject matter background will be provided. Extensive hands-on experience with demonstration and laboratory equipment will be included.
Prereq: Science teaching experience or three laboratory science courses.

PHY 623 New Approaches to the Teaching of Science in the Junior High School II. 2 hrs
Emphasis will be placed on the philosophy, content, teaching strategies and implementation of newer science curriculum materials designed for use in the junior high or middle school. Needed subject matter background will be provided. Extensive hands-on experience with demonstration and laboratory equipment will be included.
Prereq: Science teaching experience or three laboratory science courses.

PHY 625 Physical Science. 2 hrs
A course for teachers dealing with some fundamentals of the physics and chemistry of electric charge, the forms of energy, and the conservation of energy.
Prereq: Three laboratory courses in science.

PHY 650 New Approaches to Teaching Physics I. 2 hrs
Designed to increase the subject matter competency of those teaching or preparing to teach high school physics. Content, organization, problems, and philosophy of the latest high school physics text materials.
Prereq: One year of college physics and one course in calculus.

PHY 651 New Approaches to Teaching Physics II. 2 hrs
Designed to increase the subject matter competency of those teaching or preparing to teach high school physics. The content, organization, problems and philosophy of the latest high school physics text materials.
Prereq: PHY 650.

PHY 652 Supervision of the Science Program. 2 hrs
Problems in organizing, staffing, planning, and evaluating the K-12 science program.
Prereq: Graduate standing.

PHY 653 Recent Science Curricular Developments. 2 hrs
Problems in development and implementation of materials, methods and content of recent curricular efforts.
Prereq: Science teaching experience and graduate standing.

PHY 662 Advanced Mechanics I. 3 hrs
This course considers exactly soluble problems in the mechanics of discrete and continuous media.
Prereq: Permission of graduate adviser.

PHY 663 Advanced Mechanics II. 4 hrs
This course describes the approximate solution of problems in the mechanics of linear continuous media via variational methods. Emphasis is placed on finite element analysis.
Prereq: PHY 662 and one course in computer science.

PHY 671 Electromagnetic Theory. 3 hrs
Provides the student with a foundation in the classical theory...
A nonmathematical descriptive course in astronomy to acquaint the teacher with the general field of astronomy. Many of the topics considered can be used in the elementary classroom. A study of the sun and its family of planets as well as the stars and nebulae in the universe beyond the solar system. Naked eye observations of the constellations and telescopic observations of the moon, planets, double stars and clusters. Not open to students who have credit in ASTR 203 Exploration of the Universe or ASTR 205 Principles of Astronomy.

**ASTR 504 Astronomy II.**  
2 hrs  
A nonmathematical descriptive course in astronomy to increase the teacher's acquaintance with the general field of astronomy and the work of the astronomer. Many of the topics covered can be used in the elementary and junior high school classroom; the stellar system; a review of the solar system; and the motions of the earth. Naked eye and telescopic observations constitute the laboratory phase of the course.  
Prereq: ASTR 503 or ASTR 203 Exploration of the Universe, ASTR 205 Principles of Astronomy or equivalent.

**ASTR 590 Special Topics.**  
1 hr  
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics may be used on a degree program.  
Prereq: Department permission.

**Other Courses for Credit Toward the Master of Science in Physics or Physics Education**

The following advanced undergraduate courses are available to graduate students for graduate credit depending on the background, needs and curriculum of the student. On this matter the student should, before completing registration, have a clear understanding with the adviser in the Physics and Astronomy department. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree. For descriptions of these courses, see the Undergraduate Catalog.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

- **PHY 406 Ethical Issues in Physics** (1)
- **PHY 420 Engineering Physics Design** (3)
- **PHY 431 Intermediate Mechanics II** (3)
- **PHY 436 Vibration and Sound** (4)
- **PHY 440 Optics** (3)
- **PHY 442 Optics Laboratory** (1)
- **PHY 450 Electricity and Magnetism II** (4)
- **PHY 452 Electrical Measurements** (4)
- **PHY 456 Electronics for Scientists** (4)
- **PHY 458 Microcomputer and Digital Electronics** (4)
- **PHY 462 Kinetic Theory and Statistical Mechanics** (3)
- **PHY 471 Nuclear Physics** (4)
- **PHY 475 Introduction to Quantum Mechanics** (3)
- **PHY 481 Mathematical Physics** (3)
- **PHY 485 Fluid Dynamics** (3)
- **PHY 495 Readings in Physics** (1)
POLITICAL SCIENCE

Edward I. Sidlow  
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Coordinator of Advising  
601/J-K Pray-Harrold  
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Courses offered by the Political Science department serve the specific purposes of two programs: (1) a Master of Public Administration and (2) an interdisciplinary Master of Arts in social science with a concentration in political science. Information on the latter program is listed in the History and Philosophy department section of this catalog. In addition, many students from other disciplines select political science courses to meet cognate requirements or for other individual reasons.

MASTER OF PUBLIC ADMINISTRATION

OBJECTIVES

This program enables students to concentrate in local government administration—the administration of small communities, medium-sized cities, regions, counties, and states. It provides graduate professional education for individuals who are currently pursuing or preparing to enter public service careers as city managers, assistant city managers, directors of public works, finance, personnel and human services departments, appointed city clerks, administrative personnel in engineering departments, and members of administrative staffs. The MPA curriculum offers a foundation for both entry-level personnel such as analysts, researchers, and staff workers, and persons in intermediate positions it is upon advancing professionally in such roles as administrative staffers, department directors, decision makers, politicians, and city managers.

The MPA program is accredited by the National Association of Schools of Public Affairs and Administration.

DEPARTMENT ACTIVITIES

The Department of Political Science is involved in a number of activities that are of special value to students in its M.P.A. program. These most important of these are associated with the Institute for Community and Regional Development (ICARD), the Detroit Metro chapter of the American Society for Public Administration (ASPA), the Michigan City Management Association, and the Michigan Public Management Institute. Public administration faculty members and students have been active in leadership roles in each of these organizations.

GRADUATE ASSISTANTSHIPS

Several graduate assistantships are available on a competitive basis to students in the M.P.A. program. Application for assistantships may be made through the Department of Political Science or the Graduate School.

Graduate assistants support faculty members in department instructional, research, service and administrative projects. Placements are also available outside the department with other University offices, including the Institute for Community and Regional Development.

ADMISSION REQUIREMENTS

In addition to meeting The Graduate School degree admission requirements, applicants must meet a stricter overall undergraduate grade point average (GPA) of 2.75 (A=4.0) or 3.0 in the last half of the undergraduate program in order to be admitted to the Master of Public Administration program. Applicants may also submit a 250 word statement describing their academic and professional history and their professional goals in public administration. It is further understood that a personal interview with the program director is normally a part of the admission process.

NON-DEGREE ADMISSION

If an applicant does not meet the GPA requirements for regular degree admission, but shows promise, non-degree admission (status I: academic deficiencies) may be granted. Such applicants are required to submit two letters of recommendation from employers or others who can testify to the applicant's suitability for the program of study and must arrange for an admissions interview with the program director. Applicants may be degree-admitted to the program after completing a minimum of 10 graduate hours approved by the program director. A student must achieve a grade of 3.0 ("B") in each of the approved courses.

If the applicant's native tongue is not English, a TOEFL (Test of English as a Foreign Language) score of 550, or a score of 80 on the Michigan English Language Assessment Battery (MELAB) is required.

PREREQUISITE REQUIREMENTS

Although applicants' undergraduate degrees may be in any field, the nature of previous academic preparation may have an effect on their ability to achieve a satisfactory graduate record. The following preparatory undergraduate courses are required of all students:

1. two political science courses in the fundamentals of American government, public law, state and local government or public administration;
2. two basic economics courses — preferably macro and micro;
3. one course each in accounting, statistics, and microcomputer applications.

In lieu of these prerequisite courses, applicants may document an acquired proficiency and/or experience in any of the above areas. The MPA Director has the discretion to accept such documentation.

For a preparatory course to be accepted as fulfilling these requirements, a student must earn a "C" or better if the course was taken as part of a bachelors degree; a "B-" or better is required if the course was taken after the bachelors degree.
Program Requirements

The Master of Public Administration degree is awarded upon satisfactory completion of 15 courses with at least 37 semester hours of appropriate credit. This includes seven required courses, four electives, and four cognate or concentration courses.

The minimum acceptable grade for students in each core course is a "B." Students who do not meet the minimum grade requirement in a course will be allowed to repeat the course one time before being dismissed from the program.

All pre-service students who do not have substantial work experience in public administration are required to have a fifteen week equivalent internship experience and enroll in PLSC 688, Practicum in Public Affairs. The Political Science Department's Director of Interns will work with the student to identify and supervise an appropriate internship.

Generalist Degree or Concentration

Students may elect the generalist degree by selecting cognate courses as explained below or may elect one of the six concentrations in the program:

1. Health Administration
2. Land Planning and Development
3. Gerontology
4. Human Resource Administration
5. Organizational Management
6. Public Safety Administration

Course Requirements

Required Courses.................................................. 21 hours

- PLSC 510 Modern Public Administration ........ 3
- PLSC 515 Public Personnel Administration ........ 3
- PLSC 610 Public Organization Theory ............. 3
- PLSC 615 Public Budget Administration .......... 3
- PLSC 630 Public Bureaucracies and Policy Formation ............. 3
- PLSC 678 Quantitative Analysis in Government ... 3
- PLSC 695 Research Seminar in Public Administration3

Elective Courses .................................................. 8 hours

- PLSC 565 Studies in State and Local Government2
- PLSC 587 Cooperative Education in Political Science ........................................ 3
- PLSC 620 Administrative Law ....................... 2
- PLSC 625 Local Government Management ........ 2
- PLSC 635 Public Policy Analysis ................. 2
- PLSC 640 Modern County Government ............ 2
- PLSC 645 Intergovernmental Relations .......... 2
- PLSC 650 Urban Poverty Policy ................... 2
- PLSC 655 Politics of Local Planning ............ 2
- PLSC 660 Public Health Policy ................. 3
- PLSC 665 Arbitration Training .................. 2
- PLSC 688 Practicum in Public Affairs .......... 3
- IT 591 Special Topics: Technical Aspects of Local Administration ......................... 2
- ECON 550 Public Finance ......................... 3
- ECON 551 State/Local Government Finance .... 3
- PLSC 697-8-9 Independent Studies ............ 1-3
- PLSC 590-1-2 Special Topics ..................... 1-3

Cognate Courses .................................................. 8 hours

Select either the cognate courses or a concentration listed in the next section.

Choose one course from four of the following six groups:

1. Planning Studies
   - PLSC 520 Land Use and Preservation Law ....... 3
   - ECON 534 Regional and Urban Economics ...... 3
   - GEOG 553 Urban and Regional Planning .......... 2
   - GEOG 581 Advanced Environment Assessment ... 3

2. Community Studies
   - EDLD 511 Community Organization ............ 2
   - SOCL 647 Contemporary Community Structure ... 3

3. Leadership and Communication Studies
   - CTAC 509 Communication for Leaders .......... 2
   - CTAC 577 Communication and Change .......... 3
   - CTAC 578 Community Communication .......... 3
   - EDLD 710 Leadership Theory .................. 2

4. Quantitative Studies
   - EDPS 651 Statistics II: Inferential Statistics ... 2
   - SOCL 630 Advanced Social Statistics .......... 3
   - SOCL 678 Methods in Social Program Evaluation

5. Personnel Studies
   - ECON 522 Collective Bargaining .............. 3
   - ECON 524 White Collar & Public Employee Unionism3
   - MGMT 625 Management in Unionized Settings ... 3

6. Miscellaneous
   - EDLD 680 Special Topics: Grant Writing I .... 2

Concentration .................................................. 8 hours

Select either one of these concentrations or the cognates listed above.

1. Health Administration
   - HLAD 510 Medical Care Organization .......... 3
   - HLAD 511 Health Law ......................... 3
   - HLAD 512 Reimbursement Health Care Services 2

Select one additional course that is complementary to the particular area of interest.

Students concentrating in Health Administration will be required to enroll in PLSC 660 Public Health Policy as an elective in the MPA curriculum.

2. Land Planning and Development
   - GEOG 553 Urban and Regional Planning ........ 2

Select three of the following courses:

   - PLSC 520 Land Use and Preservation Law ....... 3
   - GEOG 530 Intro. to Historical Preservation ... 2
   - GEOG 555 Comprehensive Planning .......... 3
   - GEOG 556 Zoning .................................. 2
   - GEOG 557 Community Development .......... 3
   - GEOG 570 Rural Planning and Preservation ... 2
   - GEOG 581 Advanced Environmental Assessment 3

Students concentrating in Land Planning and Development will be required to enroll in PLSC 655 Politics of Local Planning as an elective in the MPA curriculum.
3. Gerontology Concentration
GERT 512 Applied Psychosocial Aspects of Aging 3
SWRK 552 Policy Issues and Older People ……… 3
SWRK 553 Ethnicity and Gender Issues Among the Aged ... 3
Select one of the following courses:
GERT 411 Issues in Caring for People with Alzheimer’s ........................................ 3
GERT 417 Work and Retirement ........................................ 3
GERT 514 Caregiving and the Elderly .................. 3
SOCL 681 Special Topics: Contemporary Issues in Aging ........................................ 3
Students concentrating in Gerontology will be required to enroll in PLSC 660 Public Health Policy as an elective in the MPA curriculum.

4. Human Resources Administration
MGMT 618 Staffing Organizations .................. 3
MGMT 620 Compensation Management .................. 3
MGMT 628 Human Resources Development ........... 3
Select one of the following courses:
ECON 522 Collective Bargaining .................. 3
ECON 524 White Collar and Public Employee Unionism .................. 3
MGMT 625 Management in Unionized Settings ... 3
Students concentrating in Human Resources Administration will be required to enroll in PLSC 665 Arbitration Training for Professionals as an elective in the MPA curriculum.
Note: PLSC 515 will substitute for MGMT 609 as a prerequisite for MGMT 618, MGMT 620, and MGMT 628. PLSC 610 will substitute for MGMT 605 as a prerequisite for this concentration only.

5. Organization Management
MGMT 601 Diagnostic & Quant. Methods in Organization ........................................ 3
MGMT 602 Theory and Tech. of Organizational Development ........................................ 3
Select two of the following courses:
MGMT 615 Organization Design and Strategy .... 3
MGMT 628 Human Resources Development ........... 3
MGMT 648 Communication and Organizational Development ........................................ 3
Students concentrating in Organizational Management will be required to enroll in MGMT 605 Organizational Theory and Behavior or PSY 565 Industrial Psychology as a prerequisite to all courses in this concentration. MGMT 605 or PSY 565 will count as an elective in the MPA curriculum.

6. Public Safety
Select four of the following courses:
INDT 525 Managing a Police Agency ............... 2
INDT 530 Administration of Police Agencies ........... 2
INDT 535 Planning Skills for Police Agencies ....... 2
INDT 540 Police Personnel Administration ........... 2
INDT 545 Technical Skills for Effective Police Management ........................................ 2
INDT 550 Issues and Skills for Senior Command and Staff Officers ................................ 2

6. Public Safety
Select four of the following courses:
INDT 525 Managing a Police Agency ............... 2
INDT 530 Administration of Police Agencies ........... 2
INDT 535 Planning Skills for Police Agencies ....... 2
INDT 540 Police Personnel Administration ........... 2
INDT 545 Technical Skills for Effective Police Management ........................................ 2
INDT 550 Issues and Skills for Senior Command and Staff Officers ................................ 2

Political Science Courses

PLSC 510 Modern Public Administration. 3 hrs
An overview of the nature of public administration and its relation to politics and the tasks of the modern political system.
Prereq: Department permission.

PLSC 515 Public Personnel Administration. 3 hrs
This course examines contemporary administration practices in public sector personnel management, particularly as related to the local level of government. Areas of emphasis include the collective bargaining process, discipline practices, grievance handling and arbitration preparation, affirmative action requirements and recruitment, and validation of evaluation and promotion practices.
Prereq: Department permission.

PLSC 520 Land Use and Preservation Law. 3 hrs
A study of real property law in a political and legal context, with special emphasis on the private law devices of easement and covenants running with the land and on the public device of zoning.

PLSC 545 International Relations. 2 hrs
Relations between nations, factors affecting behavior in the state system and possibilities of developing a viable international system.
Prereq: PLSC 112 American Government or PLSC 202 State and Local Government.

PLSC 546 Studies in International Law. 2 hrs
Selected problems in international law in a political and legal context, including the collective bargaining process, discipline practices, grievance handling and arbitration preparation, affirmative action requirements and recruitment, and validation of evaluation and promotion practices.
Prereq: Department permission.

PLSC 547 Communist Political Systems. 2 hrs
A comparative study of selected topics in the politics of communist-ruled states—chiefly Soviet Russia, China, and East Europe. Sources of bloc unity and diversity, as well as changing trends in and among communist states and parties will be examined.

PLSC 549 Comparative Administrative Systems. 2 hrs
Processes of administrative adaptation to development goals in newly independent nonwestern countries, current approaches and theories of administrative modernization and development in the light of western and nonwestern experiences.
Prereq: Department permission.

PLSC 565 Studies in State and Local Government. 2 hrs
Studies in the governmental process at the state and local levels. Focuses on current issues and problems, including the changing aspects of federalism.
### PLSC 581 Contemporary Problems in American Government.

2 hrs

Executive- legislative relationships, judicial review, the making of foreign policy, national defense, public welfare, the electoral process, and the role of the citizen in American government.

### PLSC 587 Cooperative Education.

3 hrs

Four to six months full-time employment in the public sector. The program consists of one or two directed work experiences integrated with full-time University attendance. Application of credit toward political science programs is subject to departmental approval. Offered on a credit/no credit basis. Prereq: Department recommendation.

### PLSC 590/591/592 Special Topics.

1/2/3 hrs

An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Information on content can be obtained at the department office. Prereq: Department permission.

### PLSC 610 Public Organization Theory.

3 hrs

An analysis of theories of organization in relation to government and public institutions. Prereq: Department permission.

### PLSC 615 Public Budget Administration.

3 hrs

An examination of the political significance and administrative procedures of government budgeting, with emphasis on the state and local levels. Prereq: Department permission.

### PLSC 620 Administrative Law.

2 hrs

The administrative/regulatory process in the legal context; the delegation doctrine, judicial review of the procedures and substance of administrative action. Prereq: PLSC 510.

### PLSC 625 Local Government Management.

2 hrs

Administration and political problems encountered in the management of local governments focusing on case studies in city-manager style cities.

### PLSC 630 Public Bureaucracies and Policy Formation.

2 hrs

Focuses on the role of bureaucrats in public policy making. Examines both national and local policy making, and follows the process from agenda setting through evaluation.

### PLSC 635 Public Policy Analysis Techniques and Applications.

2 hrs

An advanced graduate level course dealing with current policy analysis techniques and applications, decision making, resource allocation, and impact analysis.

### PLSC 640 Modern County Government.

2 hrs

Examines the past, present, and future of county government in the United States. Topics covered include the legal setting, organization and structure, intergovernmental relations, politics, finances, and service capabilities of counties.

### PLSC 645 Intergovernmental Relations.

2 hrs

A study of recent trends in the American federal system. The course examines the major programs and organizational structures used to coordinate public policies at the federal, state, and local levels of government. Emphasis will be placed on the concerns of local levels of government.

### PLSC 650 Urban Poverty Policy.

2 hrs

This course provides an overview of the historical development, extent, and causes of urban poverty. The politics of urban poverty will be explicitly examined.

### PLSC 655 Politics of Local Planning.

2 hrs

An examination of the political and administrative aspects of governmental planning, primarily local land use planning. The course focuses on the political nature of planning, political conflict in the planning process, and the organizational and administrative context of local government planning.

### PLSC 660 Public Health Care Policy.

2 hrs

Focuses on the governmental role in health care delivery and regulation. Follows various programs through the policy process from agenda setting to evaluation. Topical issues include cost containment, and National Health Insurance.

### PLSC 665 Basic Arbitration Training for Professionals.

2 hrs

A basic introduction to the major areas of public sector labor arbitration, focusing on arbitrability, just cause principles, and precedents and evidence. Active participation in an arbitration simulation is required.

### PLSC 678 Quantitative Analysis in Government.

3 hrs

Examines the uses of computers and statistical analysis in local and state governments. Prereq: One course in statistics and one in computers; department permission.

### PLSC 679/680/681 Special Topics.

1/2/3 hrs

An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

### PLSC 688 Practicum in Public Affairs.

3 hrs

Extends classroom learning through administrative experience with public sector agencies. Includes written assignments and a seminar designed to help students relate their field experience to public administration concepts. Prereq: Department permission.
PLSC 695 Seminar. 3 hrs
A capstone course in the public administration curriculum, acquainting students with the major research trends and problems in the discipline. Requires from the student a substantial research project, to be reviewed by three faculty members.
Prereq: PLSC 510, PLSC 610, PLSC 678, and department permission.

PLSC 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

Other Courses

These upper division undergraduate courses may be taken for graduate credit and applied on the degree program in social studies or as cognates by majors in other fields. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

PLSC 410 Political Science in Fiction (3)
PLSC 412 Comparative Legal Systems (3)
PLSC 418 20th Century Political Theory (3)
PLSC 420 Democracy and Power (3)
PLSC 431 Theories of Public Organization (3)
PLSC 456 Criminal Law I (3)
PLSC 462 Russian Foreign Relations (3)
The Psychology department offers graduate programs leading to the Master of Science degree in psychology with emphases in general psychology, clinical psychology, or clinical behavioral psychology.

GENERAL ADMISSION REQUIREMENTS

Admission to the master’s programs in clinical, clinical behavioral, or general psychology requires that students meet the degree admission requirements of both the Graduate School at Eastern Michigan University and the Psychology department. The primary criteria on which the selection is made are the promise of successful completion of the program requirements based on previous academic performances, acceptable scores on the Graduate Record Examination, and the applicant’s suitability for the program.

To qualify for consideration for degree admission status in the graduate programs in psychology, the student must:

1. meet the academic requirements for admission to the Graduate School;
2. present an undergraduate academic record of good quality (GPA of approximately 3.0 or better on a 4.0 scale);
3. present a minimum of 20 semester hours of credit in psychology, including courses in statistics and experimental psychology;
4. submit a transcript of scores from the Graduate Record Examination which includes the verbal and quantitative tests. The applicant is expected to attain a combined score of 1000 on the verbal and quantitative tests in order to be admitted.
5. present letters of recommendation from employers or others who can testify to the applicant’s suitability for the program of study (two letters for the general program; three for the clinical and clinical behavioral programs).
6. submit an autobiography describing academic and professional history and professional goals. Applicants for the clinical/behavioral program must also submit a writing sample from prior coursework or publication.

7. qualified applicants in the clinical and clinical behavioral programs must also complete an interview prior to admission to the program.

Application to the psychology program should not be made until the stated requirements can be satisfied. Credits earned under nondegree student status do not automatically apply to the requirements of the degree program.

Applications should be submitted to the Graduate School in accordance with the instructions described in this catalog. A copy of the application should also be mailed directly to the Psychology department.

There are no admissions to degree programs in the spring and summer terms. After the admission quota for the program has been filled, students will be placed on a waiting list. Placement on the waiting list, however, does not guarantee admission unless spaces become available in accordance with departmental admission standards and policies.

MASTER OF SCIENCE IN PSYCHOLOGY
(GENERAL)

OBJECTIVES

The curriculum is designed to produce a master’s level psychologist with general knowledge of psychology that includes a variety of content areas, research methodologies, and theoretical formulations. Based on a “mentor model,” the program of study, progress, training, and thesis are supervised by one or more faculty members. The general program does not prepare or qualify the student for a license in the state of Michigan as a clinical psychologist. The program is designed to accommodate students who are preparing to apply to a doctoral program, or those who are working in a basic or applied research area seeking career advancement.

PROGRAM REQUIREMENTS

The Master of Science degree in general psychology requires the completion of 30 graduate credits, of which at least 24 must be graduate credits in psychology. All students who apply are encouraged to seek out a faculty adviser, or mentor, who will act as their sponsor. Students who are uncertain about a mentor choice, or who are applying from another campus and are unfamiliar with the faculty, may be assigned a temporary mentor by the coordinator of the general program based on mutual interest. The program is highly individualized and the role of the mentor is an important one. The mentor will supervise the student’s training, research, and MS thesis. Should a student’s interests change, a new mentor may be selected with approval from both faculty members and the general experimental program coordinator.

The requirements outlined below provide the basic guidelines within which students’ programs are developed.
Required core courses .............................................. 12 hours
PSY 600 Psychological Statistics I .............................. 3
PSY 620 Learning .................................................. 3
PSY 646 Personality: Theory and Research ................. 3
PSY 692 Thesis .................................................... 3

Restricted electives .................................................. 6 hours
Select two courses from the following:
PSY 601 Psychological Statistics II (3)
PSY 605 Research Design (3)
PSY 623 Experimental Analysis of Behavior (3)
PSY 626 Motivation and Emotion (3)
PSY 629 Physiological Psychology (3)
PSY 632 Sensation and Perception (3)
PSY 635 Cognitive Processes (3)
PSY 637 Social Psychology (3)
PSY 640 Developmental Psychology (3)
PSY 651 Prepracticum II: Research (3) (To be taken with PSY 623)

Electives ............................................................... 6-12 hours
Psychology courses within the department

Cognates ................................................................. 0-6 hours
Courses from outside the department

MASTER OF SCIENCE IN PSYCHOLOGY
(CLINICAL)

OBJECTIVES
This program prepares students for professional practice of psychology as limited license psychologists in Michigan. Limited license psychologists in Michigan typically work in a variety of institutional settings (e.g. community mental health centers, private and public clinics and agencies) under the supervision of a doctoral level psychologist. Students in this program receive training in diagnosis of psychiatric disorders and in treatment of client problems via psychotherapy from an insight-oriented approach.

The program objective is to produce graduates capable of recognizing, assessing and ameliorating client problems. It is intended that the graduate will be able to undertake and complete research programs typically found in the clinical setting. The practicum experiences are designed to provide opportunities to develop a variety of skills in assessment, diagnosis, psychotherapy and research, and to provide the opportunity for professional growth through interaction with professional people from the various allied areas, such as medicine, social work, psychiatry, and public health. Graduates of this program have been successful in being admitted to doctoral programs in psychology.

PROGRAM REQUIREMENTS
This program requires the completion of 45 graduate credits, the basic guidelines for which are outlined below.

Required core courses .............................................. 9 hours
PSY 600 Psychological Statistics I .............................. 3
PSY 646 Personality: Theory and Research ................. 3
PSY 743 Psychopathology ......................................... 3

Assessment ................................................................. 8 hours
PSY 762 The Wechsler Intelligence Tests ................. 4

PSY 770 Personality Evaluation I or PSY 771
Projective Techniques ............................................ 4

Professional Practice/Treatment ................................ 6 hours
PSY 750 Clinical Psychology ...................................... 3
PSY 751 Psychotherapy ............................................. 3

Practicum ................................................................. 6 hours
PSY 788 Practicum in Clinical Psychology I ............ 3
PSY 789 Practicum in Clinical Psychology II ............ 3

Electives ................................................................. 9-18 hours
Psychology courses within the department

Cognates ................................................................. 0-6 hours
Courses from outside the department

M A S T E R  O F  S C I E N C E  I N  P S Y C H O L O G Y
(CLINICAL BEHAVIORAL)

This program prepares students for professional practice of psychology as limited license psychologists in Michigan. Limited license psychologists in Michigan typically work in a variety of settings under the supervision of a doctoral level psychologist. Students in this program develop a wide range of behaviorally-oriented skills for assessment and treatment such as rapid assessment instruments, relaxation training, stress management, and family intervention. The program stresses developing competency skills for employment as a master's level psychologist in community mental health centers, outpatient clinics, private agencies, substance abuse programs, state agencies for persons with mental illness or developmental disabilities, traumatic brain injured centers, and agencies for family and children. Graduates from this program may also pursue advanced training at the doctoral level.

OBJECTIVES
1. Provide preparation for diverse employment opportunities in behavior therapy and applied behavior analysis.
2. Prepare students to meet state requirements for licensing as a master's level psychologists.
3. Emphasize treatment skills.
4. Offer opportunity for basic and applied research.
5. Provide preparation for doctoral work.
6. Enable program completion by night attendance only or in two years for full time students.

PROGRAM REQUIREMENTS
The program requires the completion of 45 graduate credits that are outlined below.

Required core courses .............................................. 11 hours
PSY 600 Psychological Statistics I ......................... 3
*PSY 620 Learning ................................................. 3
*PSY 623 Experimental Analysis of Behavior .......... 3
PSY 670 Scientific and Professional Ethics ............ 2

Assessment (Evaluation) ............................................. 7 hours
*PSY 619 Behavioral Assessment ......................... 3
PSY 762 The Wechsler Intelligence Tests or PSY 770
Personality Evaluation I .................................... 4

Treatment (Intervention) ............................................ 6 hours
*PSY 625 Behavior Change Methods I .................. 3
*PSY 627 Behavior Change Methods II .................. 3
PSY 535 Developmental Psycholinguistics. 3 hrs
An introduction to the processes involved in children's learning of oral language.
Prereq: One course in psychology or permission of the instructor.

PSY 540 Psychology of Adjustment. 2 hrs
Issues, concepts, principles, and theories in human adjustment.
Prereq: One course in psychology.

PSY 542 Women and Mental Health. 2 hrs
Focus on theory and research concerning women's responses to life stresses, women as clients in psychotherapy, and the role of the female mental health professional.
Prereq: One course in psychology.

PSY 543 Abnormal Psychology. 2 hrs
Behavior pathologies of children and adults, including symptom origins and methods of treatment. Not open to students who hold credit in PSY 360 Abnormal Psychology.
Prereq: One course in psychology.

PSY 550 Dynamics of Human Behavior. 2 hrs
The determinants of behavior and personality with emphasis on the physiological, psychological, and cultural bases.
Prereq: One course in psychology.

PSY 551 Psychology of Death and Dying. 2 hrs
Study of attitudes toward, theories about and empirical data concerning human mortality and suicide and its relevance to life adjustment, aging, religion, and other areas.
Prereq: PSY 360 Abnormal Psychology or PSY 543, and PSY 552.

PSY 552 Theories of Personality. 2 hrs
Major theories of personality including Freud, Jung, Adler, Rank, Sullivan, Kelly, and holistic and learning theorists.
Prereq: One course in psychology.

PSY 553 Existential Psychology. 2 hrs
Origins, growth, major contributors, and foci of concern of the existential movement(s) in psychology and psychotherapy.
Prereq: Two courses in psychology; PSY 552 is recommended.

PSY 560 Psychology of Film. 3 hrs
Examination of the interaction of film, audience, and filmmaker. Major topics include psychology of viewer and filmmaker, cinematic presentations of psychology, family, male/female relationships, violence, and sexuality.
Prereq: Graduate status.

PSY 565 Industrial Psychology. 2 hrs
Psychological principles, theories and methodology applied to behavior in industrial settings. Not open to students who hold credit in PSY 351 Industrial Psychology.
Prereq: One course in psychology.

PSY 567 Engineering Psychology. 2 hrs
A survey of psychological principles, theories, and methodology relating to the human use of the products of engineering design processes. Attention is given to simple products (e.g., common household articles) as well as complex products (e.g., computerized decision aids), and to how psychological research can contribute to improvements in product design.
Prereq: One course in psychology.

PSY 570 Consumer Psychology. 2 hrs
A survey of psychological principles, theories, and methodology relating to consumer behavior.
Prereq: One course in psychology.
PSY 580 Psychology of Individual Differences. 2 hrs
The objective and quantitative investigation of human variability in behavior phenomena and the factors influencing these differences.
Prereq: One course in psychology.

PSY 590/591/592 Special Topics. 1/2/3 hrs
Course content will consist of new topics in psychology taught on an experimental basis, thus changing from one semester to the next. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

PSY 595 Workshop in the Scientific Approach to Problem Solving. 2 hrs
The scientific approach to the solving of problems, the application of psychological principles.
Prereq: One course in psychology.

Courses Open Only to Graduate Students

PSY 600 Psychological Statistics I. 3 hrs
A study of statistical techniques including small sample theory, analysis of variance, and nonparametric statistics.
Prereq: PSY 205 Quantitative Methods in Psychology or equivalent and department permission.

PSY 601 Psychological Statistics II. 3 hrs
More complex analysis of variance models plus various correlational procedures.
Prereq: PSY 600 and department permission.

PSY 605 Research Design. 3 hrs
Research methods and analysis of data.
Prereq: PSY 301 Introductory Experimental Psychology and department permission.

PSY 610 Clinical Neuropsychology. 3 hrs
Study of methodology, research and clinical application of clinical neuropsychological principles. Includes demonstration of neuropsychological assessment test instruments.
Prereq: Graduate student; 20 hours in psychology or equivalent and department permission.

PSY 619 Behavioral Assessment. 3 hrs
A behavioral approach to measuring and analyzing personality using standardized tests and behavioral observation techniques; multiple test administration, scoring, and evaluation experience are included in concurrent enrollment in PSY 641.
Prereq: Department permission.

PSY 620 Learning. 3 hrs
Research methods, experimental findings, and theories of learning.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 623 Experimental Analysis of Behavior. 3 hrs
The principles and parameters of respondent and operant conditioning and their application. Lecture and laboratory.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 625 Behavior Change Methods I. 3 hrs
Behavioral theory and research relating to issues, techniques, and implementation of treatment for psychological problems are introduced. To be taken concurrently with PSY 661.
Prereq: PSY 619, PSY 620, and department permission.

PSY 626 Motivation and Emotion. 3 hrs
A review of major findings, theories, and recent research developments in the areas of motivation and emotion.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 627 Behavior Change Methods II. 3 hrs
The study of the application of behavioral analysis in systems and organizations such as business, industry, schools, the family, and health care settings. Concurrent registration in PSY 671 is required.
Prereq: PSY 619, PSY 620, and department permission.

PSY 629 Physiological Psychology. 3 hrs
An examination of physiological processes and their relationships to behavior.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 630 Behavioral Medicine. 3 hrs
Study of the application of behavioral science theory, principles, and methods to understanding health and illness and to prevention, diagnosis, treatment, rehabilitation, and health care delivery.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 632 Sensation and Perception. 3 hrs
A review of research and theory dealing with sensory experience and perception.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 635 Cognitive Processes. 3 hrs
A review of theoretical and empirical developments in the area of thinking, problem solving, concept formation, creativity, and decision making.
Prereq: Twenty hours in psychology, including PSY 301 Introductory Experimental Psychology or equivalent and department permission.

PSY 637 Social Psychology. 3 hrs
The study of the processes underlying social interaction and behavior in social contexts.
Prereq: Twenty hours in psychology and department permission.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 640</td>
<td>Developmental Psychology</td>
<td>3 hrs</td>
<td>Biological, intellectual, social, and emotional changes through the life span. Major concepts and problems related to developmental stages of life. Prereq: Twenty hours in psychology and department permission.</td>
</tr>
<tr>
<td>PSY 641</td>
<td>Prepracticum I: Assessment</td>
<td>1 hr</td>
<td>Methods for measuring and analyzing behavior will be carried out in applied setting. Two hours of fieldwork are required each week. Concurrent registration in PSY 619 is required. Prereq: Department permission.</td>
</tr>
<tr>
<td>PSY 646</td>
<td>Personality: Theory and Research</td>
<td>3 hrs</td>
<td>Advanced study of concepts and empirical research in personality. Prereq: Twenty hours in psychology, including PSY 451 Dynamics of Personality or equivalent and department permission.</td>
</tr>
<tr>
<td>PSY 651</td>
<td>Prepracticum II: Research</td>
<td>1 hr</td>
<td>Research that involves the experimental analysis of behavior will be conducted two hours each week in laboratory or field setting. Concurrent registration in PSY 623 is required. Prereq: Twenty hours in psychology and department permission.</td>
</tr>
<tr>
<td>PSY 661</td>
<td>Prepracticum III: Individual Treatment</td>
<td>1 hr</td>
<td>Single casework with persons interested in changing unwanted behaviors will be carried out for two hours each week. Concurrent registration in PSY 625 is required. Prereq: PSY 619, PSY 620, and department permission.</td>
</tr>
<tr>
<td>PSY 670</td>
<td>Scientific and Professional Ethics</td>
<td>2 hrs</td>
<td>Guidelines and commonly shared ethical principles for psychologists are taught through case study, lecture, and group discussion. The importance of following ethical guidelines along with consequences for noncompliance are stressed. Prereq: Students must be enrolled in the Clinical Behavioral graduate program in psychology.</td>
</tr>
<tr>
<td>PSY 671</td>
<td>Prepracticum IV: Treatment in Systems</td>
<td>1 hr</td>
<td>Casework will be conducted in a setting that will permit a system analysis and intervention such as a school, institution, or family setting. The course requires two hours of fieldwork each week. Concurrent registration in PSY 627 is required. Prereq: PSY 619, PSY 620, and department permission.</td>
</tr>
<tr>
<td>PSY 679/680/681/682</td>
<td>Special Topics</td>
<td>1/2/3/4 hrs</td>
<td>Course content will consist of new topics in psychology taught on an experimental basis, thus changing from one semester to the next. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.</td>
</tr>
<tr>
<td>PSY 683/684</td>
<td>Field Practicum with Seminar</td>
<td>2 hrs each</td>
<td>Students will participate in an organized health care setting for at least 250 clock hours. The practicum is to be supervised by a licensed psychologist on a regular, continuous, and scheduled basis. Credit/no credit. Prereq: PSY 641, PSY 651, and PSY 661 or PSY 671 and department permission.</td>
</tr>
<tr>
<td>PSY 697/698/699</td>
<td>Individual Reading</td>
<td>1/2/3 hrs</td>
<td>Supervised reading of psychological literature to provide in-depth understanding of a selected psychological problem. Prereq: One course orienting student to the problem area and department permission.</td>
</tr>
<tr>
<td>PSY 743</td>
<td>Psychopathology</td>
<td>3 hrs</td>
<td>A study of behavior disorders with emphasis upon current research methodologies, special problems, and theoretical formulations, including controversial issues and social and ethical considerations. Prereq: Twenty hours in psychology, including PSY 360 Abnormal Psychology or department permission.</td>
</tr>
<tr>
<td>PSY 750</td>
<td>Clinical Psychology</td>
<td>3 hrs</td>
<td>An overview of the field of clinical psychology, including the history of clinical psychology, professional practice, ethics, legal issues, and current critical issues. Prereq: Twenty hours in psychology and department permission.</td>
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<tr>
<td>PSY 751</td>
<td>Psychotherapy</td>
<td>3 hrs</td>
<td>Principles of psychological interviewing, psychotherapy, and psychotherapeutic techniques. Prereq: Graduate status in MS clinical program or allied graduate programs (educational psychology, guidance and counseling, social work) and department permission.</td>
</tr>
<tr>
<td>PSY 762</td>
<td>The Wechsler Intelligence Tests</td>
<td>4 hrs</td>
<td>Training and supervised experience in the administration and interpretation of the WISC and WAIS tests, plus a review of the relevant clinical research literature. Prereq: Department permission.</td>
</tr>
<tr>
<td>PSY 763</td>
<td>Individual Testing II</td>
<td>4 hrs</td>
<td>Training and supervised experience in cognitive assessment with Binet scales and introduction to assessment instruments in related areas of infant development, visual-motor perception, auditory perception, academic achievement, and adaptive behavior functioning; focus on school-age children. Prereq: PSY 762 and department permission.</td>
</tr>
<tr>
<td>PSY 770</td>
<td>Personality Evaluation I</td>
<td>4 hrs</td>
<td>An introduction to individual clinical tests in the study of personality diagnosis. Includes learning to administer, score and interpret the MMPI and 16 PF. Entails a knowledge of the clinical assessment research literature covering the reliability of each testing method. Prereq: Department permission.</td>
</tr>
<tr>
<td>PSY 771</td>
<td>Projective Techniques</td>
<td>4 hrs</td>
<td>Introduction to administration, scoring, and interpretation of projective techniques with special emphasis upon the Rorschach and TAT. Prereq: Department permission.</td>
</tr>
</tbody>
</table>
PSY 775 Theory of Psychological Testing. 3 hrs
Assumption, rationale, and statistical foundation of psychological tests used in differential diagnosis. 
Prereq: Twenty hours in psychology and department permission.

PSY 788 Practicum in Clinical Psychology I. 3 hrs
Supervised psychological testing and interviewing in a clinical setting. Credit/no credit. 
Prereq: PSY 750, PSY 762, and department permission.

PSY 789 Practicum in Clinical Psychology II. 3 hrs
Supervised psychological testing and counseling in a clinical setting, plus completion of a research project in that setting. Credit/no credit. 
Prereq: PSY 788 and department permission.

PSY 793 Seminar. 1 hr
Biweekly seminar for presentation and discussion of critical issues and problems in school psychology, including case studies, role definitions, ethical problems, inter- and intraprofessional relationships, and research findings. Four semester hours required on degree program. Credit/no credit. 
Prereq: Admission to the school psychology program and department permission.

PSY 794/795 Internship in School Psychology. 3 hrs each
A full-time supervised experience in school settings in which student demonstrates proficiencies acquired and acquires new skills and knowledge best learned in field settings. 
Prereq: Permission of coordinator of school psychology program.
SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY

Joseph Rankin
Department Head
712 A Pray-Harrold
487-0012

Patricia Ryan
Coordinator of Advising
Sociology
713-K Pray Harrold
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The department offers two graduate degree programs; one in Sociology, and one in Criminology and Criminal Justice. A family specialty concentration and a specialty concentration in evaluation and applied research are also available within the sociology degree.

MASTER OF ARTS IN SOCIOLOGY

The MA program in sociology is designed to prepare students for careers in business, industry, and government at local, state, and federal levels; further graduate work leading toward the PhD in sociology; and postsecondary teaching.

ADMISSION REQUIREMENTS

To qualify for admission to the MA program in sociology, applicants must have an undergraduate grade point average of at least 2.5 ("A" = 4.0) with a 3.0 in their major, or demonstrate the ability to do quality graduate work by attaining a score at the 60th percentile on the Graduate Record Exam. In addition, they must have completed the following undergraduate courses or their equivalents:

- SOCL 250 Social Statistics I
- SOCL 304 Methods in Sociological Research
- SOCL 403 Modern Sociological Theory

Applicants who have not completed one or more of these courses may be admitted conditionally to the program with the permission of the program chair. Courses required to make up deficiencies in Sociology will be arranged with the graduate adviser in the Sociology department. These courses may be based on papers completed in graduate courses, but must be of higher quality than usual term papers, must meet the requirements established by the department, and be approved by the department.

COURSE REQUIREMENTS

Required courses .................................................. 13 hours
- SOCL 630 Advanced Social Statistics .................. 3
- SOCL 677 Advanced Methods in Sociological Research .. 3
- SOCL 678 Methods in Social Program Evaluation 3
- SOCL 690/691/692 Thesis or Nonthesis option ..... 4

Concentration (select one of the following) .... 12-16 hours
- Sociology ..................................................... 12 hours
- SOCL 503 The Family as an Institution .......... 3
- SOCL/CRM 513 Social Deviance ................. 3
- SOCL 640 Advanced Sociological Theory .......... 3
- SOCL 647 Contemporary Community Structure .... 3
- Family Specialty .............................................. 16 hours
- SOCL 503 The Family as an Institution .......... 3
- SOCL/CRM 513 Social Deviance or SOCL 647
- Contemporary Community Structure .......... 3
- SOCL 640 Advanced Sociological Theory or SOCL 643
- Organizations and Networks ......................... 3
- SOCL 646 Research in Family Interaction .......... 3
- SOCL 662 Supervised Field Experience .......... 2*

* Two semesters (four credit hours) of supervised field experience approved by the department to provide either experience in family research or some application of family sociology.

- Evaluation and Applied Research Specialty 16 hours
- SOCL 640 Advanced Sociological Theory or SOCL 643
- Organizations and Networks ......................... 3
- SOCL 647 Contemporary Community Structure .... 3
- SOCL 662 Supervised Field Experience .......... 2*
- SOCL 695 Program Evaluation Skills Development Seminar ............................................. 3
- SOCL 504 Demographic Analysis or SOCL 636
- Qualitative Analysis or SOCL 641 Theory
- Construction and Verification ......................... 3

* Two semesters (four credit hours) of supervised field experience approved by the department to provide either experience in evaluation research or some aspects of applied sociology.

Electives ............................................................. 0-10 hours

Additional graduate sociology electives as approved by the graduate adviser in the Sociology department. Selected 400-level undergraduate courses in Sociology, Anthropology and Criminology may be taken for graduate credit in consultation with the graduate adviser. Graduate students in sociology may take courses SOCL 500-509 for elective credit as part of their course requirements only upon the approval of the graduate adviser.

Cognates .......................................................... 0-9 hours

Courses in other fields, as approved by the graduate adviser in the Sociology department.

Total................................................................. 31-34 hours
FAMILY SPECIALTY CONCENTRATION
The family specialty concentration within the master's degree curriculum in sociology provides knowledge and skills in theory and methodology with specific emphasis on the family as a social institution. The program is designed to prepare students for more responsible positions in the public and private sector serving families. It serves the following educational and career goals:
1. achievement of basic academic knowledge for students preparing to pursue the PhD in sociology or teach at the community college level;
2. increased knowledge and skills for students already employed in applied fields of sociology, especially in agencies serving or working with families in such settings as social service agencies, schools, courts, hospitals, or community education;
3. knowledge and skills to prepare students for careers in family sociology.

EVALUATION AND APPLIED RESEARCH SPECIALTY
The evaluation and applied research specialty within the master's degree curriculum in sociology provides knowledge and skills in theory and general methodology, but with specific emphasis on the evaluation of ongoing programs. The option is designed to prepare students for more responsible positions in the applied areas of sociology. It serves the following educational and career goals:
1. knowledge and skills to prepare students for careers in evaluation and applied research;
2. increased knowledge and skills for students already employed in applied fields of sociology, either in the private sector or in agencies serving or working with populations in such settings as social service agencies, schools, courts, prisons, police departments, hospitals, or community education;
3. achievement of basic knowledge for students preparing to pursue the PhD in sociology or teach at the community college level.

MASTER OF ARTS IN CRIMINOLOGY AND CRIMINAL JUSTICE
OBJECTIVES
The master's degree curriculum in criminology and criminal justice serves the following educational and career goals:
1. attainment of advanced education for persons who wish to enter careers in postsecondary education;
2. development of skills in research and program planning and evaluation in criminology and criminal justice;
3. strengthening of the professional qualifications of persons employed in the fields of criminal justice;
4. preparation for further graduate training leading to a PhD in a behavioral or social science.

The analytical and evaluative skills offered by this program should enable students to identify, evaluate and assess the often conflicting objectives of criminal justice and to apply this knowledge to the investigation of basic issues and practical problems in criminology and the administration of criminal justice.

ADMISSION REQUIREMENTS
Applicants must have at least a 2.5 ("A" = 4.0) grade point average in their undergraduate work. In addition, they must have completed the following undergraduate courses or their equivalent:
- SOCL 250 Social Statistics I*
- SOCL 304 Methods in Sociological Research*
- CRM 300 Criminal Justice
- CRM 301 Criminology
- SOCL 341 Quantitative Methods of Social Research I and SOCL 342 Quantitative Methods of Social Research II can be substituted for SOCL 250 and SOCL 304.

A grade of no less than "B" is required in SOCL 250 Social Statistics I, SOCL 304 Methods in Sociological Research or in SOCL 341 Quantitative Methods of Social Research I and SOCL 342 Quantitative Methods of Social Research II. Applicants who meet the grade point average requirement, but have not completed one or more of these courses may be admitted conditionally to the program with the permission of the program chair and complete them prior to taking required graduate courses.

DEGREE REQUIREMENTS
The degree program includes four hours for a thesis or a non-thesis option.

Thesis option: Each student may choose to write a thesis. The subject of the thesis is determined by the student and the adviser in light of the student's special interests. The completed thesis must be approved by the department.

Non-thesis option: Students must submit two essays, each dealing with a methodological, substantive or theoretical issue in criminology and criminal justice. These essays may be based on papers completed in graduate courses, but must be of higher quality than usual term papers, must meet the requirements established by the department, and be approved by the department.

The degree program consists of 31 hours of credit apportioned as follows:

Required courses ...................................................... 4 hours
SOCL 690/691/692 Thesis or Non-thesis option ... 4

Concentration area .................................................. 17-21 hours
SOCL/CRM 412 Law and Society (3)
SOCL/CRM 513 Social Deviance (3)
CRM 610 Theories of Criminal Behavior (3)
CRM 611 Sociology of Crime and Its Correction (3)
SOCL 647 Contemporary Community Structure (3)
SOCL 677 Advanced Methods in Sociological Research (3)

SOCL 678 Methods in Social Program Evaluation (3)
Electives ................................................................. 6-10 hours
Total ................................................................. 31 hours
Sociology Courses

Graduate students not majoring in sociology but desiring a minor in the department may elect courses SOCL 500-509 for cognate credit in consultation with their advisers.

SOCL 500 Man in Society. 2 hrs
Basic concepts, theory, and analysis of social structures, social process, and social disorganization. Not open to students who have credit in SOCL 105 Introductory Sociology.

SOCL 501 Contemporary Society. 2 hrs
Basic sociological concepts and principles in an understanding of contemporary society; sociological research studies will be analyzed in detail. Not open to students who have credit in more than two courses in sociology.
Prereq: SOCL 105 Introductory Sociology or SOCL 500.

SOCL 502 Racial and Cultural Minorities. 2 hrs
Racial and cultural minorities in the modern world with particular references to the black race and to European and Oriental immigrants in the United States; racial myths, doctrines and movements; conflict and accommodation of majority and minority peoples; proposed solutions of ethnic problems. Not open to students with credit in SOCL 214 Racial and Cultural Minorities.
Prereq: SOCL 105 Introductory Sociology or SOCL 500.

SOCL 503 The Family as an Institution. 3 hrs
The course highlights changes in marriage, family composition, social relations and roles, as well as the mutual independence between these and other institutions of society. It begins with the traditional pre-industrial or pre-urban family, showing how and why the family began changing at a rapid rate and exploring the problems of transitional phases. The present family with its middle class ideals is then examined closely. Finally, several trends in modern families are identified and some tentative predictions about future families and alternate family forms are made. Not open to students with credit in SOCL 450 The Family.
Prereq: SOCL 105 Introductory Sociology or SOCL 500.

SOCL 504 Demographic Analysis. 3 hrs
The analysis of population dynamics with special emphasis on applied research using computer simulation. Focus on the social, political, and economic implications of the relationship among human numbers, population composition, and resources.
Prereq: SOCL 105 Introductory Sociology or SOCL 500.

SOCL 505 Sociology of Science and Technology. 3 hrs
An introduction to the sociology of the scientific and technological communities and to the social processes involved in changes in science and technology.
Prereq: Graduate standing or permission of instructor.

SOCL 508 Social Psychology. 2 hrs
An introductory study of the order and regularity underlying processes of human interaction, motives and attitudes, social norms and roles, the socialization process, personality, and group membership. The effect of group membership upon individual behavior. Not open to students with credit in SOCL 308/PSY 309 Social Psychology.
Prereq: SOCL 105 Introductory Sociology or SOCL 500 and PSY 101/102 General Psychology.

SOCL 509 Personality and Social Systems. 2 hrs
The cross-cultural study of personality and sociocultural systems. Attention is paid to modal personality types as these relate to group structure, socialization, and social structure. Individual differences are not studied. Not open to students with credit in ANTH 309 Culture and Personality.
Prereq: SOCL 105 Introductory Sociology or SOCL 500 or ANTH 135 Introduction to Cultural Anthropology or ANTH 505.

SOCL 513 Social Deviance. 3 hrs
The development of deviant self-conceptions; social psychological processes of group alienation and individual estrangements. Deviant behavior patterns and the development of deviant careers; theories of deviance.
Prereq: Two courses in sociology.

SOCL 515 Sociology of Women. 3 hrs
The course examines the changing role of women in American institutions especially in the world of work and in the family. Materials on minority and working-class women will be included.
Prereq: Graduate standing or permission of instructor.

SOCL 550 Domestic Violence and Sexual Assault. 3 hrs
A comprehensive study of the physical, emotional, and sexual abuse of people and an examination of the various theories associated with domestic violence and sexual assault.
Prereq: Graduate standing or permission of instructor.

SOCL 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SOCL 630 Advanced Social Statistics. 3 hrs
This course will focus considerable attention on nonparametric statistics but also will examine the problem of controlling for variables in a statistical sense. Certain of the classical techniques of multivariate analysis will be included.
Prereq: SOCL 250 Social Statistics I.

SOCL 636 Qualitative Analysis. 3 hrs
An examination of the methods and techniques of quantitative analysis in sociology. Research will be conducted by class members and reviewed in seminar presentations.

SOCL 640 Advanced Sociological Theory. 3 hrs
An analysis of contemporary theoretical schools of thought in sociology.
SOCL 641 Theory Construction and Verification. 3 hrs
Analysis of contemporary strategies in theory, construction, and verification. Problems of validity and reliability will be emphasized. Open to non-sociology majors with permission of the instructor.

SOCL 642 Social Stratification Theory and Research. 3 hrs
A comprehensive study of the theories of social stratification, an examination of the problems encountered in attempts at empirical verification of these theories and an exploration of current research relating to social stratification.
Prereq: SOCL 310 Contemporary American Class Structure or an undergraduate degree in sociology.

SOCL 643 Organizations and Networks. 3 hrs
How organizations are created and changed as they struggle to achieve their goals. Theoretical readings and case studies on organizational and inter-organizational dynamics provide theoretical and practical knowledge for students.
Prereq: Graduate standing in sociology or permission of the instructor.

SOCL 645 Advanced Social Psychology. 3 hrs
This course is an in-depth study of interpersonal behavior and group processes with special emphasis on the effects of group membership on individual behavior. Topics studied may include attitudes, interpersonal influence and attraction, and leadership.

SOCL 646 Research in Family Interaction. 3 hrs
Review of research on family interaction, with particular emphasis on experimental observational studies. Power structure role differentiation, communication patterns, and coalition formation.
Prereq: Nine credit hours in sociology.

SOCL 647 Contemporary Community Structure. 3 hrs
Theoretical perspectives in the analysis of urban communities including urban change, the development of stratification patterns and power structures, and the role of various urban institutions.
Prereq: Nine credit hours in sociology.

SOCL 656 Human Ecology and Community Development. 3 hrs
An analysis of the forms and development of the urban community; spatial and temporal patterns, organization of urban functions, rural-urban relationships, and the current metropolitan trend in the US.
Prereq: Nine credit hours in sociology.

SOCL 662 Supervised Field Experience. 2 hrs
Supervised internship in a community agency such as a correctional institution, an enforcement agency, human relations committee, city planning agency, or in a project for the rehabilitation of persons in culturally or economically deprived segments of the community. Students are ordinarily permitted for two consecutive semesters.
Prereq: Department permission.

SOCL 665 Program Evaluation Skills Development Seminar. 3 hrs
This course advances the evaluation and applied research skills of the student. It requires students to do an evaluation on-site in an agency. Type of agency may vary each time course is offered.
Prereq: SOCL 678.

SOCL 677 Advanced Methods in Sociological Research. 3 hrs
Relationship of theory and research is stressed. Consideration of the research process as a decision-making situation both at the general level of research design and the specific level of special techniques. The process and logic of data analysis.
Prereq: SOCL 304 Methods in Sociological Research.

SOCL 678 Methods in Social Program Evaluation. 3 hrs
The course is designed to train students in strategies, techniques, and issues in social program evaluation. It will be concerned both with the design of program evaluations and with their implementation in various social settings.
Prereq: SOCL 304 Methods in Sociological Research.

SOCL 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SOCL 688 Cooperative Education. 3 hrs
Practical experience in business, industrial, or governmental settings which provide job skills.
Prereq: Regular degree admission to one of the department graduate programs and six hours of graduate credit in sociology.

SOCL 690/691/692 Thesis. 1/2/3 hrs
Completion of research and/or analytical problem, writing of thesis and committee approval of same. Graded on a credit/no credit basis.
Prereq: Department permission.

SOCL 694 Seminar. 2 hrs
The intensive exploration of theoretical and methodological issues in a selected area of sociology. The topic will be announced in the class schedule issued prior to registration.
Prereq: Department permission.

SOCL 695 Program Evaluation Skills Development Seminar. 3 hrs
This course offers experience applying the strategies and techniques of evaluation research to specific contexts. Students are apprenticed to university institutes to assist project directors in conducting specific researches.
Prereq: SOCL 678.
**Anthropology Courses**

**ANTH 505 Cultural Anthropology.** 2 hrs

Technology, social structure, political institutions, warfare, kinship and the family, religion and magic, art, recreation, and education in the cultures of nonliterate peoples. Cultural dynamics; applied anthropology. Not open to students with credit in ANTH 135 Introduction to Cultural Anthropology.

**ANTH 509 Personality and Social Systems.** 2 hrs

The cross-cultural study of personality and sociocultural systems. Attention is paid to modal personality types as these relate to group structure, socialization, and social structure. Individual differences are not studied. Not open to students with credit in SOCL/ANTH 305 Culture and Personality.

**ANTH 525 Anthropology of Contemporary Issues.** 3 hrs

This course will look at the contributions of anthropology to an understanding of contemporary social issues. The various issues to be examined include: poverty, political, economic, educational, and cross-cultural racism; ethnicity; and the role of Western culture on the Third World.

**ANTH 590/591/592 Special Topics.** 1/2/3 hrs

The content and form of this course will be experimental and vary from year to year. Special topics in anthropology not given in usual course offerings, but of anthropological importance, will be covered. The exact title of the course will be announced in the appropriate schedule.

**ANTH 679/680/681 Special Topics.** 1/2/3 hrs

The content and form of this course will be experimental and vary from year to year. Special topics in anthropology not given in usual course offerings, but of anthropological importance, will be covered. The exact title of the course will be announced in the appropriate schedule.

**Anthropology Courses**

**ANTH 697/698/699 Independent Study.** 1/2/3 hrs

Intensive study of a sociological problem or theory supervised by a member of the sociology faculty.

**Criminology Courses**

**CRM 506 Criminology.** 3 hrs

The study of the nature, measurement, types and causes of crime. Not open to students with credit in CRM 301 Criminology.

**CRM 507 Criminal Justice in Contemporary Society.** 2 hrs

The course gives critical analysis of various components of criminal justice. Interrelationships to broader societal processes are stressed. Focus is directed on the police, courts and parts of the punitive/correctional apparatus.

**CRM 513 Social Deviance.** 3 hrs

The development of deviant self-conceptions; social psychological processes of group alienation and individual estrangements. Deviant behavior patterns and the development of deviant careers; theories of deviance.

**CRM 547 Advanced Studies in Criminology.** 3 hrs

An intensive analysis of selected problems in criminology and the application of criminology to policies and programs of crime prevention and control.

**CRM 550 Domestic Violence and Sexual Assault.** 3 hrs

A comprehensive study of the physical, emotional, and sexual abuse of people and an examination of the various theories associated with domestic violence and sexual assault.

**CRM 590/591/592 Special Topics.** 1/2/3 hrs

An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.

**CRM 610 Theories of Criminal Behavior.** 3 hrs

Consideration of major theories of criminal and delinquent causation. Emphasis on sociological factors in criminal acts and dynamics of criminal and delinquent behavior.

**CRM 611 Sociology of Crime and Its Correction.** 3 hrs

Punishment, rehabilitation, and contemporary correctional policies. The courts and criminal responsibility. The social structure of correctional organizations and institutions and their effect on the correctional process.

**CRM 668 Workshop in Crime and the Community.** 2 hrs

A brief, intensive exploration of specific aspects of crime and its relationship to social organization. Not open to students with credit in CRM 301 Criminology.

**SOCL 697/698/699 Independent Study.** 1/2/3 hrs

Intensive study of a sociological problem or theory supervised by a member of the sociology faculty.

**Prereq: Department permission.**
CRM 690/691/692 Thesis. 1/2/3 hrs
Completion of research and/or analytical problem, writing of thesis and committee approval of same. *Graded on a credit/no credit basis.*
*Prereq: Department permission.*

CRM 697/698/699 Independent Study. 1/2/3 hrs
Intensive study of a criminological problem or theory supervised by a member of the criminology faculty.
*Prereq: Department permission.*
The Master of Liberal Studies in women's studies is an interdisciplinary degree administered by the Women's Studies director. The primary purpose of the program is to promote the multicultural and interdisciplinary understanding of women and gender in contemporary society. The program fosters individual inquiry while providing a number of opportunities for academic development.

MASTER OF LIBERAL STUDIES IN WOMEN'S STUDIES

OBJECTIVES

The Master of Liberal Studies in women's studies draws upon a range of courses in the Colleges of Arts and Sciences, Business, Education, Health and Human Services, and Interdisciplinary Technology.

The program leading to the degree is a highly flexible one designed to promote scholarly debate and to develop research skills. It should be helpful to students seeking employment in business, industry, or government at local, state, and federal levels. Persons already employed should find this course of study useful in assisting their professional advancement. In addition, the program provides a women's studies concentration for students who intend to pursue a doctoral degree, while also providing preparatory training for those desiring to teach at the secondary, junior college, or community college level. Because of the interdisciplinary nature of the Women's Studies Program, students in consultation with the graduate adviser, may create programs of study that are at variance with the course limitations.

ADMISSION REQUIREMENTS

Applicants for the MLS in women's studies must have completed a bachelor's degree, but no particular field or major is required.

Applicants must meet both the undergraduate grade point average (2.5) for admission and the grade point average for graduation established by the Graduate School.

Students not meeting regular admission requirements may be admitted on a conditional basis with the approval of the program director. Students not meeting the grade point average requirement may be admitted under nondegree admission (status 1: academic deficiencies) with the permission of the director of the program and the Graduate School. (See Nondegree Admission Status.)

DEGREE REQUIREMENTS

It is expected that students will develop competencies through both the Core Requirements, Restricted Electives and Complimentary Concentrations.

COURSE REQUIREMENTS

If you intend to enroll in any of the following 400 level courses for graduate credit, you must obtain permission from the instructor and from the Graduate School before enrolling in the course. Otherwise, you receive undergraduate credit. For all of the following listed courses, note the relevant department's or program's course prerequisites. Please follow the Graduate School's graduate requirements, as listed in this catalog.

For availability of all of the following courses, check the Class Schedule of the term for which you register. Also, consult the Women's Studies Director for other approved Women's Studies courses offered in the Term for which you register.

Core Requirements ........................................... 12 hours

WMST 550 Feminist Thought ................................ 3
WMST 695 Colloquium: Research on Women's Issues .............................................. 3
Capstone Experience ........................................... 6
Choose 6 hours from one of the following:
WMST 686/687/688 Practicum (1/2/3); or WMST 690/691/692 Thesis (1/2/3); or WMST 697/698/699 Independent Study/Research (1/2/3).

Restricted Electives

Six hours from the following:
IDT/WMST 420 Women in Technology (3)
FA/WMST 436 Women in Art (3)
SOFD 504 Gender and Education (2)
SOFD 570 Women and Pedagogy: Life Histories (3)
SOC/WMST 515 Sociology of Women (3)
HIS 521 Studies in the History of Women in Europe (3)
WMST/HIST 525 Technology, Social Change, and the Role of Women (3)
ECON 527 Women and the Economy in Comparative Perspective (3)
SWRK 413 Women and Aging (3)
SWRK 528 Practice with Women (2)
PSY/WMST 542 Women and Mental Health (2)
ENGL/WMST 543 Language of, by, for, and about Women (3)
WMST 575 Theories of Sexuality (3)
WMST 626 Topics in Feminist Philosophy (3)
FCS/WMST 630 Family and Consumer Economics (3)
FCS/WMST 632 The Man-Woman Relationship in Modern Society (2)
WMST 590/591/592 Special Topics (1/2/3)
WMST 697/698/699 Independent Study (1/2/3).

Complimentary Concentration ......................... 12 hours

Students must select two or more complementary concentrations in other fields. A minimum of four hours is required in each of the complementary areas of study (12 hours total required).

Possible Complimentary Concentrations:
Communication and Theatre Arts
Economics
Educational Leadership
Educational Psychology
English Language and Literature
Guidance and Counseling
History
Human, Environmental and Consumer Education
Management
Psychology
Social Foundations of Education
Social Work
Sociology

Students must consult with the Women’s Studies Director or the Women’s Studies adviser for specific courses in each area that are approved for Women’s Studies credit.

Total........................................................................ 30 hours

For course descriptions of all courses listed in the Primary Concentration, and for all courses available in the Complimentary Concentrations, consult with the Women’s Studies Director or Graduate Adviser, and review the course catalog descriptions under the appropriate department or program.

**Women’s Studies Courses**

**WMST/SOCL 515 Sociology of Women. 3 hrs**
The course examines the changing role of women in American institutions especially in the world of work and in the family. Materials on minority and working-class women will be included.

*Prereq: Graduate standing or permission of instructor.*

**WMST 525 Technology, Social Change, and the Role of Women. 3 hrs**
This course examines the nature and origins of technology, the influence of its historical development from classical to modern times on women in the United States and Europe, and problems stemming from current technological advance.

**WMST 542 Women and Mental Health. 2 hrs**
Focus on theory and research concerning women’s responses to life stresses, women as clients in psychotherapy, and the role of the female mental health professional.

*Prereq: One course in psychology.*

**WMST 550 Feminist Thought. 3 hrs**
Feminist thought provides a scholarly overview of the literature and methodology of feminist studies in such disciplines as history, psychology, literature, sociology, anthropology, economics, religion, health, law, and politics.

**WMST 626 Topics in Feminist Philosophy. 3 hrs**
Applies philosophical and feminist perspectives on women to the study of special topics in philosophy. Topics may include epistemology, science, ethics, law, history of philosophy, multicultural responses to philosophy of women, and continental.

*Prereq: One course in Philosophy other than PHI 130 Introduction to Logic or PHIL 120 Introduction to Critical Reasoning.*

**WMST 632 The Man-Woman Relationship in Modern Society. 2 hrs**
Consideration of the changes and dynamics of interaction stimulated by emerging shifts in roles of men and women, implications of these changes for the family and society, and impact of multiple roles upon various men-women relationships is investigated.

**WMST 679/680/681 Special Topics. 1/2/3 hrs**
Course content consists of new topics in women’s studies taught on an experimental basis, changing from one semester to the next. Not more than six hours of special topics may be used on a degree program.

*Prereq: Department permission.*

**WMST 686/687/688/689 Practicum. 1/2/3/4 hrs**
This course will provide supervised field placement in places suitable to a candidate’s career goals including women’s centers, women’s shelters, personnel and administrative centers in large corporations, neighboring community colleges, and governmental agencies. Paper required.

*Prereq: Department permission.*

**WMST 690/691/692 Thesis. 1/2/3 hrs**
A substantial and original undertaking in scholarly research designed to deepen and focus the individual student’s interests. The preparation of the thesis will be consistent with the highest professional standards.

*Prereq: Department permission.*

**WMST 695 Colloquium: Research on Women’s Issues. 3 hrs**
A colloquium exploring research on women’s issues.

*Prereq: WMST 550.*

**WMST 697/698/699 Independent Study. 1/2/3 hrs**
Intensive study of a problem or theory relevant to women’s studies supervised by a member of the women’s studies faculty on an individual basis.

*Prereq: Department permission.*
COLLEGE OF BUSINESS

STEWART L. TUBBS, DEAN
SUSAN E. MOELLER, INTERIM ASSOCIATE DEAN
AMELIA S. CHAN, ASSISTANT DEAN
473 GARY M. OWEN BUILDING
487-4140

DEPARTMENTS
ACCOUNTING
FINANCE AND COMPUTER INFORMATION SYSTEMS
MANAGEMENT
MARKETING
GRADUATE PROGRAMS IN BUSINESS

William E. Whitmire
Coordinator of Graduate Business Programs
401 Gary M. Owen Building
(313) 487-4444

The College of Business offers four graduate degree programs which provide professional preparation for business careers: The Master of Business Administration (MBA) degree which is designed to establish a broad understanding of the business function; the Master of Science in accounting (MSA) degree which is designed to provide an in-depth understanding of the theoretical and practical concepts of accounting; the Master of Science in computer-based information systems (MSIS) degree designed to provide basic conceptual framework and tools of analysis necessary to design, develop, implement, and control computer-based information systems; and the Master of Science in human resource/organizational development (HR/OD) degree designed to provide training for human resource managers and organization development specialists to help them find ways to maximize the contributions of their human resources. The primary purpose of these programs is to provide high-level, professional education needed to enhance the career opportunities of men and women in business, industry, and public service positions.

In addition, these programs provide professional preparation required for men and women who contemplate pursuing management careers in business, industry, and government.

GENERAL ADMISSION INFORMATION

Admission to graduate programs in the College of Business will be limited to students showing high promise of success in post-baccalaureate study in business. Various predictive measures will be used, including (a) the candidate’s undergraduate grade point average, or undergraduate grade point average in the last half of the undergraduate study; and (b) the candidate’s performance on the Graduate Management Admission Test (GMAT).*

Graduate Management Admission Test (GMAT) scores more than five years old without active satisfactory graduate matriculation must be retaken and the required minimum score met as stated under each program.

The college may admit candidates who have not yet taken the GMAT on a conditional basis. A conditional-GMAT student must meet the grade point average required for the particular program, is restricted to just foundation courses, and must take the GMAT and achieve the score required within one year of the date of admission.

For degree admission, all application materials should be received by the Graduate School, Starkweather Hall, Eastern Michigan University, Ypsilanti, MI 48197, before March 15 for consideration for fall semester; before September 15 for consideration for winter semester; and before February 15 for consideration for spring/summer semesters.

All applicants for admission must hold either the bachelor’s or master’s degree from a regionally accredited college or university. Admission to a master’s degree program will not be granted until the applicant has completed all degree admission requirements of the Graduate School along with the requirements for the master’s degree program selected.

Applicants who hold degrees from foreign colleges or universities must present a Class I or II diploma, or the equivalent thereof. If the applicant’s native tongue is not English, a TOEFL (Test of English as a Foreign Language) score of 550 or above, or a score of 95 or above on the MELAB (Michigan English Language Assessment Battery at the English Language Institute, the University of Michigan) is required for degree admission into a program in the College of Business.

1. Applicants with TOEFL scores of 500-549 or MELAB scores of 80-84 may be admitted on a conditional basis but must enroll in ESL 642 English as a Second Language before enrolling in any undergraduate or graduate business course.

2. If the TOEFL score is below 500 or MELAB is below 80, the student must complete remedial language course work before enrolling in any undergraduate or graduate business course.

After completion of #1 above, the student must retake the TOEFL or the MELAB in the semester immediately following completion of ESL 642 before being degree admitted to a business program. The score must demonstrate improved language proficiency when compared to the score of original admission.

After completion of #2 above, the student must confer with the ESL program staff. If additional ESL course work is required during the second semester the student can also take foundation business courses to fill out their schedule, if needed. They must retake the TOEFL or the MELAB in the semester immediately following completion of all required ESL course work and achieve a score of 500 or above on the TOEFL or 80 or above on the MELAB before being degree admitted to a business program.

Specific admission requirements for each master’s degree program are indicated in the descriptions of the individual programs.

*The Graduate Management Admission Test is offered four times a year at sites throughout the United States and in most other countries. For information and registration materials write: Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103. Phone: 609-771-7330, or FAX: 609-883-4349

LENGTH OF PROGRAM

The length of time required to complete a business master’s degree program depends upon the undergraduate preparation of the student. The program is an evening program (Monday through Thursday). There also is a Saturday MBA program available.

FOUNDATION/PREREQUISITE REQUIREMENT

Each business master’s program has a required com-
DISMISSAL FROM PROGRAM POLICIES

3.0 ("B"), they may be dismissed from the program if after two semesters of enrollment, they have not restored the GPA to a 3.0 ("B").

Undergraduate courses that are part of the foundation program must be passed with a minimum grade of "C-." A graduate student may be dismissed from a graduate business program if he/she earns more than two grades below "B-" (2.7) in any of the required foundation and core courses. Should a student repeat a course, the repeated grade will be the grade of record.

NON-DEGREE/GUEST STATUS

Students holding nondegree status must have permission to enroll in undergraduate or graduate business courses.

A guest student who does not seek a degree but wishes to take a few courses, or who wishes to have courses transferred to another institution's graduate program, must meet the standards for degree admission, and have permission to enroll in business courses.

FACILITIES

The Gary M. Owen Building classrooms and lecture halls are equipped with TV monitors. There are special accounting and operations management laboratory facilities. The college maintains an information systems laboratory with mini/micro-computer systems and data terminals, some with hard-line connections to the Instructional Computer Center.

GRADUATE CERTIFICATE

The Graduate Certificate in Business Administration is targeted to individuals who do not have an undergraduate degree in business administration. It provides an opportunity for individuals who wish to gain business knowledge for personal or career advancement in the basic functional business disciplines.

COURSE OUTLINE

The certificate consists of the following required courses, which are 3 credit hours each:

- DS 501 Introductory Probability and Statistics for Business
- ECON 500 Economics: Principles and Institutions
- IS 502 Business Information Systems
- ACC 501 Accounting Principles
- FIN 502 Financial Principles
- MKTG 510 Marketing Principles
- LAW 503 Legal Environment of Business
- POM 503 Production and Operations Management
- MGMT 605 Organizational Theory and Behavior
- MGMT 490 Business Policy

A student with previous undergraduate course work that is equivalent to one or more of the required courses above may be waived from that course. However, no more than 18 credit hours may be waived. A minimum of 12 credit hours is required.

ADMISSION

Completion of a bachelor's degree from an accredited institution of higher education with a minimum grade-point-
average (GPA) of 2.5 (on a 4.0 scale). The Graduate Management Admission Test is not required for the certification program, but would be required to continue on for a master's degree in the College of Business. An application and all official transcripts from the undergraduate degree must be submitted to the University Graduate School.

REQUIREMENTS

A minimum GPA of 3.0 (B) must be achieved to receive the Graduate Certificate.

The Graduate Certificate program must be completed in three (3) years.

Credits earned in the Graduate Certificate program may be applied, subject to University and College of Business approval, to a graduate degree. See the University Graduate School's graduate certificate requirements for further information.

MASTER OF BUSINESS ADMINISTRATION (MBA)

William E. Whitmire
Coordinator of Advising
401 Gary M. Owen Building
319-487-4444

OBJECTIVES

The MBA is a generalist program with emphasis on practical implementation of business fundamentals. The program is designed to establish a broad understanding of the business function and its relation to society as a whole as well as the effect of social and political forces on business. Students may choose to focus their studies in a nine credit hour concentration or a fifteen credit hour area of specialization to develop managerial skills in a chosen area of employment.

ADMISSION CRITERIA

Degree Admission

Admission to the MBA program is granted to those graduates of regionally accredited colleges and universities whose grades and Graduate Management Admission Test (GMAT) scores indicate an aptitude for advanced study in business.

Degree Admission

The basic standards for degree admission are a 2.5 minimum cumulative undergraduate grade point average (or a 2.75 for the last half of the undergraduate study) and a minimum GMAT score of 450.

Conditional Admission

Conditional admission may be granted to students whose combined undergraduate grade point average and GMAT score shows promise of successfully completing a graduate business program.

Conditionally admitted students must maintain a “B” (3.0) average in foundation courses and the first 12 hours of adviser-approved core courses. Conditionally admitted students must have an appropriate adviser's permission to enroll in foundation and core-level courses. Students who successfully meet the probationary requirements will be granted regular admission.

PROGRAM REQUIREMENTS

Foundation/prerequisite courses (21 hours)

Students must complete course work in each of the following foundation areas unless they have satisfactorily completed an acceptable undergraduate equivalent.

Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Undergraduate Equivalent (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 501</td>
<td>Accounting Principles (6)</td>
</tr>
<tr>
<td>LAW 503</td>
<td>Legal Environment of Business (3)</td>
</tr>
<tr>
<td>ECON 500</td>
<td>Economics: Principles and Institutions (6)</td>
</tr>
<tr>
<td>FIN 502</td>
<td>Financial Principles (3)</td>
</tr>
<tr>
<td>MKTG 510</td>
<td>Marketing (3)</td>
</tr>
<tr>
<td>IS 502</td>
<td>Business Information Systems (3)</td>
</tr>
<tr>
<td>POM 503</td>
<td>Introduction to Production/Operations Management (3)</td>
</tr>
</tbody>
</table>

Some students may find it necessary to complete a mathematics course in calculus and statistics if they have not taken these in their undergraduate program. MATH 504 Mathematics and Statistics for MBAs will satisfy this requirement.

Core Level Requirements (33-39 hours)

The MBA core consists of 33 or 39 hours; 24 hours of required courses; and 9 or 15 hours of electives. The required courses are:

Tool Core

DS 602 Techniques in Business Research (3)
DS 605 Managerial Economics and Decision Analysis (3)

Operational Core

ACC 605 Administrative Controls (3)
MGMT 604 Management Communication Theory and Practice (3)
MGMT 605 Organizational Theory and Behavior (3)
MKTG 610 Marketing Policies and Problems (3)
FIN 620 Financial Administration Policies (3)

Capstone

MGMT 696 Seminar: Management Strategy and Policy (3)*

*Management Strategy and Policy, a capstone case course taken at or near the end of the program, is designed to improve decision-making ability, and to assess the core of knowledge of the student.

ELECTIVES

General MBA

Students choosing the General MBA (program code BU99) will select three electives from among the functional areas of business or may develop a concentration in one of the areas noted below. MBA students with an undergraduate de-
students in business may not select the same area of concentration in their master's program without prior approval of the department involved and the MBA coordinator. Students may elect up to two 500-level electives, with prior approval of the adviser. Foundation courses may not be used as electives. Students may, with adviser approval, elect up to six hours of business-related graduate credit from outside the College of Business.

The courses noted under the area of concentration below is a guide to help students in career development. The concentration is not noted on the transcript or the letter of degree verification. The diploma reads “Master in Business Administration.”

**Accounting Information Systems**
- ACC 448 EDP Auditing and Controls (3)
- ACC 610 Accounting System Design and Installation (3)
- ACC 620 Advanced Managerial Accounting (3)

**Achieving**
- ACC 540 Advanced Accounting I (3)
- ACC 541 Advanced Accounting II (3)
- ACC 665 Theory of Accounting (3)
- ACC 667 Professional Auditing (3)

**Financial Accounting**
(select nine hours)
- ACC 648 Tax Research Methods, Practice, and Problems (3)
- ACC 672 Estate Tax Planning (3)
- ACC 685 Business Tax Planning (3)

**International Business**
(select nine hours)
- ACC 675 International Accounting (3)
- FIN 540 International Finance (3)
- MKTG 550 International Management: A Cultural Perspective (3)
- MKTG 520 International Business (3)

**Decision Science**
(select nine hours)
- POM 603 Quantitative Methods I (3)
- Two of the following:
  - POM 604 Quantitative Methods II (3)
  - DS 636 Forecasting Models (3)
  - DS 638 Simulation and Modeling (3)
- POM 640 Planning and Control in Operations Management (3)

**Marketing**
(select nine hours)
- MKTG 520 International Business (3)
- MKTG 650 Sales Operation Management (3)
- MKTG 640 Promotions Management (3)
- MKTG 650 Channels of Distribution and Logistics (3)
- MKTG 665 Seminar in Buyer Behavior (3)
- MKTG 670 Advanced Methods in Marketing Research (3)
- MKTG 675 Market Planning and Forecasting (3)

**Organizational Development**
(select nine hours)
- MGMT 601 Diagnostic and Quantitative Methods in Organizations (3)
- MGMT 602 Theory and Techniques of Organizational Development (3)
- MGMT 615 Organization Design and Strategy (3)
- MGMT 628 Human Resource Development (3)
- MGMT 638 Building Continuous Improvement Teams (3)
- MGMT 648 Communication and Organizational Development (3)

**Human Resource Management**
(select nine hours)
- MGMT 609 Human Resource Management (3)
- MGMT 618 Staffing Organizations (3)
- MGMT 620 Compensation Management (3)
- MGMT 625 Management in Unionized Settings (3)
- MGMT 628 Human Resource Development (3)

**Computer Information Systems**
(select nine hours)
- IS 614 Systems Analysis (3)
- IS 616 Technology of Management Information Systems (3)
- IS 620 Data Networks (3)
- IS 626 Business Database Applications (3)

**Production/Operations Management**
(select nine hours)
- POM 574 Design of the Production/Operations System (3)
- POM 575 Production and Inventory Control I (3)
- POM 576 Production and Inventory Control II (3)
- POM 577 Tools for Strategic Quality Management (3)

**Strategic Quality Management**
(select nine hours)
- COB 650 Strategic Quality Management (3)
- MKTG 620 Customer-Driven Quality (3)

**One of the following:**
- ACC 642 Strategic Cost Management (SCM) (3)
- COB 655 Innovation and Development Leadership Process (3)
- MGMT 638 Building Continuous Improvement Teams (3)
- MGMT 650 Leadership of the Strategic Quality Management Firm (3)
- POM 577 Tools for Strategic Quality Management (3)

**General Business**
- Select nine hours from two or more departments. Consult the Graduate Business Advising Office if you have questions.

E lectives may be taken at any time during the core phase of the program as long as prerequisites are met.

**MBA in (Area of Specialization)**

If a student would like an MBA with an area of specialization noted on the transcript and on the Graduate School's letter of degree verification, the student must select one of the five course elective tracks noted below. The student must take the electives noted. Substitutions are subject to approval by the department and the MBA coordinator.

When applying for the MBA program, the applicant must note the correct program code. For example, the General MBA would be BU99, while an MBA in Finance would be BU9999. If a student wants to change from one program within the MBA to another (i.e., from BU99 to BU9998), then a program transfer form must be submitted to the Graduate School and
the Graduate Business Office notified so that a new program of study can be issued.

Students may select an area of specialization in the following tracks:

**Accounting/Taxation (BU9998)**
- ACC 544 Theory of Individual Taxation (3)
- ACC 644 Tax Research Methods, Practice, and Problems (3)
- ACC 672 Estate Tax Planning (3)
- ACC 674 International Taxation (3)
- ACC 685 Business Tax Planning (3)

**Accounting/Financial and Operational Control (BU9997)**
- ACC 448 EDP Auditing and Controls (3)
- ACC 610 Accounting System Design and Installation (3)
- ACC 650 Internal Auditing (3)
- ACC 651 Seminar in Applied Internal Auditing (3)
- ACC elective to be approved by an adviser (3)

**Finance (BU9996)**
- FIN 540 International Finance (3)
- FIN 615 Financial Markets and Institutions (3)
- FIN 625 Securities Analysis (3)
- FIN 660 Advanced Financial Management (3)
- FIN 681 Special Topics (3)

**International Business (BU9995)**
- ACC 675 International Accounting (3)
- MGMT 550 International Management: A Cultural Perspective (3)
- MGMT 520 International Business (3)
- ECON 508 International Trade (3) or ECON 509 International Monetary Economics or departmental independent study (3)
- FIN 540 International Finance (3)

**Management/Human Resource (BU9994)**
- MGMT 609 Human Resource Management (3)
- MGMT 618 Staffing Organizations (3)
- MGMT 620 Compensation Management (3)
- MGMT 625 Management in Unionized Settings (3)
- MGMT 628 Human Resource Development (3)

**Management/Organizational Development (BU9993)**
- MGMT 601 Diagnostic and Quantitative Methods in Organizations (3)
- MGMT 602 Theory and Techniques of Organizational Development (3)
- MGMT 615 Organization Design and Strategy (3)
- MGMT 628 Human Resource Development (3)
- MGMT 638 Building Continuous Improvement Teams (3)
- MGMT 648 Communication and Organizational Development (3)

**Marketing (BU9992)**
- MKTG 520 International Business (3)
- MKTG 630 Sales Operation Management (3)
- MKTG 640 Promotions Management (3)
- MKTG 650 Channels of Distribution and Logistics (3)
- MKTG 665 Seminar in Buyer Behavior (3)

**Computer Information Systems (BU9991)**
- IS 614 Systems Analysis (3)
- IS 616 Technology of Management Information Systems (3)
- IS 620 Data Networks (3)
- IS 626 Business Database Applications (3)
- IS 696 Systems Development Projects (3)

**Production/Operations Management (BU9999)**
- POM 574 Design of the Production/Operations System (3)
- POM 575 Production and Inventory Control I (3)
- POM 576 Production and Inventory Control II (3)
- POM 577 Tools for Strategic Quality Management (3)
- COB 650 Strategic Quality Management (3)

**Strategic Quality Management (BU9990)**
- COB 650 Strategic Quality Management (3)
- MKTG 620 Customer-Driven Quality (3)
- Select three of the following:
  - ACC 642 Strategic Cost Management (SCM) (3)
  - COB 655 Innovation and Development Leadership Process (3)
  - MGMT 638 Building Continuous Improvement Teams (3)
  - MGMT 650 Leadership of the Strategic Quality Management Firm (3)
  - POM 577 Tools for Strategic Quality Management (3)

Electives may be taken at any time during the core phase of the program as long as prerequisites are met.

**MASTER OF SCIENCE IN ACCOUNTING (MSA)**

Thomas Ciacciole
Department Head

Mohsen Sharifi
Director
436 Gary M. Owen Building
313-487-3320

The MSA program is designed to provide a balanced broad education and an in-depth understanding of the theoretical and practical concepts of accounting. There are several areas of concentration available and students are given the opportunity to relate accounting topics to other disciplines, as they develop the broad base of knowledge necessary to create and use accounting information systems. The MSA program meets American Institute of CPA's recommendations and Michigan State Board of Accountancy requirements.

**ADMISSION CRITERIA**

**Degree Admission**
Previous academic performance, written statement of personal goals, interview with the MSA director, and Gradu-
Management Admission Test scores are significant factors considered by the MSA director in the admission process. Generally, as a minimum, the applicant must have an undergraduate grade point average of 3.0 overall (on a 4.0 scale) and a GMAT score of 500 or above.

In addition, each applicant must submit two letters of recommendation to the MSA director. It is preferred that one of the letters come from a college level instructor and the other from a past or present employer. The committee will also consider any other information that the applicant may care to supply (e.g., extracurricular activities).

Conditional Admission

Conditional admission also is possible for some applicants who do not meet the GPA criteria for regular admission. The applicant should contact the MSA director in the Accounting department to discuss this form of admission. *The Graduate Management Admission Test should be taken at the earliest convenient date to avoid delays in the processing of one's application to the MSA program.

PROGRAM REQUIREMENTS

Program Design

Upon admission to the MSA program, each student is required to prepare a program of study leading to the MSA degree. The program is reviewed with the student by the MSA director to ascertain that the program is suitable for the student's background and career goals. The program of course work becomes the student's degree requirement when accepted by the student and the MSA Program Committee. Subsequent changes in course work must be approved by the MSA Director.

Foundation/Prerequisite Courses (33 credit hours)

Students must complete course work in each of the following foundation areas unless they have satisfactorily completed the undergraduate equivalent.

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 501</td>
<td>Accounting Principles (6)</td>
</tr>
<tr>
<td>FIN 502</td>
<td>Principles of Finance (3)</td>
</tr>
<tr>
<td>MKTG 510</td>
<td>Principles of Marketing (3)</td>
</tr>
<tr>
<td>LAW 503</td>
<td>Legal Environment of Business (3)</td>
</tr>
<tr>
<td>ECON 500</td>
<td>Economics: Principles and Institutions (6)</td>
</tr>
<tr>
<td>POM 503</td>
<td>Introduction to Production/Operations Management (3)</td>
</tr>
</tbody>
</table>

In addition, the student must complete the following:

- ACC 340 Intermediate Accounting I (3)
- ACC 341 Intermediate Accounting II (3)
- ACC 342 Managerial Cost Accounting (3)

Some students may find it necessary to complete a mathematics course in calculus and statistics if they have not taken these in their undergraduate program. MATH 504 Mathematics and Statistics for MBAs will satisfy this requirement.

COURSE REQUIREMENTS

Core Courses (30 credit hours)

The MSA program requires the completion of 30 semester hours of course work divided into required core courses and elective courses as follows:

Required core courses ........................................ 18 hours
- ACC 544 Theory of Individual Taxation ........... 3
- ACC 696 Accounting Theory, Research, and Policy 3
- MGMT 567 Business Communication: Specialized Organizational Report Writing ...................... 3
- MGMT 605 Organizational Theory and Behavior 3
- MGMT 696 Seminar: Management Strategy and Policy ................................................................. 3
- ACC 610 Accounting System Design and Installation ... 3

*Students having equivalent courses may be required to substitute for these courses with others in the areas of Accounting, Finance, Information Systems, Management, and Marketing. The determination is normally made by a MSA director/adviser.

Restricted electives ......................................... 12 hours
- ACC 540 Advanced Accounting I (3)
- ACC 541 Advanced Accounting II (3)
- ACC 620 Advanced Managerial Accounting (3)
- ACC 644 Tax Research Methods, Practice, and Problems (3)
- ACC 650 Internal Auditing (3)
- ACC 651 Seminar in Applied Internal Auditing (3)
- ACC 665 Theory of Accounting (3)
- ACC 667 Professional Auditing (3)
- ACC 672 Estate Tax Planning (3)
- ACC 674 International Taxation (3)
- ACC 675 International Accounting (3)
- ACC 685 Business Tax Planning (3)
- ACC 695 Seminar (3)
- ACC 699 Independent Study (3)

NOTE: Students planning to take the CPA examination must elect an auditing course (ACC 667 Professional Auditing) and a governmental accounting course (ACC 540 Advanced Accounting I).

150-HOUR ACCOUNTING PROGRAM

ADMISSION REQUIREMENTS

Following are the minimal standards for admission to the 150-Hour Program. Generally, each item should be satisfied, though the candidate's overall record is considered most significant. Thus, a slight deficiency in one criterion may be compensated by the candidate's strengths in other areas. Special circumstances, particularly improvement in recent performance, will be considered on their merits by the 150-Hour Program Policy Committee. Transfer credits and grades will be evaluated in terms of Eastern Michigan University equivalency.
Initial admission is dependent on:

1. Completion of 90 semester hours of undergraduate coursework including the College of Business requirements, Basic Studies, and ACC 341.
2. Cumulative grade point average of 3.00 on a 4.00 scale.
3. The candidate's written statement of personal goals.
4. Interview with the 150-Hour program director/adviser.

Admission to the graduate level of the 150-Hour program requires:

1. Completion of 120 semester hours of undergraduate coursework including course content noted under initial admission above and the undergraduate components (i.e., required and restricted electives).
2. Graduate Management Admission Test score of 500 (must be taken during the 4th year so the candidate's score is received before admission to the 5th year).
3. Application to the University Graduate School with payment of fee.

If the candidate is an accounting undergraduate from another four-year accredited school and plans to complete the graduate level program at EMU, he/she must meet the minimum requirements set for graduate level admission noted above, in addition to the bachelor's degree. The candidate is encouraged to apply to EMU at the beginning of his/her senior year and take the Graduate Management Admission Test during that same year.

For more information, please contact the Director of Graduate Business Programs, 401 Gary M. Owen Building, (313) 487-4444.

MASTER OF SCIENCE IN COMPUTER BASED INFORMATION SYSTEMS (MSIS)

Asrat Tessema
Department Head

Wafa Khorshid
Coordinator of Advising
508 Gary M. Owen Building
313-487-2085

The MSIS program is designed for students who are seeking a solid background in systems analysis and design, database management systems, expert systems, data communications, and software engineering. The emphasis is on the application of information systems in business.

ADMISSION CRITERIA

Admission to the MSIS program is granted to those graduates of regionally accredited colleges and universities whose grades and Graduate Management Admission Test (GMAT) scores indicate an aptitude for advanced study in computer-based information systems.

Degree Admission

Degree admission will be granted to students who have completed the GMAT with a score of 450 or higher and who have either (a) a cumulative undergraduate grade point average of 2.75; or (b) an undergraduate grade point average of 3.0 for the last half of the undergraduate study.

Conditional Admission

Students whose undergraduate grade point average is above 2.5 but below the 2.75 requirements may qualify for conditional admission.

Conditionally admitted students must maintain a GPA of 3.0 in foundation and the first 12 hours of advisor-approved core courses. Students who successfully meet the probationary requirements will be granted regular admission.

Nondegree Student Status

Students holding nondegree student status must have special permission to enroll in undergraduate or graduate business courses.

Foundation/Prerequisite Courses (27 credit hours)

Students must complete course work in each of the following foundation areas unless they have satisfactorily completed the undergraduate equivalent.

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 510 (3)</td>
<td>Programming and Data Structures (3)</td>
</tr>
<tr>
<td>IS 528 (3)</td>
<td>Advanced Data Structures (3)</td>
</tr>
<tr>
<td>ACC 501 (3)</td>
<td>Accounting Principles (6)</td>
</tr>
<tr>
<td>FIN 502 (3)</td>
<td>Financial Principles (3)</td>
</tr>
<tr>
<td>ECON 500 (3)</td>
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<td>Marketing (3)</td>
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<tr>
<td>POM 503 (3)</td>
<td>Introduction to Production/Operations Management (3)</td>
</tr>
<tr>
<td>MGMT 490 (3)</td>
<td>Business Policy* (3)</td>
</tr>
</tbody>
</table>

Some students may find it necessary to complete a mathematics course in calculus and statistics if they have not taken these in their undergraduate program. MATH 504 Mathematics and Statistics for MBAs will satisfy this requirement.

*C to be taken upon completion of the foundation/prerequisite courses.

COURSE REQUIREMENTS

Core Courses (30 credit hours)

The MSIS requires a minimum of 30 hours of course work in addition to any foundation or prerequisite course requirements. The program consists of the following:

<table>
<thead>
<tr>
<th>Required core in Information Systems</th>
<th>27 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 610</td>
<td>Programming and Language Design</td>
</tr>
<tr>
<td>IS 614</td>
<td>Systems Analysis</td>
</tr>
<tr>
<td>IS 620</td>
<td>Data Networks</td>
</tr>
<tr>
<td>IS 624</td>
<td>Operating Systems and Management of Computing Resources</td>
</tr>
</tbody>
</table>
GOALS OF THE HR/OD PROGRAM

To prepare professionals who will understand and be able to plan, implement and manage change processes whether the position is internal to an organization (managerial or staff support) or as an external consultant.

To prepare professionals who will understand the need of a match between organizational and human resource needs and be able to implement systems related to structure, process and human resources.

To prepare professionals who can understand and apply human resource and organizational development techniques.

• To prepare professionals who recognize the interrelationships among the fields of human resource management and organizational development and because of this recognition can use HR to improve OD and OD to improve HR.

• To contribute to the knowledge base of behavioral and organizational theory and practice.

• To provide the community with access to the expertise of faculty and students.

HR/OD ADMISSION CRITERIA

Degree Admission

Applications for admission to the HR/OD program must be received in the Graduate School Office and reviewed by the College of Business Graduate Programs. Criteria for possible degree admission to the HR/OD program include:

1. GPA Requirement: You must have either
   (a) a cumulative undergraduate grade point average of 2.75 (on a 4.0 scale); or
   (b) a grade point average of 3.0 for the last half of undergraduate study; or
   (c) a 3.5 cumulative grade point average from a completed master's degree program.

2. GMAT Requirement: You must have completed the Graduate Management Admission Test with a score of 450 or higher.

Conditional Admission

Conditional admission may be granted to those students whose grade point average and GMAT scores combine in a manner that exceeds our minimum index formula criteria. This criteria is a score of 1,000, using an applicant’s undergraduate grade point average, and 1,150 using grade point average from a completed master's degree program. The index formula is 200 times the GPA plus the GMAT score. Applicants must score at least 410 on the GMAT to be eligible for conditional admission.

Conditionally admitted students must maintain a “B” (3.0) average in foundation courses and the first 12 hours of adviser-approved core courses. Students who successfully meet the conditional requirements will be granted regular admission. Conditionally admitted students must have an adviser’s permission to enroll in courses.

Foundation/Prerequisite Courses (27 credit hours)

Students must complete coursework in each of the following foundation areas when they have satisfactorily completed the undergraduate equivalent.

Foundation Undergraduate Equivalent
ACC 501 (3) Accounting Principles (6)
ECON 500 (3) Economics: Principles and Institutions (6)
FIN 502 (3) Financial Principles (3)
LAW 503 (3) Legal Environment of Business (3)
MGMT 490 (3) Business Policy (3)
MKTG 510 (3) Marketing (3)
DS 501 (3) Introductory Probability and Statistics for Business (3)
IS 502 (3)  Business Information Systems (3)
POM 503 (3)  Introduction to Production/Operations Management (3)

COURSE REQUIREMENTS

Core Courses (30 credit hours)
Core courses required for all students include:
- MGMT 601 Diagnostic and Quantitative Methods in Organizations (3)
- MGMT 602 Theory and Techniques of Organizational Development (3)
- MGMT 605 Organizational Theory and Behavior (3)
- MGMT 609 Human Resource Management (3)
- MGMT 628 Human Resource Development (3)
- MGMT 688 Practice in Human Resource Management/Organizational Development (3) or MGMT 690, 691, and 692 Thesis (6)

Electives (Select four)
- MGMT 618 Staffing Organizations (3)
- MGMT 620 Compensation Management (3)
- MGMT 625 Management in Unionized Settings (3)
- MGMT 615 Organization Design and Strategy (3)
- MGMT 638 Building Continuous Improvement Teams (3)
- MGMT 648 Communication and Organizational Development (3)
- Or other adviser approved electives

1. Students who have successfully completed an undergraduate course in organizational theory and behavior should substitute an elective for MGMT 605 Organizational Theory and Behavior.
2. Students who have successfully completed an undergraduate course in human resources management/personnel administration or equivalent should substitute an elective for MGMT 609 Human Resource Management.
3. Students who elect the six hour thesis in place of MGMT 688 will take only three electives.
ACCOUNTING

Thomas Cianciolo
Department Head
406 Gary M. Owen Building
313-487-3320

OPEN ONLY TO STUDENTS WITH GRADUATE DEGREE ADMISSION

Accounting Courses

ACC 501 Accounting Principles. 3 hrs
For students who have not had undergraduate accounting. Introductory course in accounting principles and techniques used to measure business transactions and to prepare financial statements. Required of graduate students who have not completed a minimum of six hours of basic accounting.

ACC 540 Advanced Accounting I. 3 hrs
Specialized topics in accounting including not-for-profit accounting, professional ethics for accountants, SEC reporting, revenue recognition, financial statement analysis, and segment and interim reporting. Prereq: ACC 341 Intermediate Accounting II or department permission.

ACC 541 Advanced Accounting II. 3 hrs
Specialized topics in accounting with major emphasis on conceptual aspects and reporting of consolidated financial statements, international accounting challenges, and foreign currency reporting issues. Prereq: ACC 341 Intermediate Accounting II or department permission.

ACC 544 Theory of Individual Taxation. 3 hrs
Introduction of the principles of taxation as they relate to individuals in the United States. Among topics covered are: the tax legislative process, income and loss realization, and recognition and tax planning issues. Prereq: ACC 501 or department permission.

ACC 586 Cooperative Education. 1 hr
Accounting employment at a business or public organization imparting a practical experience in accounting. Position may be part-time, volunteer, or less than a full semester in duration. Does not count toward MSA or MBA requirements. Admittance by application only. Prereq: Department permission.

ACC 589 Internship. 3 hrs
Directed full-time accounting work experience in a business or public organization. Does not count toward MSA or MBA requirements. Credit/no credit. Admittance by application only. Prereq: Department permission.

ACC 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

Decision Science Courses

DS 501 Introductory Probability and Statistics for Business. 3 hrs
The development of fundamental probability concepts and statistical techniques emphasizing their applications to business decision-making. Includes the study of probability distributions, sampling, point and interval estimation, and hypothesis testing. Prereq: MATH 118-119 Mathematical Analysis for Social Sciences I-II or equivalent.

DS 565 Applied Linear Statistical Models. 3 hrs
An introduction to linear models with an emphasis on business applications. Topics include multiple linear regression models, analysis of variance and multivariate data analysis. Computer packages will be used. Projects and written reports are required. Not open to students with credit in DS 465 Applied Linear Statistical Models. Prereq: DS 265 Business Statistics I or DS 501.

DS 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

OPEN ONLY TO STUDENTS ADMITTED TO GRADUATE PROGRAMS IN THE COLLEGE OF BUSINESS

Accounting Courses

ACC 605 Administrative Controls. 3 hrs
Areas covered include cost analysis, cost allocation to profit and investment centers, profit planning, cash flow analysis, inventory control, control of decentralized operations. Both text and cases are used. Not open to those students who have taken a cost accounting course.

ACC 610 Accounting System Design and Installation. 3 hrs
Provides the fundamentals of developing and analyzing accounting systems to produce efficient recording, optimum data processing procedures, and appropriate analysis and interpretation for management. Case studies are used. Prereq: ACC 605 or ACC 620.

ACC 615 Corporate Financial Reporting. 3 hrs
Study of authoritative pronouncements on accounting principles which guide reporting financial position, results of operations and changes in fund flows. May include case studies or analysis of published financial reports. Prereq: Six hours of intermediate accounting.

ACC 620 Advanced Managerial Accounting. 3 hrs
Covers concepts of management control through accounting, accounting for organizational objectives, profit and investment centers, budgeting, project planning, and control. Prereq: Satisfy requirements for ACC 605.
ACC 642 Strategic Cost Management (SCM). 3 hrs
The role of cost management in strategic quality management. Cost management systems for continuous improvement: conceptual design, accounting models, performance measurement, and investment management. Prereq: ACC 605, or COB 650, or permission of instructor.

ACC 644 Tax Research Methods, Practice, and Problems. 3 hrs
Introduction of tax research methods including identification of tax issues, efficient use of tax resources, and effective communication of the research process. Prereq: ACC 544.

ACC 650 Internal Auditing. 3 hrs
Introduction to the profession of internal auditing. Includes professional standards, techniques, scientific methods, reporting, operational auditing, and internal audit management. Prereq: ACC 501 or permission of instructor.

ACC 651 Seminar in Applied Internal Auditing. 3 hrs
Application of the theory and standards of internal auditing by use of in-class learning modules. Prereq: ACC 650 or department permission.

ACC 665 Theory of Accounting. 3 hrs
A study of the objectives, history and development of financial accounting theory; introduces advanced accounting problems in the areas of inventory accounting, intangibles, consolidations, partnership accounting, leases, pensions and prior period adjustments. ACC 665 is a capstone course which integrates the theoretical concepts and practical applications of the accounting discipline. Prereq: ACC 341 or six hours of intermediate accounting.

ACC 667 Professional Auditing. 3 hrs
A study of auditing concepts, objectives and procedures, and of the literature as it relates to current audit problems. Prereq: ACC 650 or department permission.

ACC 672 Estate Tax Planning. 3 hrs
Study of the federal taxation of estates, gifts and trusts, particularly as they affect family financial planning, and the preparation of federal estate tax, gift tax and fiduciary tax returns. Prereq: ACC 344 Tax Accounting or ACC 544.

ACC 674 International Taxation. 3 hrs
The basic concepts that relate to US taxation of multinational transactions. The provisions that apply to “inbound” transactions (foreign transactions on US soil) and “outbound” transactions (US transactions on foreign soil) are examined. Prereq: Open only to graduates on a degree admission.

ACC 675 International Accounting. 3 hrs
Introduction to accounting in an international environment. Includes the study of environmental factors, performance evaluation, financial reporting and specific accounting and auditing problems. Prereq: ACC 605 Administrative Controls or permission of instructor.

ACC 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

ACC 685 Business Tax Planning. 3 hrs
Conceptual coverage of the tax system, taxable and tax-reporting business entities, and principles of taxation for the purpose of identifying the tax planning opportunities in business decisions. Prereq: ACC 344 Tax Accounting or ACC 544.

ACC 689 Seminar. 3 hrs

ACC 696 Accounting Theory, Research, and Policy. 3 hrs
A capstone course emphasizing and developing an understanding of the many interrelated applications of accounting in organizations and in the broader setting of financial markets. Prereq: Department permission.

ACC 697/698/699 Independent Study. 1/2/3 hrs
Directed study or problems in accounting not otherwise treated in department courses. Prereq: Completion of MSA or MBA tool core and department permission.

DECISION SCIENCE COURSES

DS 602 Techniques in Business Research. 3 hrs
This course is a review and extension of statistical techniques used by business people to collect and analyze data for making business decisions. Includes confidence intervals, hypothesis testing, correlation analysis, regression modeling, and analysis variance. Computer packages and written report. Not applicable to MSIS degree. Prereq: DS 501 or MATH 504; and IS 502 or equivalent.

DS 605 Managerial Economics and Decision Analysis. 3 hrs
Application of economic theory to problems facing business management. Emphasis on economics as a business tool that facilitates decision making. Topics considered include optimization techniques, uncertainty, demand, production, cost, and antitrust economics. Not applicable to MSIS degree. Prereq: ECON 501, ECON 502, or equivalent; DS 602.

DS 634 Stochastic Models. 3 hrs
An introduction to stochastic models. Topics include Markov models, queuing models, stochastic programming and renewal theory. Applications of these models in various operating systems are emphasized. Prereq: POM 630 or equivalent.
DS 636 Forecasting Models. 3 hrs
An introduction for forecasting models. Topics include naive methods, smoothing methods, decomposition techniques, regression, and ARIMA models. Use of these models in making forecasts in business and industry is considered. 
Prereq: DS 565 or equivalent.

DS 638 Simulation and Modeling. 3 hrs
Introduction to digital simulation techniques as they apply to business. The course presents the basic concepts involved in simulation, describes applications of simulation to business problems and discusses technical problems associated with the use of simulation. Emphasis is on the design and operation of computer models.
Prereq: DS 501 or IS 502.

DS 669 Business Conditions: Analysis and Forecasting. 3 hrs
Macroeconomic activity as a major determinant of firm operations. Short-term economic forecasting, econometric models, opportunistic models, economic indicators. Forecasting business investment, housing, consumer purchases, other GNP components. Seasonal variation and methods of seasonal adjustment.
Prereq: DS 605.

DS 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

DS 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.
FINANCE AND COMPUTER INFORMATION SYSTEMS

Asrat Tessema
Department Head
412 Gary M. Owen Building 313-487-2454/2455

OPEN ONLY TO STUDENTS WITH GRADUATE DEGREE ADMISSION

Finance Courses

FIN 502 Financial Principles. 3 hrs
Course provides an introduction to finance. Nonfinance majors will gain an appreciation of the role of financial markets and institutions in our economy, and the responsibilities, concerns and methods of analysis employed by corporate financial managers. Students pursuing a concentration in the finance area should view this as a first course in corporate finance and an introduction into investments, financial markets, and institutions.

FIN 540 International Finance. 3 hrs
The course covers international aspects of financial investment, capital budgeting, risk analysis, joint ventures and acquisitions, forecasting and protecting against exchange rate changes, capital structure problems of multinational corporations, methods of financing, banking, and financial reporting. Prereq: FIN 502.

FIN 590/591/592 Special Topics. 1/2/3 hrs
An in-depth study of a specialized area in finance. Prereq: Department permission.

Insurance Course

INS 586 Risk and Risk Management. 3 hrs

Information Systems Courses

IS 502 Business Information Systems. 3 hrs
This course is an introduction to concepts of information, business problem components and systems, computers and tools available for problem solving on computers. In addition, analysis of requirements for business information systems, design and implementation are studied. A high level programming language is used for implementation. Prior experience in a language is not required. Prereq: MATH 118 Mathematical Analysis for Social Sciences I or MATH 504.

IS 510 Programming and Data Structures. 3 hrs
This is the first of a sequence of two courses, the other being IS 528, dedicated to introduce students to the object-oriented paradigm. The course emphasizes a strategic problem-solving approach to programming. The fundamental constructs of the paradigm - identification, creation and use of high-level classes are explained. Algorithmic constructs are introduced as means to support class implementation.

IS 528 Advanced Data Structures. 3 hrs
This is the second of a sequence of two courses, the other being IS 510, dedicated to introduce students to the object-oriented application frameworks and component architecture as the basis for the development of applications. The Model View-Controller interaction model is presented. Prereq: IS 510

IS 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

Production/Operations Management Courses

POM 503 Introduction to Production/Operations Management. 3 hrs
Introduction to the design, operation, and control functions in manufacturing and service organizations. Topics include product design, facilities location and layout, capacity planning, job design and work measurement, product planning and scheduling, materials management, and quality management. Prereq: IS 502 and MATH 504, or equivalent.

POM 574 Design of Production/Operations Systems. 3 hrs
An in-depth qualitative, quantitative, and computerized analysis of problems related to the design of manufacturing and nonmanufacturing systems. Topics include productivity, product and service design, process planning, job design and work measurement, facilities location, layout of facilities, and facilities maintenance. Prereq: POM 503 or equivalent.

POM 575 Production and Inventory Control I. 3 hrs
This is a two-course sequence in production and inventory management. Topics include differences between production to stock, production to order and assemble or finish to order strategic planning, production planning, forecasting of production requirements, master production scheduling, inventory management for dependent and independent demand items, material requirements planning, capacity planning, logistics, Just-In-Time, total quality management, and production management. Discussion of how to prepare for APICS certification exams are also included. A term project for graduate students is required. Prereq: POM 503 or equivalent.

POM 576 Production and Inventory Control II. 3 hrs
An in-depth quantitative and qualitative analysis of various production planning and control problems in manufacturing and service organizations. Topics include forecasting of demand, aggregate production planning, master production scheduling, production-to-order vs. production-to-stock scheduling, and large-project planning and scheduling. The role of management science and computer models in solving these
and share repurchases.  
Prereq: FIN 620.

Modern corporate finance are examined including issues arising from risky corporate debt, the theory of optimal capital structure, agency theory and economic effects of taxation. Special topics include raising external capital, dividend policy and share repurchases.

Prereq: FIN 620.

FIN 679/680/681 Special Topics.  1/2/3 hrs  
An in-depth study of a specialized area in finance.  
Prereq: FIN 620.

FIN 697/698/699 Independent Study.  1/2/3 hrs  
Directed study of problems in finance not otherwise treated in department courses.  
Prereq: Department permission.

Production/Operations Management Courses

POM 603 Quantitative Methods I.  3 hrs  
Business decision making, complex problems of the modern business enterprise. Quantification and measurement, statistical decision making, linear programming, game theory, inventory control, replacement decisions and various techniques of statistical optimization. Not applicable to MSIS degree.  
Prereq: DS 602.

POM 604 Quantitative Methods II.  3 hrs  
Transportation networks, queuing theory, Bayesian inference, regression and correlation analysis, in addition to various discrete mathematical programming topics of contemporary interest.  
Prereq: POM 603 or department permission.

POM 630 Linear Programming and Extensions.  3 hrs  
An introduction to the theory, computational techniques, and business applications of linear programming. Topics include solution techniques; duality theorem; sensitivity analyses; Gomory's integer programming algorithm; transportation, transshipment, and assignment models; and zero-sum game models.  
Prereq: MATH 118 Mathematical Analysis for Social Sciences I or MATH 122 Elementary Linear Algebra or equivalent.

POM 632 Nonlinear Programming.  3 hrs  
An introduction to the theory, computational algorithms, and business applications of various types of nonlinear programming models. Topics include separable programming, classical theory or optimization, searching techniques, goal programming, branch and bound and dynamic programming.  
Prereq: POM 630 or equivalent.

POM 640 Planning and Control in Operations Management.  3 hrs  
This course will investigate the use of management science techniques to analyze and solve various problems related to the design, operation and control of operating systems. Operating systems are broadly defined here to include service organizations. Topics included are process planning, location and layout of production facilities, forecasting of demand, aggregate planning, inventory control, loading and sequencing jobs on facilities, statistical quality control and management information systems.  
Prereq: POM 503 or department permission.
POM 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

POM 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.

INFORMATION SYSTEMS COURSES

IS 610 Programming and Language Design. 3 hrs
Short review of programming in Pascal or C. Short review of data structures. Overview of language processors. Formal grammar. Lexical scanning, proing, code generation, and applications.
Prereq: IS 528.

IS 614 Systems Analysis. 3 hrs
This course covers concepts, tools, and techniques for modeling of business activities and data. Analysis and design methodologies are covered.
Prereq: IS 528.

IS 616 Technology of Management Information Systems. 3 hrs
Managing technology of information systems within organizations. The specifications and configuration of computer-based systems. Methods for costing system hardware and software and for assessing computer performance.
Prereq: IS 502 or equivalent.

IS 620 Data Networks. 3 hrs
Introduce the student to the concepts, goals, structures, and design of data communications and computer networks.
Prereq: IS 510.

IS 624 Operating Systems and Management of Computing Resources. 3 hrs
Aspects of the management of computer information systems resources. Includes a comprehensive review of issues associated with operation systems design and implementation. The course reviews the management of other resources such as information center staffing, services, and issues related to an effective information center.
Prereq: IS 528.

IS 625 Software Engineering Management. 3 hrs
Provide students with an understanding of the principles and techniques for developing reliable software delivered on schedule, within budget, and in a maintainable condition. Instruction in analyzing, designing, and building business-oriented software systems.
Prereq: IS 614.

IS 626 Business Database Applications. 3 hrs
Explores the elementary theories and applications of database design techniques and models including relational, hierarchic, and network models. Provides in-depth experience with database management implementations on managerial decision-making.
Prereq: IS 502 or equivalent.

IS 645 Database Management Systems. 3 hrs
Study of different storage organization and retrieval techniques; database design techniques and processes; logical and physical database design; relational, network, and hierarchical database organizations.
Prereq: IS 614.

IS 655 Decision Support Systems. 3 hrs
The study of one important programming language and its application to several expert systems. Students will design and implement an expert system using a variety of knowledge-based software and engineering techniques.
Prereq: IS 528.

IS 675 Language Processors. 3 hrs
Applications of techniques of language processors to the problems involved in writing application programs, interactive computer systems and query languages, etc.
Prereq: IS 625.

IS 679/680/681 Special Topics. 1/2/3 hrs
This course will be offered periodically to review selected contemporary topics in quantitative analysis, business computer systems and/or managerial and business economics.
Prereq: Completion of MBA or MSIS core.

IS 690/691/692 Thesis. 1/2/3 hrs
Students will develop and defend an original research proposal in the area of information systems. Upon the conclusion, students will prepare and defend a written report of their findings in the form of a master’s thesis.
Prereq: Completion of all required MSIS courses and department permission.

IS 695 Seminar. 3 hrs
This capstone course integrates management information systems (MSIS) with fundamental areas of business. The impact of MSIS in the organization is analyzed in terms of current design and implementation techniques and follow-up evaluation of business systems. The student writes an original research paper in the area of management information systems.
Prereq: All MSIS required and restricted elective courses must be completed prior to this course.

IS 696 Systems Development Projects. 3 hrs
To provide the student with experience in analyzing, designing, implementing and evaluating industry-related information systems problems. Students are assigned one or more systems development projects. The project involves part of all of the system development cycle.
Prereq: Completion of all MSIS required and restricted elective courses.

IS 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.
MANAGEMENT

Sahab Dayal Department Head
466 Gary M. Owen Building
313-487-3240

OPEN ONLY TO STUDENTS WITH GRADUATE DEGREE ADMISSION

MANAGEMENT COURSES

MGMT 501 Management: Concepts, Principles, and Practice. 3 hrs
The basic managerial functions are studied primarily from the perspective of the process design, but the behavioral, management science and other disciplinary schools of thought are also carefully examined. Open only to graduate students who have not had a basic management course. Not available to College of Business graduates.

MGMT 550 International Management: A Cultural Perspective. 3 hrs
This course will examine management practices within the international business environment, both from individual national perspectives and from the global perspective of the multinational corporation.

MGMT 567 Business Communication: Specialized Organizational Report Writing. 3 hrs
Course to train students (already admitted to a graduate degree program) to write reports suited to organizational needs and environments. Provides professional and managerial focus on designing reports for business, industry, education, health care, and government. Develops skills in design, editing, and analysis of reports.

MGMT 568 Managerial Communication. 3 hrs
A survey of the research and literature to familiarize the student with theory, concepts, and methods relevant to administrative communication.
Prereq: Graduate student and one course in management.

MGMT 576 Corporate Social Policy. 3 hrs
A study of the interaction between business organizations and their economic, political, social, and legal environments. Ethical issues relevant to corporate decision-making will be the focus of the analysis of social policy.

MGMT 580 Management of Organizational Behavior. 3 hrs
A survey and synthesis of behavioral science theories relevant to management of business and nonbusiness organizations. This course is not open to students enrolled in a College of Business program.

MGMT 590/591/592 Special Topics. 1/2/3 hrs
Selected topic(s) from the field of management.

OPEN ONLY TO STUDENTS ADMITTED TO GRADUATE PROGRAMS IN THE COLLEGE OF BUSINESS

MANAGEMENT COURSES

MGMT 601 Diagnostic and Quantitative Methods in Organizations. 3 hrs
The study and application of diagnostic and quantitative methods for problem diagnosis, implementation, and evaluation of the organizational development process and human resource management practices.
Prereq: MGMT 605, DS 501.

MGMT 602 Theory and Techniques of Organizational Development. 3 hrs
This class examines the theoretical basis of the field of organizational development. Change interventions at the individual, group, and organizational level are covered along with consultation skills.
Prereq: MGMT 605.

MGMT 604 Management Communication Theory and Practice. 3 hrs
A survey of the research and literature to familiarize the student with theory, concepts, and methods relevant to administrative communication.
Prereq: Graduate student and one course in management.

MGMT 605 Organizational Theory and Behavior. 3 hrs
The objective is to apply social science concepts to organizational structure and design. Case studies are used to relate theory and behavior.

MGMT 609 Human Resource Management. 3 hrs
Current activities and theory relevant to human resource management function are described, including impact of changes related to government intervention and other environmental impacts.

MGMT 615 Organization Design and Strategy. 3 hrs
To provide in-depth understanding of organizations’ ability to survive, grow, and adapt in relation to internal and environmental pressures. Analytical and problem skills are practiced also in such areas as structure, conflict, strategy and use of power.
Prereq: MGMT 605 and MGMT 602.

MGMT 618 Staffing Organizations. 3 hrs
This course will train students to staff organizations. Students will obtain skills in human resource planning, recruitment, job analysis, selection techniques, and evaluation (validation).
Prereq: MGMT 609.

MGMT 620 Compensation Management. 3 hrs
Study of the concepts and practices of compensation administration with emphasis on current theories of compensation and motivation.
Prereq: MGMT 605 and MGMT 609.
MGMT 625 Management in Unionized Settings. 3 hrs
Presents the background necessary to examine top management strategic decision-making regarding unions as well as day-to-day union worker-management interaction and introduces methods and skills necessary for change in management-union relationships.
Prereq: MGMT 605 and MGMT 609.

MGMT 628 Human Resource Development. 3 hrs
Course is designed to educate students in training needs analysis and program design, implementation of training programs, training evaluation procedures, human resource cost-effectiveness plans, job design techniques.
Prereq: MGMT 605 and MGMT 609 or equivalent.

MGMT 638 Building Continuous Improvement Teams. 3 hrs
Develops an understanding of the continuous improvement philosophy, the organizational systems required to support a team-oriented approach to designing, developing, and implementing continuous improvement teams. The course provides knowledge and critical skills necessary for building continuous improvement teams.
Prereq: MGMT 605.

MGMT 648 Communication and Organizational Development. 3 hrs
The development of communication understanding and skills as required in organizational management and interaction by internal and external change agents.
Prereq: A course in communication or department permission.

MGMT 650 Leadership of the Strategic Quality Management Firm. 1/2/3 hrs
This course introduces the students to the strategic concepts for leading a strategic quality management firm. Cross-functional considerations between development, marketing, operations, human resources, financial controls, and international functions are covered.
Prereq: MBA foundation courses.

MGMT 679/680/681 Special Topics. 1/2/3 hrs
Selected topic(s) from the field of management.

MGMT 694 Human Resource Management/Organizational Development Strategy and Policy. 3 hrs
The development of integrated human resource management and organizational development policies and strategies and application to both live and written case studies.
Prereq: Completion of all the HRM/OD core.

MGMT 695 Seminar: Management. 3 hrs
A study of selected management issues and problems. Specific topics vary from term to term.
Prereq: MGMT 605.

MGMT 696 Seminar: Management Strategy and Policy. 3 hrs
The development of overall strategy and supportive policies of the firm operating under competitive conditions, from the point of view of general management. Improvement of decision-making skills through case analyses of actual situations. Offered fall and winter semesters only.
Prereq: Completion of MBA operational and tool core.

MGMT 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: MBA or HR/OD core, MGMT 605, and department permission.

Colleges of Business Courses

COB 590/591/592 Special Topics. 1/2/3 hrs
Course covers selected topics from the field of business.
Prereq: Department permission.

COB 650 Strategic Quality Management. 3 hrs
This course provides the student an interdisciplinary introduction to strategic quality management. The course covers customer driven quality strategies applied by participative leadership teams to continuously improve products and services.
Prereq: MBA foundations and COB 650.

COB 655 Innovation and Development Leadership Process. 3 hrs
This course develops the leadership processes necessary to manage large innovation and development projects. The management processes are covered to achieve innovation from project teams within budget and timing.
Prereq: MBA foundations courses and COB 650.

COB 679/680/681 Special Topics. 1/2/3 hrs
Course covers selected topics from the field of business.
Prereq: Department permission.

COB 695 Seminar. 3 hrs
A study of selected business issues and methods. Specific topics will vary from term to term.
Prereq: Department permission.
MARKETING

Prereq: Department permission.
Six hours of special topics may be used on a degree program.

Prereq: Previous credit in law.

MARKETING COURSES

MKTG 510 Marketing. 3 hrs
The development of skills in the analysis and resolution of management problems related to the marketing process; economic, psychological, and sociological characteristics of demand for various products; marketing research; channels of distribution; advertising; personal selling; pricing policies and regulation of marketing. Open only to graduate students who have not had a basic marketing course.

MKTG 520 International Business. 3 hrs
Analysis of the global economic, political, cultural, and geographic environments and their impact on market entry. Strategies of multinational firms and survey of changes in marketing, finance, human resources, and production policies resulting from international environmental differences.
Prereq: MKTG 510 or equivalent.

MKTG 592 Special Topics. 3 hrs
The courses involve daily visitations to various types of domestic and/or foreign business enterprises where discussions are held in seminars concerning marketing and other business affairs. Subsequent seminar sessions are held by the instructor at a classroom arranged prior to the trip.

LAW COURSES

LAW 503 Legal Environment of Business. 3 hrs
The nature and operation of the American legal system; legal constraints on business activities. Law as an expression of social and political forces and as an instrument of economic and political change. Not open to students having had LAW 293 Legal Environment of Business.

LAW 530 Modern Commercial Law. 3 hrs
Designed for students desiring a detailed knowledge of modern business law. Provisions of the Uniform Commercial Code are emphasized. Aspects of the law of sales, negotiable instruments including effects of different endorsements, secured transactions, commercial financing and bankruptcy, bailments, bills of lading, and letters of credit.
Prereq: Previous credit in law.

LAW 592 Special Topics. 3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

LAW 595 Seminar. 3 hrs
A study of selected business law issues and topics which may vary from term to term.
Prereq: LAW 503 or equivalent.

LAW 681 Special Topics. 3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

MARKETING COURSES

MKTG 610 Marketing Policies and Problems. 3 hrs
Analysis of current marketing problems and their implications relative to the firm’s marketing mix and external economic, social, cultural, legal, and political environments. Offered fall and winter semesters only.
Prereq: MKTG 510 or equivalent.

MKTG 620 Customer-Driven Quality. 3 hrs
Defining and measuring quality from the viewpoint of the customer. Topics include: the philosophy of customer orientation, measuring quality and satisfaction, expectations, complaining behavior, benchmarking.
Prereq: MKTG 510 or department permission.

MKTG 630 Sales Operation Management. 3 hrs
An intensive investigation of the sales function and its relationship to the total marketing program. Topics considered include setting sales objectives, formulation of sales strategy, development of sales organization, relationships with distributors and dealers, public policy as it relates to the sales function, analytical tools for forecasting sales, qualitative and quantitative measures of sales performance, control of sales operations, and integration of sales and other marketing functions. Reviews of the literature in the sales field and cases stressed.
Prereq: MKTG 610.

MKTG 640 Promotions Management. 3 hrs
An integrative decision oriented course emphasizing the strategic function of an effective program of corporate promotions employing mass communications, personal selling, sales promotion, publicity, and public relations.
Prereq: MKTG 610.

MKTG 650 Channels of Distribution and Logistics. 3 hrs
Identification and analysis of problems involved in the development and operation of channels of distribution. Issues of trade structure and methods of cooperation among channel members are discussed from legal and managerial points of view. Specific analytical tools are developed for the individual firms in analyzing spatial arrangements of markets, plant and warehouse location, inventory systems, and selections of carrier alternatives. Lecture, discussion and cases.
Prereq: MKTG 610.
MKTG 665 Seminar in Buyer Behavior. 3 hrs
A seminar devoted to the study of consumer and industrial buying behavior. Emphasis is given to the exploration and understanding of appropriate theories, measurement techniques, and applications of theory to marketing strategy.
Prereq: MKTG 510.

MKTG 670 Advanced Methods in Marketing Research. 3 hrs
This course outlines the application of research methods to aid in marketing decision making. Included are approaches to problem definition, secondary data review, questionnaire development, data collection, data analysis and managerial interpretation, and the reporting of research findings. This course will also provide a detailed look at a computer-based statistical package (e.g., SPSS-X).
Prereq: MKTG 610.

MKTG 675 Market Planning and Forecasting. 3 hrs
Development of student skills and techniques for strategic marketing planning and forecasting. Concepts relating to the mission, opportunity analysis, objectives, goals, and programs will be explored. Individual planning and forecasting projects and exercises will be emphasized.
Prereq: MKTG 610.

MKTG 681 Special Topics. 3 hrs
Selected topic(s) from the field of marketing.
Prereq: MKTG 610.

MKTG 695 Seminar. 3 hrs
The purpose of this seminar is to develop both an understanding of and a point of view toward some of the major problems of marketing which are dealt with briefly or not at all in required course work. Topics vary from year to year in accordance with the needs and interests of the students.
Prereq: MKTG 610.

MKTG 699 Independent Study. 3 hrs
An intensive study of a problem under the direction of graduate faculty members.
Prereq: MKTG 610.

LAW Course

LAW 699 Independent Study. 3 hrs
Students select a problem or group of problems to be researched or studied in depth under the direction of a designated faculty member.
Prereq: Department permission.
COLLEGE OF EDUCATION

JERRY H. ROBBINS, DEAN
ROBBIE A. JOHNSON, ASSOCIATE DEAN
MARTHA W. TACK, ASSOCIATE DEAN
117 BOONE HALL
487-1414

DEPARTMENTS
HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE
LEADERSHIP AND COUNSELING
SPECIAL EDUCATION
TEACHER EDUCATION
HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

Michael M. Bretting
Department Head
237 Warner
487-4388

MASTER OF SCIENCE (PHYSICAL EDUCATION)

Graduate study in the Department of Health, Physical Education, Recreation and Dance includes the following:

1. A Master's in Science Degree with a concentration in:
   A. Pedagogy
   B. Interdisciplinary Adapted Physical Education
   C. Sports Medicine/Adult/Corporate Fitness
   D. Sports Medicine/Exercise Physiology
   E. Sports Medicine/Biomechanics

2. Non-degree post baccalaureate study for recertification credits and for non-Physical Education Master's Degree Candidates.

OBJECTIVES

Upon completion of the Master's of Science Degree, students will:
1. conduct and utilize research for problem solving.
2. acquire skills and knowledge necessary to perform in a variety of leadership roles.
3. develop an in-depth understanding of a specialty area within Health, Physical Education, Recreation or Dance.
4. receive preparation for further graduate work at the doctoral level.
5. have an opportunity to expand their professional involvement and leadership through participation in professional societies.
6. receive preparation for diverse employment opportunities in appropriate agencies.
7. utilize philosophy when making decisions concerning professional and personal behaviors.

ADMISSION REQUIREMENTS

1. Meet Graduate School requirements.
2. Hold an undergraduate degree from an accredited institution.
3. Have an undergraduate major/minor in physical education for the pedagogy tract or an undergraduate major in an appropriate area for the remaining tracts.
4. Have a minimum of a 2.75 GPA.
5. 950 on Verbal and Quantitative portions of GRE (GRE to have been taken within five years) prior to the time of application.
7. Interviews are required for assistantships; Interviews recommended for all other students.

CURRICULA

PEDAGOGY

A. Core Classes ........................................... 8-12 hours
   PHED 677 Research, Theory and Design in Physical Activity ........................................... 3
   PHED 690/691/692 Thesis or ........................................... 6
   PHED 698/699 Independent Study ........................................... 2-3
   PHED 505 Basic Statistics in Physical Education .......... 3

B. Pedagogy Emphasis Area ................................. 8 hours
   PHED 583 Teaching Effectiveness in Physical Education ........................................... 2
   PHED 584 Physical Education Curriculum and Instructional Design ........................................... 2
   PHED 587 Philosophy in Physical Education/Sport ........................................... 2
   PHED 521 Legal Liability of Educators and Athletic Coaches ........................................... 2

C. Suggested Electives ................................... 8-13 hours
   PHED 582 Skill Analysis ........................................... 2
   PHED 584 Physical Education Curriculum and Instructional Design ........................................... 2
   PHED 581 Physical Education for Students with Disabilities ........................................... 2
   PHED 566 Sport Psychology ........................................... 2
   PHED 578 Motor Learning and Development ........................................... 2
   PHED 591 Motor Learning ........................................... 3
   PHED 593 Motor Learning and Development ........................................... 2
   PHED 586 Motor Learning ........................................... 2
   PHED 521 Legal Liability of Educators and Athletic Coaches ........................................... 2
   PHED 568 Physical Fitness ........................................... 2
   HLED 546 Alcohol Use and Abuse ........................................... 2

D. Cognates ................................................... 0-4 hours
   Total ................................................... 33 hours

INTERDISCIPLINARY ADAPTED PHYSICAL EDUCATION

A. Core Classes ........................................... 8-12 hours
   PHED 677 Research, Theory and Design in Physical Activity ........................................... 3
   PHED 692 Thesis or ........................................... 6
   PHED 698/699 Independent Study ........................................... 2-3
   PHED 505 Basic Statistics in Physical Education ........................................... 3

B. Adapted Physical Education Emphasis Area ................................. 9-12 hours
   PHED 581 Physical Education for Students with Disabilities ........................................... 2
   PHED 583 Teaching Effectiveness in Physical Education ........................................... 2
   PHED 584 Physical Education Curriculum and Instructional Design ........................................... 2
   PHED 865 Curriculum and Instruction in Adapted Physical Education ........................................... 2
   PHED 866 Research on Sports for Athletes with Disabilities ........................................... 3

*Courses are to be taken at Michigan State University

Special Education Cognates ................................... 9 hours
   SPGN 510 The Exceptional Child in The Regular Classroom ........................................... 3
   SPGN 615 Social Psychology of Disability: Family, School & Society ........................................... 3
### ADULT/CORPORATE FITNESS EMPHASIS AREA

**A. Core Classes** ............................................................... 8-12 hours
- PHED 677 Research, Theory and Design in Physical Activity ........................................... 3
- PHED 690/691/692 Thesis or .............................................. 6
- PHED 698/699 Independent Study ...................... 2-3
- PHED 505 Basic Statistics in Physical Education 3

**B. Exercise Physiology Emphasis Area** ............ 6 hours
- PHED 642 Advanced Exercise Physiology I .......... 3
- PHED 644 Advanced Exercise Physiology II .......... 3

**C. Supporting Courses** .............................................. 5-15 hours
- PHED 521 Legal Liability of Educators and Athletic Coaches .... 2
- PHED 578 Motor Learning & Development .... 2
- PHED 665 Sport Psychology ....................... 2
- PHED 630 Electrocardiography .......................... 3
- PHED 637 Techniques of Graded Exercise Testing ................................................................. 3
- PHED 644 Advanced Exercise Physiology II .......... 3
- HLED 546 Alcohol Use & Abuse ........................ 2

**D. Cognates** ................................................................. 0-5 hours
- Required Course in this block

Total ................................................................. 33 hours

### SPORTS MEDICINE

### EXERCISE PHYSIOLOGY EMPHASIS AREA

**A. Core Classes** ............................................................... 8-12 hours
- PHED 677 Research, Theory and Design in Physical Activity ........................................... 3
- PHED 690/691/692 Thesis or .............................................. 6
- PHED 698/699 Independent Study ...................... 2-3
- PHED 505 Basic Statistics in Physical Education 3

**B. Exercise Physiology Emphasis Area** ............ 6 hours
- PHED 642 Advanced Exercise Physiology I .......... 3
- PHED 644 Advanced Exercise Physiology II .......... 3

**C. Supporting Courses** .............................................. 5-15 hours
- PHED 521 Legal Liability of Educators and Athletic Coaches .... 2
- PHED 578 Motor Learning & Development .... 2
- PHED 665 Sport Psychology ....................... 2
- PHED 630 Electrocardiography .......................... 3
- PHED 637 Techniques of Graded Exercise Testing ................................................................. 3
- PHED 644 Advanced Exercise Physiology II .......... 3
- HLED 546 Alcohol Use & Abuse ........................ 2

**D. Cognates** ................................................................. 0-5 hours
- Required Course in this block

Total ................................................................. 33 hours

### BIOMECHANICS EMPHASIS AREA

**A. Core Classes** ............................................................... 8-12 hours
- PHED 677 Research, Theory and Design in Physical Activity ........................................... 3
- PHED 690/691/692 Thesis or .............................................. 6
- PHED 698/699 Independent Study ...................... 2-3
- PHED 505 Basic Statistics in Physical Education 3

**B. Biomechanics Emphasis Area** ............ 6 hours
- PHED 650 Biomechanics I/Kinematics ................. 3
- PHED 652 Biomechanics II/Kinetics .................. 4
- CHEM 451 Biochemistry I ................................. 3
- DTC 548 Metabolic Nutrition, Care I ................. 3
- ZOO 427 Vertebrate Physiology ......................... 3
- ZOO 536 Vertebrate Tissue ................................. 3
- ZOO 672 Endocrinology ........................................ 4
- BIOL 540 Cell Biology ......................................... 3

**C. Supporting Courses** .............................................. 5-15 hours
- PHY 431 Int. Mechanics II ................................. 3
- PHED 642 Advanced Exercise Physiology I .......... 3
- PHED 644 Advanced Exercise Physiology II .......... 3
- PHED 591 Skill Analysis ................................. 2
- PHED 665 Sport Psychology ....................... 2
- PHED 578 Motor Learning & Development .... 2
- PHED 521 Legal Liability of Educators and Athletic Coaches ........................ 2

**D. Cognates** ................................................................. 0-11 hours
- Required Course in this block

Total ................................................................. 33 hours
HEALTH EDUCATION COURSES

HLED 545 Sex Education. 2 hrs
Designed to provide a period of concentrated study and discussion about sex education for teachers, nurses, school administrators, clergy, and interested representatives of community agencies.

HLED 546 Alcohol Use & Abuse. 2 hrs
Designed to improve the quality of teaching in alcohol education and the quality of rehabilitative efforts by public and private agencies concerned with alcohol problems. Attempts to develop an understanding of the physiological, psychological and sociological factors related to the use of alcohol. Specifically, it is concerned with developing constructive attitudes toward the alcohol problem and dispelling prejudices, misunderstandings, and myths which obscure facts.

HLED 590/591/592 Special Topics. 1/2/3 hrs
Experimental course(s) designed to investigate specific topics of concern in the specialization areas of study in health education.

PHED 595 Workshop. 2 hrs
A specialized workshop in the area of health education with the central theme to be announced

HLED 640 Basic Concepts of the School Health Program. 2 hrs
To provide school health personnel with an opportunity to study and understand the function of the total school health program with special emphasis on the classroom teacher.

HLED 643 Problems in Community Health. 2 hrs
Community health problems and the forces operative in their solution; the role of the educators dealing with the health problems of their environment.
Prereq: HLED 640.

HLED 645 Problems in Sex Education. 2 hrs
A course designed to help school personnel improve and implement comprehensive sex education programs in the schools, K-12. The focus is on the improvement of skills and techniques in teaching and program development.

HLED 647 School Health Trends. 2 hrs
Review of recent literature and research in the areas of health service and health instruction; national trends in school health.
Prerequisite: HLED 640

HLED 650 Administration of the School Health Program. 2 hrs
For principles, supervisors, coordinators, athletic directors, and other personnel involved with the administration and leadership in school health programs. Current administrative theory in the implementation and improvement of school health programs.
Prerequisite: HLED 640

HLED 679/680/681 Special Topics. 1/2/3 hrs
Experimental course(s) designed to investigate specific topics of concern in the specialization areas of study in health education.

HLED 694 Seminar. 2 hrs
A specialized seminar in the area of health education with the central theme to be announced

PHYSICAL EDUCATION COURSES

PHED 505 Basic Statistics in Physical Education. 3 hrs
A required course for graduate candidates in the Physical Education Program. A study of statistical techniques including descriptive and inferential parametric/nonparametric test.

PHED 506 Test Construction. 2 hrs
Types of written tests and examinations; construction, selection and interpretation of results.

PHED 510 Administration of Athletics. 2 hrs
Problems related to interscholastic and intercollegiate athletic programs; for administrators, supervisors, coaches and others having a part in the control of athletics.

PHED 521 Legal Liability of Educators and Athletic Coaches. 2 hrs
A course designed to provide an opportunity for students to explore the provisions of state legislation, common law, governmental immunity and the legal defenses to the tort of negligence as they relate to the avoidance of being successfully named as a defendant in civil litigation alleging professional negligence.

PHED 561 Supervision of Physical Education. 2 hrs
Problems, relationships and procedures in the supervision of physical education programs.

PHED 562 Facility Planning and Development. 2 hrs
Terminology, standards for planning, construction, use and maintenance of facilities in health, physical education, recreation and athletics.

PHED 565 Problems in Intramural and Extramural Sports. 2 hrs
Organization and administration of intramural and extramural sports in junior and senior high schools; practical aspects of programming for groups and individuals.

PHED 566 Sport in American Society. 2 hrs
A study of the significance of sport in American society with emphasis upon sport in the context of American culture, sport and social institutions in American society, socialization and sport, and some projections concerning the future of American sport.

PHED 568 Physical Fitness. 2 hrs
Current theories and practices in the development of physical fitness in our society; evaluation of school programs.
PHED 570 Critical Analysis of Physical Education. 2 hrs
The expanding of physical education and the physical educator; and analysis of research in the foundation sciences and in philosophy.

PHED 578 Motor Development and Learning. 2 hrs
A study of the development of motor skills in children as related to their age and growth patterns with an investigation of major theories and research in learning as applied to motor skills.

PHED 579 Physical Education for the Mentally Impaired. 2 hrs
Physical Education curriculum and programming for the mentally impaired. Content includes program goals, assessment, prescription, teaching, and program evaluation. Emphasis will be placed on adapting materials and utilizing alternative teaching strategies to individualize instruction.

PHED 580 Comparative Physical Education. 2 hrs
The historical heritage of physical education from early Greek studies of aims, objectives, and programs of ancient and modern cultures.

PHED 581 Physical Education for Students with Disabilities. 2 hrs
Physical education curriculum and programming for the impaired student. Content includes program goals, assessment, prescription, teaching and program evaluation. Emphasis will be placed on adapting materials and utilizing alternative teaching styles to individualized instruction in both mainstreamed and segregated teaching situations.

PHED 583 Teaching Effectiveness in Physical Education. 2 hrs
An examination of effective teaching by establishing realistic objectives, observation and analysis of instruction. A study of teaching strategies and current research related to teaching in physical education.

PHED 584 Physical Education Curriculum and Instructional Design. 2 hrs
A lecture and discussion course for the graduate student in physical education. This course will define curriculum, explore the basis for curriculum planning, establish an organizational plan for developing curriculum and evaluate an established physical education program.

PHED 587 Philosophy of Physical Education/Sport. 2 hrs
Philosophy and its relationship to physical education and sport, Metaphysics, the Mind/Body Problem, Epistemology, Axiology (ethics and aesthetics), social, religious, and political philosophy relative to sport and physical education.
Prereq: Major/Minor.

PHED 588 Administrative Problems in Physical Education. 2 hrs
The case study approach to the understanding of problems in physical education and athletics; planning, organizing, developing, staffing, coordinating, and budgeting programs.
Prereq: Major/Minor.

PHED 589 Advanced Physical Testing. 2 hrs
The application and interpretation of advanced physical tests in the area of health, physical education, recreation and athletics.
Prereq: Major/Minor.

PHED 590/591/592 Special Topics. 1/2/3 hrs
Experimental course(s) designed to investigate specific topics of concern in the specialization areas of study in physical education.

PHED 595 Workshop. 2 hrs
A specialized workshop in the area of physical education with the central theme to be announced.

PHED 606/607/608 Colloquium. 1/2/3 hrs

PHED 630 Electrocardiography. 3 hrs
Electrocardiography including EKG leads, waves, time intervals, rate, normal rhythm, arrhythmias, axis determination, hypertrophy, ischemia, injury, infarction, blocks, pacemaker rhythm and drug effects on the EKG.

PHED 637 Techniques of Graded Exercise Testing. 3 hrs
Techniques of Graded Exercise Testing involved in the various populations; e.g., from the young healthy athlete to the older/diseased population.
Prereq: PHED 630

PHED 642 Advanced Exercise Physiology I. 3 hrs
Biochemistry of energy metabolism, biophysical functional concepts related to interaction of nerve and muscle, and response to training. Theoretical concepts are supported by practical experience in the human performance laboratory.
Prereq: Anatomy & Physiology, Exercise Physiology and a basic Chemistry Course

PHED 644 Advanced Exercise Physiology II. 3 hrs
Cardiovascular and respiratory concepts related to exercise, training, health, disease, and aging supported by practical experience in the human performance laboratory.
Prereq: Anatomy & Physiology and Exercise Physiology

PHED 650 Biomechanics I: Kinematics of Human Motion. 3 hrs
A study of human movement from a mechanical perspective. A required class in the Biomechanics track for the Sports Medicine Concentration. Instruction focuses on concepts and research techniques in kinematic analyses.
Prereq: Undergraduate physics, kinesiology or permission of instructor.

PHED 652 Biomechanics II: Kinetics of Human Motion. 4 hrs
A course devoted to the understanding and quantification of internal and external forces affecting human movement(s).
Prereq: Physics, Anatomy & Physiology and PHED 650.
PHED 665 Sport Psychology. 2 hrs
This course will attempt to familiarize the student, whether coach, athlete or teacher, with scientific psychology as it relates to sport. The complex nature of optimal performance requires that an integrated psychological and physiological approach be employed. Therefore, theoretical and empirical evidence from the fields of psychology, applied physiology, and sports medicine will be used to help the teacher-coach be more effective.

PHED 688 Sport Training and Physical Fitness. 2 hrs
A study of current literature pertinent to the administration, exercise evaluation and implementation of adult and school fitness programs. Components of the physical training process and its importance to various sports are also examined.

PHED 670 Current Problems in Physical Education. 2 hrs
Identification, discussion, and analysis of current problems and issues which confront the physical educator.

PHED 677 Research, Theory, and Design in Physical Activity. 3 hrs
An examination of qualitative and quantitative research, the components of a research proposal, research methodologies (descriptive, analytical, experimental, philosophical, and historical), reliability and internal and external validity, and descriptive and inferential statistics as related to movement sciences and the development of the first three chapters of a thesis proposal.

PHED 679/680/681 Special Topics. 1/2/3 hrs
Experimental course(s) designed to investigate specific topics of concern in the specialization areas of study in physical education.

PHED 686/687/688 Internship. 1/2/3 hrs
A directed field experience in a department-approved agency or institution under the direction of certified personnel. Arrangements must be made by adviser prior to registration. Prereq: Department permission.

PHED 690/691/692 Thesis. 1/2/3 hrs
Completion of research and/or analytical problem, writing of thesis and committee approval of same. Prereq: Department permission.

PHED 694 Seminar. 2 hrs
A specialized seminar in the area of physical education with the central theme to be announced.

PHED 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem under the direction of a University faculty member. Prereq: Department permission.

GENERAL COURSES FOR NON-PHYSICAL EDUCATION MASTERS DEGREE STUDENTS AND STUDENTS SEEKING RECERTIFICATION CREDITS

ATHL 511 Advanced Techniques in Coaching Swimming: Stroke Technique. 1 hr
A course to provide the scientific and technical background to coach and teach competitive swimming strokes. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 512 Advanced Techniques in Coaching Swimming: Training Methods. 1 hr
A course to provide the practical and scientific background for a swimming coach to design a competitive training program or a physical educator to make aquatics a meaningful fitness tool. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 513 Coaching Women’s Gymnastics. 2 hrs
A lecture-demonstration course in the problems and techniques of advanced coaching theories of Women’s Gymnastics. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 514 Judging Women’s Gymnastics. 2 hrs
A lecture-demonstration course in the problems and techniques of judging Women’s Gymnastics. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 611 Advanced Techniques of Coaching Football. 1 hr
A lecture-demonstration course in the problems and techniques of advanced coaching theories of football. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 612 Advanced Techniques of Coaching Track and Field. 1 hr
A lecture-demonstration course in the problems and techniques of advanced coaching theories of football. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.

ATHL 613 Advanced Techniques of Coaching Basketball. 1 hr
A lecture-demonstration course in the problems and techniques of advanced coaching theories of basketball. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master’s Degree.
ATHL 614 Advanced Techniques of Coaching Baseball. 1 hr
A lecture-demonstration course in the problems and techniques of advanced coaching theories of baseball. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master's Degree.

ATHL 615 Officiating and Coaching Volleyball. 2 hrs
A course designed for the individual who plans to coach and/or officiate volleyball. The class is structured to identify volleyball techniques, strategies and coaching problems as well as officiating procedures, rule interpretation and responsibility of coach to official and visa versa. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master's Degree.

ATHL 616 Advanced Techniques of Coaching Tennis. 1 hr
A course designed to identify and discuss tennis techniques, strategies and coaching problems. For in-service professional and personal development. May be repeated for credit. Not applicable to a Physical Education Master's Degree.

ATHL 619 Problems in Training for Athletics. 2 hrs
Problems in the physical preparation of athletes for competition; treatment and rehabilitation following injuries.
LEADERSHIP AND COUNSELING

James Berry  
Department Head  
127 Pittman Hall  
313-487-0255

The Leadership and Counseling department offers two program areas: educational leadership and guidance and counseling. The educational leadership program awards the Master of Arts degree, the Specialist in Arts degree and the institution’s first doctoral degree, the EdD. The guidance and counseling program offers both the Master of Arts degree and the Specialist in Arts degree.

Both program areas have the flexibility and content to provide education to a broad range of professionals seeking training for leadership, counseling, and college student personnel services in diverse agencies and organizations. The specific requirements and class offerings follow.

EDUCATIONAL LEADERSHIP PROGRAMS

Charles Achilles  
EDLD Doctoral Program Coordinator  
James Berry  
EDLD Master and Specialist Coordinator of Advising  
127 Pittman Hall  
313-487-0255

The educational leadership programs leading to the Master of Arts degree, the Specialist in Arts degree, and the Doctor of Education degree, as well as individual courses, are of interest and assistance to professional educators in general. For prospective or practicing administrators, the programs provide basic administrative course offerings as well as opportunities to specialize in administration for elementary, middle, and secondary schools, central office, and higher education levels.

In addition, persons preparing for leadership positions in the many other areas of education (e.g., adult education, business management, career education, community education, personnel, school and community relations, administration of vocational and technical education, etc.) will find an appropriate selection of courses. Many of the courses offered are excellent electives for students pursuing advanced degrees in other departments.

Program formats have been designed to provide flexibility in course selection to accommodate each student’s unique experiences and future career goals. Course selections should reflect the student’s career aspirations and Institutional/State of Michigan administrative certification requirements. The program is usually planned to prepare the student for a specific educational administrative position. More complete information may be obtained by contacting the advising coordinator.

MASTER OF ARTS (LEADERSHIP)

ADMISSION REQUIREMENTS

The Educational Leadership program faculty believe that it is important to take a holistic approach when considering the admission of students. Since past practice indicates that no single measure is an accurate assessment of a student’s potential, the Department considers each admission criteria listed below to assure the fullest consideration of each applicant’s qualifications.

Master’s Degree

1. Applicants must meet the admission requirements of the graduate school.
2. Applicants must have earned a valid undergraduate degree from an accredited 4-year institution of higher education. (An undergraduate may apply after the final semester’s registration is completed.)
3. Foreign students must submit scores on the Test of English as a Foreign Language (TOEFL) of 550 (Total) or the Michigan English Language Ability Battery (MELAB) of 80. They must also submit a minimum score of 230 on the Test of Spoken English (TSE). Scores may not be more than five years old.
4. Applicants must submit scores on the analytical, quantitative and verbal tests of the Graduate Record Examination (GRE). Scores may not be more than five years old.
5. Applicants seeking their first master’s degree must have an undergraduate grade point average (GPA) of 2.5 overall or a GPA of 2.75 in the second half of the undergraduate program. Applicants seeking a second master’s degree must have a GPA of 3.0 or better on their previous graduate degree.
6. Applicants must submit recommendations from two professional supervisors and/or supervising professors which address the quality of the applicant's professional work. Applicants may receive these forms from the Department office. Recommendation forms are due in the Leadership and Counseling office by the deadline date for the semester for which the student is applying.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
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<tbody>
<tr>
<td>Fall admission</td>
<td>March 15</td>
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<tr>
<td>Winter admission</td>
<td>September 15</td>
</tr>
<tr>
<td>Spring/Summer admission</td>
<td>February 15</td>
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</tbody>
</table>

7. Applicants must present evidence of a valid teaching certificate or sign a waiver indicating that they do not seek certification.
8. Applicants must submit a one-page resume which details their professional and educational experiences.
9. On the graduate application, students must complete the Personal Statement of Accomplishments and Academic goals describing the reason for requesting admission. This essay must be a minimum of 250 words and will be reviewed as an indicator of writing ability.

ADMISSION PROCESS

The admission process for the master’s degree is as follows.

MODEL

The development of leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.
A. The Graduate School will receive and gather all required documents, except the EDLD “Confidential Appraisal Forms.” Completed applications which contain test scores, the required grade point averages, a copy of the teaching certificate or waiver, and the resume will be forwarded to the coordinator of advising for the educational leadership program.

B. Completed applications will be reviewed by the Faculty Review Committee. Those applications which include acceptable grade point averages, the resume, recommendations, test scores, goal statement, and Confidential Appraisal Forms will be admitted, assigned an adviser, and invited for an advising interview. Applications may be found “questionable” because of a combination of low grade point average, fair or poor recommendations, poor writing ability, and/or statements which are inconsistent with the student’s goals as an administrator.

C. These “questionable” applications will be reviewed by the full faculty, giving special consideration to the student’s age, life experiences, verbal skills, writing skills, educational background, grade point averages, and scores on the Graduate Record Examination.

D. Those applications which are accepted will be notified as in B above. The other applications will be returned to the Graduate School to be notified by the Graduate Dean.

E. If a student wishes to appeal the admission decision, he or she will follow the steps indicated below.

1. Students who are not admitted by the Graduate School may appeal on the basis of additional positive information and evidence about their ability to succeed in the graduate program in educational leadership. This evidence will be reviewed by the faculty, giving special consideration to the student’s age, life experiences, verbal skills, and educational background. Included as part of this review will be scores on the GRE and/or Miller Analogies Test (MAT).

2. Additional evidence and the original application will be forwarded to the EDLD coordinator of advising.

3. The full faculty will review and make the final recommendation for admission to the Graduate School. The faculty may invite the appellant for an interview to assist in making the final recommendation.

4. If accepted, the student will be notified and assigned as in B above. Students not accepted will be notified by the EDLD coordinator of advising and the Dean of the Graduate School.

RETENTION REVIEW REQUIREMENTS

A retention review will be conducted by the Faculty Review Committee and coordinated by the EDLD Coordinator of Advising. Students who have not met the following criteria will be identified and asked to meet with their academic advisers.

1. A minimum GPA of at least 3.25 in required educational leadership courses.

2. An overall interpersonal skills rating of “average” or above in both EDLD 510 and 514 on the “Leadership Candidate Evaluation Form.”

3. An overall academic skills assessment of “average” or above in any educational leadership class.

RETENTION PROCESS

The objective of this retention plan is to assure that students have an opportunity to review the appropriateness of their career choice and to receive assistance in achieving their master’s degree in educational leadership should they choose to continue in the field. The retention review will be conducted by the EDLD Coordinator of Advising with the Faculty Review Committee.

1. Each semester, faculty who teach EDLD 510 and 514, in addition to assigning grades, will complete a Leadership Candidate Evaluation Form for each student and will assign a value of “outstanding, above average, average, below average, or seriously lacking” on each of the 12 generic leadership skills listed. These forms will be filed in the student’s folder.

2. In addition, the “Leadership Candidate Evaluation Form” must be completed for students who receive less than “B” in any educational leadership class. Faculty may complete the “Leadership Candidate Evaluation Form” for any student in any class, if they choose to do so. These forms will be filed in the student’s folder.

3. Each semester the Graduate School will review the grade-point average (GPA) of each student completing 12 hours (which must include EDLD 510 and 514). The EDLD Coordinator of Advising will examine the files of all students who did not achieve the required GPA and recommend review by the Faculty Review Committee.

4. The folders, with the evaluation forms for this group of students, will then be reviewed by the Faculty Review Committee. If the Committee agrees that the record of each student indicates performance below graduate or program standards, the student and his or her adviser will be notified in writing.

5. The Coordinator of Advising will send a letter to each identified student requesting him or her to meet with his or her adviser to discuss career goals and the need for assistance. If the need for assistance is established, a plan will be developed. For example, if difficulties exist with skill or concept acquisition, the student may be required to audit a class.

EXIT REQUIREMENTS/PROCESS

One semester prior to graduation, students must obtain from the Educational Leadership Program office a form describing the materials they will need for approval of graduation.

PORTFOLIO REQUIREMENT

Students will be guided through the portfolio assessment process by their adviser as follows:

1. Following admission, a student should schedule a meeting with his/her adviser to plan his/her program and to obtain information about the exit portfolio assessment.
2. After completing 18 hours of course work, a student should schedule a meeting with his/her adviser to discuss the progress of his/her portfolio.

3. When a student believes his/her portfolio is complete, they should contact his/her adviser to schedule his/her oral and written presentation. This will be made before at least two members of the EDLD Program faculty, and will consist of a 15-minute oral presentation by the student, followed by 15 minutes of discussion with faculty regarding the student's personal learning and growth, along with perceptions of the strengths and/or weaknesses of the overall program.

Student achievement will be documented by the gathering in a summative portfolio of the following seven artifacts:

The guidelines governing creation of the portfolio will be explained by the adviser to the student as follows:

1. The portfolio must contain information showing that a student has engaged in self-reflection.
2. Students must select the pieces to be included in the portfolio.
3. The portfolio must convey explicitly or implicitly the student's activities.
4. The portfolio must contain information that illustrates growth.

An assessment of the portfolio will be made using the following criteria:

- Cognitive complexity
- Quality of content
- Comprehensives
- Meaningfulness

In addition, the program component stressing effective written and oral communication skills will be assessed by examination of the quality of writing presented in the portfolio, and the quality of oral communication displayed in the portfolio presentation before faculty. All of the components of the portfolio must be rated satisfactory for completion.

The portfolio will be evaluated as follows:

1. Pass without revisions.
2. Pass with minor revisions by date indicated.
3. Pass with major revisions by date indicated.
4. No pass.

**STATE OF MICHIGAN ADMINISTRATIVE CERTIFICATION**

Students requesting EMU recommendation for administrative licensure to the Michigan Department of Education must have had or currently hold admission to the educational leadership program at Eastern Michigan University.

Certification may consist of five possible endorsements: elementary principalship, secondary principalship, chief school business official, central office, and superintendent. Eastern Michigan University's educational leadership program is authorized to recommend all five endorsements. All candidates for endorsement must hold a master's degree, have a valid teaching certificate appropriate for the area of endorsement (or a waiver for the chief school business official), have three years of successful teaching at a level that matches the endorsement sought, and shall meet the following course requirements.

**ELEMENTARY AND SECONDARY PRINCIPALSHIP CERTIFICATION (CORE CLASSES)**

- (3) EDLD 510 Educational Organization
- (3) EDLD 513 Community Education and Community Relations
- (3) EDLD 514 Education Leadership Theory and Practice
- (3) EDLD 515 Instructional Supervision and Program Evaluation
- (3) EDLD 612 Economics of Public Education
- (3) EDLD 620 Principalship
- (3) EDLD 630 Legal Aspects of Administration
- (2) EDLD 687 Administrative Internship

**CHIEF SCHOOL BUSINESS OFFICIAL CERTIFICATION**

- (3) EDLD 510 Educational Organization
- (3) EDLD 514 Educational Leadership Theory and Practice
- (2) EDLD 610 Accounting for School Administrators
- (3) EDLD 612 Economics of Public Education
- (2) EDLD 616 Educational Facilities Planning
- (2) EDLD 617 Administration of Educational Personnel
- (2) EDLD 624 School Business Management
- (2) EDLD 630 Legal Aspects of Administration
- (2) EDLD 650 Advanced School Finance
- (2) EDLD 687 Administrative Internship

**CENTRAL OFFICE CERTIFICATION**

All courses included in elementary or secondary level certification (23 hours) plus any additional 7 graduate credit hours of EDLD courses approved by the adviser for a total of 30 semester hours (does not include EDLD 500).

**SUPERINTENDENT CERTIFICATION**

All courses included in elementary and secondary level certification (23 hours) plus any additional 17 graduate credit hours of EDLD courses approved by the adviser for a total of 40 semester hours (does not include EDLD 500). EDLD 625 superintendency/district level leadership will be included as one of the required courses within the 17 credit hours.
SPECIALIST IN ARTS (LEADERSHIP)

MODEL
The development of leaders with the knowledge, skills, and attitudes for helping to build learning communities within a culturally diverse society.

ADMISSION REQUIREMENTS
Applicants must meet the admission requirements of the Graduate School.

1. Applicants must have completed a master's degree from an accredited university with a minimum GPA of 3.3 on a 4.0 scale.
2. Foreign students must submit scores on the Test of English as a Foreign Language (TOEFL) of 550 (total) or the Michigan English Language Ability Battery (MELAB) of 80. They must also submit a minimum score of 230 on the Test of Spoken English (TSE). Scores may not be more than five years old.
3. Applicants must submit scores on the analytical, quantitative and verbal tests of the Graduate Record Examination (GRE). Scores may not be more than five years old.
4. Applicants must submit recommendations from two professional supervisors and/or supervising professors which address the quality of the applicant’s professional work. Applicants may receive these forms from the Department office. Recommendation forms are due in the Leadership and Counseling office by the deadline date for the semester for which the student is applying.
5. Applicants must present evidence of a valid teaching certificate or sign a waiver indicating that they do not seek certification.
6. Applicants must submit a one-page resume which details their professional and educational experiences.
7. On the graduate application, students must complete the Personal Statement of Accomplishments and Academic goals describing the reason for requesting admission. This essay must be a minimum of 250 words and will be reviewed as an indicator of writing ability.

ADMISSION PROCESS
The admission process for the specialist degree is as follows:

A. The Graduate School will receive and gather all required documents, except the EDLD “Confidential Appraisal Forms.” Completed applications which contain test scores, the required grade point averages, and the résumé will be forwarded to the coordinator of advising for the educational leadership program.
B. Completed applications will be reviewed by the Faculty Review Committee. Those applications which include acceptable grade point averages, the résumé, recommendations, test scores, goal statements, and Confidential Appraisal Forms will be admitted, assigned an adviser, and invited for an advising interview. Applications may be found “questionable” because of a combination of low grade point average, low test scores, fair or poor recommendations, poor writing ability, and/or statements which are inconsistent with the student’s goals as an administrator.
C. These “questionable” applications will be reviewed by the full faculty, giving special consideration to the student’s age, life experiences, verbal skills, writing skills, educational background, grade point averages, and scores on the Graduate Record Examination.
D. Those applications which are accepted will be notified as in B above. The other applications will be returned to the Graduate School to be notified by the Graduate Dean.
E. If a student wishes to appeal the admission decision, he or she will follow the steps indicated below.

1. Students who are not admitted by the Faculty Review Committee may appeal on the basis of additional positive information and evidence about their ability to succeed in the graduate program in educational leadership. This evidence will be reviewed by the faculty, giving special consideration to the student’s age, life experiences, verbal and writing skills, and educational background. Included as part of this review will be scores on the GRE.
2. Additional evidence and the original application will be forwarded to the EDLD coordinator of advising.
3. The full faculty will review and make the final recommendation for admission to the Graduate School. The faculty may invite the appellant for an interview to assist in making the final recommendation.
4. If accepted, the student will be notified and assigned as in B above. Students not accepted will be notified by the EDLD coordinator of advising and the Dean of the Graduate School.

RETENTION REVIEW REQUIREMENTS
A retention review will be conducted by the Faculty Review Committee and coordinated by the EDLD Coordinator of Advising. Students who have not met the following criteria will be identified and asked to meet with their academic advisors.

1. A minimum GPA of at least 3.3 in required educational leadership courses.
2. An overall interpersonal skills rating of “average” or above in both EDLD 710 and 712 on the “Leadership Candidate Evaluation Form.”
3. An overall academic skills assessment of “average” or above in any educational leadership class.

RETENTION PROCESS
The objective of this retention plan is to assure that students have an opportunity to review the appropriateness of their career choice and to receive assistance in achieving their Specialist in Arts degree in educational leadership should they
choose to continue in the field. The retention review will be conducted by the EDLD coordinator of advising with the Faculty Review Committee.

1. Each semester, faculty who teach EDLD 710 and 712, in addition to assigning grades, will complete a "Leadership Candidate Evaluation Form" for each student and will assign a value of "outstanding, above average, average, below average, or seriously lacking" on each of the 12 generic leadership skills listed. These forms will be filed in the student's folder.

2. In addition, the "Leadership Candidate Evaluation Form" must be completed for students who receive less than a "B" in any educational leadership class. In addition, faculty may complete the "Leadership Candidate Evaluation Form" for any student in any class, if they choose to do so. These forms will be filed in the student's folder.

3. Each semester the EDLD coordinator of advising will examine the files of all students who did not achieve the required GPA and recommend review by the Faculty Review Committee.

4. The folders, with the evaluation forms for this group of students, will then be reviewed by the Faculty Review Committee. If the Committee agrees that the record of each student indicates performance below graduate or program standards, the student and his or her adviser will be notified in writing.

5. The EDLD coordinator of advising will send a letter to each identified student requesting him or her to meet with his or her adviser to discuss career goals and the need for assistance. If the need for assistance is established, a plan will be developed. For example, if difficulties exist with skill or concept acquisition, the student may be required to audit a class.

CULMINATING EXPERIENCE

The culminating experience for the specialist degree will be an oral examination (maximum of one hour) over the student’s field-based research study and the student’s internship experiences as set forth in his/her written log. The examination will be scheduled during the student's last semester in the program and following the completion of both the internship and the field-based research study. The examination will be conducted by the Director of the Intern Program, the director of the field-based research study, and the student’s adviser.

CURRICULUM

The specialist degree program requires a minimum of 32 semester hours beyond the master's degree. Students who have earned their master's degree from other departments at Eastern Michigan University or at other institutions will be required to remove EDLD master's degree level deficiencies. Students work closely with their advisers in developing programs that will prepare them for their career goals and for Michigan administrative certification.

Candidates for the specialist degree in educational leadership must satisfactorily complete all work on the program of study.

A minimum of 62 semester hours of graduate credit applicable to the program (32 semester hours beyond the 30 semester hour master's degree program). The requirements outlined below provide the basic guidelines within which the student's programs are developed.

A. Completion of a master's degree in educational leadership or equivalent coursework.

B. Concentration Area (16 hours)
   EDLD 710 Leadership Theory (2 hours) and 14 hours of core educational leadership courses. These courses in educational leadership are selected with approval of the adviser and reflect the student’s professional needs and objectives as well as Michigan certification requirements.

C. Applied Research (10 hours)
   EDLD 712 Analysis of Research in Administration (2 hours)
   EDLD 713 Field-Based Research (4 hours)
   EDLD 789 Internship (4 hours)

D. Cognates (6 hours)
   These courses are elected from either educational leadership or other areas and should complement the program goal. If the student did not complete an introductory statistics course during his or her master's degree program, he or she will be required to take EDPS 621 Statistical Applications in Educational Research (2 credit hours) as a requirement for completion of the SpA degree.

E. Residency Requirements
   16 hours of on-campus credit or 12 hours on campus and 4 hours at the Flint Center will fulfill residency requirements for the specialist degree.

F. An overall GPA of 3.3 (B+) is required for graduation.

G. Administrative Certification
   Course work completed at the specialist level will enable students interested in school administration to qualify for Michigan superintendent's certification. Students at the specialist level who desire administrative certification must have satisfied the 23 hours of core requirements set forth at the master's level or take these as deficiencies. Central office certification includes these 23 hours plus any 7 additional educational leadership hours. Chief school business official's certification entails completion of 23 designated educational leadership hours. Superintendent's certification requires the 23 core hours plus 17 additional educational leadership hours including EDLD 625.

ADDITIONAL PROGRAM INFORMATION

Course Substitutions/Program Changes
   Changes in the student’s official program and substitution of courses must be approved by the adviser prior to registration. With the approval of the student’s adviser, one course may be substituted from another area for a course in the educational leadership core if the course is administrative in nature. Such a course cannot carry more than three hours of credit.

Courses Outside the Program
   A suggested list of courses has been prepared by the EDLD Program. Other courses may be used in this area if they are approved by the student’s adviser.
I. Applicants must have completed either a master's or doctorate degree prior to registration for the class to reserve a place in the class.

II. Students must present evidence of a valid teaching certificate or sign a waiver indicating that they do not wish to seek certification.

III. Students must complete the departmental application form, personal essay, and letters of recommendation.) will be sent directly to Eastern Michigan University. All other application materials (departmental application form, personal essay, and letters of recommendation) will be sent directly to the educational leadership doctoral program coordinator.

IV. The admission process for the doctoral degree includes the following steps.

1. The Graduate School will receive the Graduate School application form, test scores, and the required transcripts and, if appropriate, will admit the student to study at Eastern Michigan University. All other application materials (departmental application form, personal essay, and letters of recommendation) will be sent directly to the educational leadership doctoral program coordinator.

2. Upon receipt of the completed applications by the deadline date established by the faculty, the materials will be reviewed by the faculty of the educational leadership program. Selected applicants will be invited to a personal interview with the program faculty.

3. Following personal interviews, those candidates who have presented the greatest evidence of potential for success in the program will be selected and notified of their admission by the program coordinator.

4. If a student wishes to appeal the admission decision, the following process is to be followed.

   a. Appeal is on the basis of additional written positive information and evidence about ability to succeed in the doctoral program. This evidence will be reviewed by the program faculty, giving special consideration to the student's unique circumstances, professional experiences, verbal and written skills, and educational background. After this review, the faculty may request an interview with the candidate. Based on all the information available, the educational leadership program faculty will make a recommendation about admission to the Head of the Leadership and Counseling department.

   b. After consideration of all student information presented, the recommendation of the program faculty, and the availability of positions in the particular doctoral admission class, the Department Head will render a judgment about the appealed admission.

   c. If the student remains dissatisfied with the decision, he or she may appeal to the Dean of the College of Education for admission. The decision of the Dean of the College of Education shall be final.

V. The objective of this retention plan is to monitor students' development and progress in the program, and to identify those students who need additional assistance in order to complete the doctoral program successfully.

1. If a doctoral student receives a grade lower than B+ in any educational leadership class, the educational
leadership faculty member who assigns this grade must complete the “Leadership Candidate Evaluation Form” for this student, assigning the appropriate rating on each of the 12 generic leadership skills, and include it in the student’s departmental file.

2. A retention review of the student’s file will be conducted at the end of the doctoral student’s first academic year by the student’s doctoral adviser. Students who have not maintained a minimum GPA of at least 3.5 in required educational leadership courses, or who have not achieved an overall rating of at least “average” on the “Leadership Candidate Evaluation Form,” will be requested to meet with their doctoral adviser to discuss problems, concerns, and issues. If a need for assistance is established, a plan will be developed by the adviser and student.

CREDIT INTERFACE WITH SPECIALIST DEGREE

Students may enter the doctoral degree in educational leadership with a specialist degree in educational leadership, either from Eastern Michigan University or from another accredited institution of higher education. The interface of credit from this degree with the doctoral degree differs depending upon where the specialist degree was earned.

1. Those students who have completed the EMU specialist degree in educational leadership, or in another department at EMU, are eligible to apply up to 32 semester hours of credit from this degree toward completion of the 60-hour doctoral program. The determination of which hours can be counted will be the responsibility of the student’s doctoral adviser.

2. Those students who have completed the specialist degree at another accredited institution of higher education other than EMU are eligible to apply up to 30 semester hours of credit from this degree toward completion of the 60-hour doctoral program. The determination of which hours can be counted will be the responsibility of the student’s doctoral adviser, after review of the student’s transcripts.

INTERNSHIP REQUIREMENT

The application of conceptual, technical, and human relations skills that is essential to successful educational leadership (i.e., the testing of theory against prevailing practice) is best observed and explored when there is direct involvement in administration. Students in the educational leadership doctoral program must complete an internship of 200 clock hours. This internship is a clinical experience that occurs in a leadership role related to the student’s career goals. The internship is supervised by an experienced educational administrator and the director of the intern program in the educational leadership program.

Students who enter the doctoral program after completing the Specialist in Arts degree in educational leadership from EMU will have completed the internship as part of that degree. Students who enter the doctoral program after completing the specialist in another EMU department, or from another accredited institution, will have their transcripts reviewed by their doctoral advisers to determine if they have met the internship requirement. The internship requirement must be completed prior to the completion of the comprehensive qualifying examination.

RESIDENCE REQUIREMENT

In addition to completion of the planned program of study, each student in the educational leadership doctoral program must complete a residence experience. The faculty of the program expect the student to become a member of a community of scholars during this residence period. Students can meet this requirement in either of two ways.

1. Students must enroll in a total of 16 semester hours of on-campus course work, exclusive of dissertation research credit, during two successive semesters in a 12-month period. Those opting for residence under this process are typically full-time students, i.e., enrolled in 8 semester hours of credit each semester, and available to participate in all activities planned for doctoral students during this period.

2. A second residency option is offered for the benefit of doctoral students wishing to continue full-time employment while working on the doctoral degree. This option requires the completion of 12 semester hours within a 12-month period, exclusive of dissertation research. The 12 semester hours are divided among the fall, winter, and spring/summer terms, depending upon course offerings and availability.

COMPREHENSIVE QUALIFYING EXAMINATION

When students have completed all doctoral coursework except for dissertation research, they are required to complete the comprehensive qualifying examination. The purpose of this examination is to determine the student's subject mastery of the concepts, literature base, and research; and knowledge of problems and issues in the major field (educational leadership) and the cognate area of study. The student is expected to provide written evidence of the ability to analyze and synthesize information, integrate learning into a meaningful whole, and draw appropriate conclusions.

Areas in the major field that are the subject of the examination for all students are: 1) theories of educational leadership; 2) ethics; and 3) community education and school/community relations. Additionally, each student will be examined in four of six other topic areas: 1) supervision, evaluation and staff development; 2) school finance; 3) collective negotiations; 4) human relations skills; 5) curriculum; and 6) educational law. The choice among these six is made by the student’s doctoral committee in discussion with the student.

Students may select from either of two options to satisfy the comprehensive qualifying examination requirement.

Qualifying Examination/Option 1

Students will take a 12-hour written exam over two days. During the first day (six hours), students will write responses to common questions covering the three areas of theories of educational leadership, ethics, and community education and school/community relations. These questions are written and read by the Doctoral Examination Committee of the educational leadership program.
During the second day (six hours), students will write responses to questions covering the four topic areas, as selected from the six listed above, and to a question in the cognate area. These questions are written and read by the individual student's doctoral committee.

Qualifying Examination/Option 2

Students will complete a major written analysis of a "problem of practice" existing in an actual educational leadership setting. A prospective problem is matched with the student's preparation, career and research interests by the student's doctoral committee. The student is given a written statement of the problem, supporting documentation, and parameters for developing a solution to the problem. Following a specified period of time, usually two to four weeks, the student is expected to submit a written analysis of the problem, and recommendations of possible solutions, which address all seven topic areas in the major field of educational leadership (three "common" and four specific to the student), as well as the cognate area.

Following the writing of the comprehensive qualifying examination, the student's responses will be reviewed by the student's committee and/or the Doctoral Examination Committee of the educational leadership program, depending upon the examination option selected. Both options include an oral examination during which the student's written exam is discussed in greater depth by the student with members of the doctoral committee. In the case of option 2, appropriate individuals from the host agency for the problem may also be invited to be present at the oral examination. However, decisions regarding the successful completion of the comprehensive qualifying examination will be made by the student's doctoral committee members only.

Failure on the written portion of the comprehensive qualifying examination (either partially or totally) will cause the student's performance in the program to be reviewed by the student's doctoral committee, in consultation with the Department Head. The committee will then recommend that either the student be dismissed from the doctoral program, or be allowed to retake the examination (either partially or totally) after a remediation plan has been developed and implemented. Reexamination may not take place until at least six months have elapsed, but must occur within one year. The results of the second examination are final. After the second written attempt, the student's doctoral committee may ask the student to participate in an intensive oral examination. If, after this oral examination, the student's doctoral committee maintains that the student has not achieved the level of proficiency needed by a professional in the field of educational leadership, the recommendation will be made to the Graduate Dean that the student be dismissed from the doctoral program.

CURRICULUM

A doctoral student's individualized course of study is normally expected to encompass at least 60 semester hours of course work beyond the master's degree. The exact number of hours will be determined by the student's program adviser, based on a review of previous graduate work/transcripts, the student's professional and personal aspirations, and the Doctor of Education degree requirements as set forth by the Graduate School and the Leadership and Counseling department. Therefore, some plans of study will have only 60 semester hours while others may include additional hours, either courses designed to remove deficiencies or courses to enhance opportunities for leadership success, at the discretion of the program adviser.

The doctoral program of study has four components: Major (Educational Leadership), Cognate, Research Support, Dissertation Research. The minimum number of semester hours allocated to each component are:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Educational Leadership)</td>
<td>30</td>
</tr>
<tr>
<td>Cognate</td>
<td>10</td>
</tr>
<tr>
<td>Research Support</td>
<td>8</td>
</tr>
<tr>
<td>Dissertation Research</td>
<td>12</td>
</tr>
</tbody>
</table>

The 30 semester hours in the Major in Educational Leadership includes 17 hours in the following required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 710 Leadership Theory</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 794 Adv Sem in EDLD</td>
<td>2</td>
</tr>
<tr>
<td>EDLD 789 Internship in EDLD</td>
<td>4</td>
</tr>
<tr>
<td>EDLD 810 Ethics &amp; Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 820 Team Building in EDLD</td>
<td>3</td>
</tr>
<tr>
<td>EDLD 840 Politics of EDLD</td>
<td>3</td>
</tr>
</tbody>
</table>

The remaining 13 semester hours are to be selected from 600-level (or higher) courses according to the student's professional and personal goals, including considerations of career advancement and certification, and as approved by the student's doctoral adviser. Previous graduate course work in educational leadership which was taken as part of the specialist degree can be used to meet some of the 30 semester hours in the Major, as described in the CREDIT INTERFACE section, above.

Cognate

The opportunity for individualization of the doctoral program is present in the selection of a cognate area of study which contributes significantly to the student's development as a professional educator and administrator. The cognate specialization is developed through completion of a sequence of related courses that are designed to add depth to the student's doctoral program. In order to provide maximum flexibility in meeting individual needs, the 10-hour cognate may be completed in any one or a combination of graduate academic units, departments, schools or colleges of the university that offer a sufficient number of advanced graduate courses. A representative of the cognate area will serve as a member of the student's doctoral committee. Previous graduate course work in a cognate which was taken as part of the specialist degree can be used to meet some of the 10 semester hours in the Cognate, as described in the CREDIT INTERFACE section, above.

Research Support

The Research Support component of the doctoral program is designed to enable the student to demonstrate com-
petence in research design, analysis, and the use of research tools. Additionally, the student will have experience in conducting useful research and be able to use educational research as an informed and productive consumer. Both statistics and applications courses are needed in this area, depending upon the student's background in this field, and as approved by the student's doctoral adviser. Previous graduate course work in research and research support which was taken as part of the specialist degree can be used to meet some of the 8 semester hours in this area, as described in the CREDIT INTERFACE section, above.

Dissertation Research
Each student in the Doctor of Education program will be required to complete a dissertation, a document representing an original research effort. The dissertation will focus on an area of particular interest to the student and the dissertation chair, and the research may be conducted using a variety of research designs (causal-comparative, experimental, etc.) as well as approaches (quantitative or qualitative). The student must register for a minimum of 12 semester hours of dissertation research, including the dissertation seminar, but may not enroll in dissertation research until he or she has completed the comprehensive qualifying examination and has been admitted to candidacy by the Graduate School. However, this stipulation does not preclude enrollment in the dissertation seminar nor in the student's working with the dissertation chair in formulating ideas about specific research topics. Furthermore, the approval of the dissertation proposal cannot occur until after the student has passed the comprehensive qualifying examination and is enrolled in the dissertation seminar.

When the dissertation is completed, the student will present the written document to the dissertation committee for approval. In a two-hour oral examination/defense, the student will answer questions related to the dissertation research and will defend it. At the conclusion of the oral examination, the doctoral/dissertation committee will determine 1) if the written document meets doctoral standards of quality and rigor and 2) if the student has successfully defended the research conducted. This process of review and revision continues until the doctoral committee approves both the written document and student's oral defense of the research.

School Counseling, Community Counseling and College Student Personnel Programs
Sue Stickel
Coordinator of Advising
127 Pittman Hall
313-487-0255

Graduate study in counseling consists of three Master of Arts degree programs, School Counseling, Community Counseling, and College Student Personnel. The Community Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The College Student Personnel Program is designed to meet Council for Accreditation Standards (CAS). A Specialist in Arts degree program is currently under review. Selected graduate courses are available for graduate students in related fields.

The master's degree program provides entry-level competencies and credentials for such positions as elementary and secondary school counselors, community agency counselors, and college student personnel workers. Counseling programs meet academic requirements for licensing as professional counselors in Michigan. The school counseling program also meets requirements for K-12 endorsement as a school counselor in Michigan.

ADMISSION REQUIREMENTS
Admission to all programs is selective. The selection process is designed to assess the candidate's suitability for graduate study and for a professional career in counseling or student personnel services. Candidates who are selected for these programs are expected to make major commitments to their graduate training.

REQUIREMENTS
1. Applicants must have graduated from a regionally accredited institution.
2. All applicants must have submitted scores on the General Test of the Graduate Record Examination (GRE). The GRE scores may not be more than five years old.
3. Evidence of academic aptitude for graduate-level study, which includes at least one of the following:
   a. A 2.75 overall undergraduate grade-point average, or a 3.0 grade-point average in the second half of the undergraduate degree program.
   b. A graduate grade-point average of a 3.3 on a previously completed advanced degree.
   c. A combined score (Verbal, Quantitative, and Analytical) of at least 1250 on the Graduate Record Examination (GRE). The GRE scores may not be more than five years old.
   d. Applicants not meeting other criteria, but having an acquired knowledge of the counseling field based on five years of related experience may be eligible. Students applying under this provision must contact the Coordinator of Advising for specific procedures prior to application to the graduate school.
4. International students must meet at least one of the following additional criteria:
   a. A score of 550 (Total) on the Test of English as a Foreign Language (TOEFL), a score of 230 on the Test of Spoken English (TSE), and a rating of 4.0 on the Test of Written English (TWE). (Additional coursework in composition may be required.) These tests must have been within the past five years.
   b. A score of 80 on the Michigan English Language Ability Battery (MELAB) and a rating of at least 3.0 on the "Oral Interview" portion of the MELAB. (Additional coursework in composition may be required.) These tests must have been taken within the past five years.
5. Statement of Intent: A one-page statement focusing on
vising to obtain a written outline of the appeal procedure. Students wishing to appeal must contact the Coordinator of Admissions process. This procedure is not intended to handle the case of applicants who do not meet minimum standards for admission as outlined in the graduate catalog. Appeal must begin within five working days of the start of the next semester i.e., the semester following the admissions decision. Students wishing to appeal must contact the Coordinator of Advising to obtain a written outline of the appeal procedure.

PERSONAL AND PROFESSIONAL DEVELOPMENT

Throughout the program, students are encouraged to become more aware of themselves, to evaluate their own potential for careers in counseling, and to grow both personally and professionally. Courses provide opportunities for growth and development through self-exploration activities (e.g. role-playing, personal reaction papers, values clarification exercises, participation in groups). Involvement in one's own counseling is encouraged. Opportunities are available at University Counseling Services and through referral to outside sources. Students are encouraged to join professional organizations, to attend workshops and conferences, and to become involved in the counseling profession at the state and national levels.

Student performance is reviewed at designated points throughout the program (retention review). The purpose of review is to identify any difficulties the student may be experiencing in the areas of academic achievement and/or skill development and to develop appropriate plans for remediation. For example, midway through programs students apply to enroll in GDCN 686 Counseling Practicum I. At this point program faculty evaluate the readiness of all applicants to begin working with clients in the counseling laboratory. A full description of the retention review process is contained in The Student Handbook for Counseling Programs.

DISMISSAL

After formal review, program faculty may recommend that a student leave the program. This may occur when student goals and personal or professional development appear incompatible with program goals. In addition, the Graduate School may dismiss students for academic reasons. If a student's cumulative grade point average is less than a 3.0 at the end of any semester, the student is placed on academic probation. The student then has two periods of enrollment to remove this probationary status. If the probationary status is not removed, the student is dismissed from the university for academic reasons.

A student may also be dismissed for non-academic reasons. Students in Counseling Programs are expected to conduct themselves in a responsible and professional manner at all times. The student, as a professional-in-training, must adhere to the Code of Ethics of the American Counseling Association (ACA). A copy of these standards is distributed with The Student Handbook for Counseling Programs. Because of the nature of the counseling profession, the ethical behavior and development of students is considered and reviewed by the faculty through its retention policies. Behavior, personal characteristics, or personal issues should not interfere with the capacity of the student to be a helping professional.

A student may appeal academic dismissal from the Graduate School by submitting an appeals petition for re-entry to the Graduate Dean. Upon receipt of the appeals petition, the Dean may uphold the dismissal decision, re-admit the student, or initiate the appeals process with the Academic Dismissal Appeals Board. A review by the Board may not be considered for dismissed students with a GPA of less than 2.0 unless extreme circumstances can be documented. For further information on this process, contact the Graduate School.
EXIT/GRADUATION
Criteria for exit from any guidance and counseling program include, but are not limited, to the following:

1. Successful completion of all coursework on the program of study with a minimum GPA of 3.0.
2. Successful completion of all required practical, fieldwork, and internship.
3. Successful completion of required culminating seminars which include portfolio review and professional planning.

SCHOOL COUNSELING PROGRAM

MODEL
The school counselor as a helping professional whose focus is on the relationships needed to facilitate the development of students for effective living in a changing global society.

CURRICULUM
The School Counseling Program is a 48-semester-hour masters degree program that provides competencies and proficiencies for entry-level positions as school counselors in elementary, middle-junior high, secondary, and adult education settings. Upon completion of the graduate program of study, students are eligible to apply for K-12 school counselor endorsement of their valid Michigan teaching certificates. The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan. Candidates selected for this program are expected to make a major commitment to their graduate training and to enroll in coursework on a regular basis. A 600 hour internship is required, and students must be willing to make the necessary adjustments to complete this internship commitment.

A. Concentration Courses (Guidance and Counseling)
1. Basic Counseling Core (required) (20 semester hours)
   GDCN 502 Helping Relationships: Basic Concepts and Services (3)
   GDCN 505 Counselor Development: Basic Skills (3)
   GDCN 510 Counselor Development: Counseling Process (3)
   GDCN 520 Assessment in Counseling (3)
   GDCN 530 Career Development and Information Services (3)
   GDCN 540 Group Process I (3)
   GDCN 572 Cross-Cultural Counseling (2)
2. School Counseling Specialization Area (required) (8 semester hours)
   GDCN 610 Theories of Counseling (2)
   GDCN 612 The School Counselor (2)
   GDCN 650 Organization and Administration of Guidance Services (2)
   GDCN 696 Seminar in School Counseling (2)
3. Supervised Counseling Experiences (required) (12 semester hours)
   GDCN 786 Counseling Practicum I (3)
   GDCN 787 Counseling Practicum II (3)
   GDCN 788/789 Internship (6)
4. Elective Courses (3-6 semester hours)
   Students select electives with their adviser to enhance their professional growth. They may choose from this list or choose other GDCN courses that meet this objective.
   GDCN 515 Crisis Intervention (2)
   GDCN 572 Counseling Parents (2)
   GDCN 575 Substance Abuse Counseling I (2)
   GDCN 590 Special Topics (1)
   GDCN 591 Special Topics (2)
   GDCN 652 The Counselor as Consultant (2)

B. Cognate Areas (2-5 semester hours)
1. Required Courses
   EDPS 677 Research Techniques (2)
   SPGN 510 The Exceptional Child in the Regular Classroom (3)
   (in consultation with adviser if content not in baccalaureate program)
2. Elective Courses (0-3 semester hours)
   In consultation with their adviser, students may select cognate electives to enhance their professional growth.

COLLEGE STUDENT PERSONNEL PROGRAM

The College Student Personnel Program is designed to prepare individuals for a wide variety of higher education career opportunities. Students prepare for careers in areas such as admissions, financial aid, residence life and housing, student activities, academic advising, career planning and placement, counseling and testing, multicultural student services, and orientation. Two tracks exist for College Student Personnel study. One track consists of a 48-semester-hour program which is intended for students who want to work as professional counselors in institutions of higher education. The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan. The second track consists of a 48-semester-hour program geared toward positions in higher education. This program meets the standards of the Council for the Advancement of Standards in Higher Education.

CURRICULUM
The following outline describes the general program requirements for the 48-semester-hour counseling track, and the 48 hour student development track in college student personnel:

COLLEGE STUDENT PERSONNEL PROGRAM
(48 HOUR COUNSELING TRACK)

A. Concentration Courses (Guidance and Counseling)
1. Basic Counseling Core (required) (22 semester hours)
   GDCN 502 Helping Relationships: Basic Concepts and Services (3)
   GDCN 505 Counselor Development: Basic Skills (3)
   GDCN 510 Counselor Development: Counseling Process (3)
   GDCN 520 Assessment in Counseling (3)
   GDCN 530 Career Development and Information Services (3)
   GDCN 540 Group Process I (3)
   GDCN 572 Cross-Cultural Counseling (2)
   GDCN 590 Special Topics (1)
   GDCN 591 Special Topics (2)
   GDCN 652 The Counselor as Consultant (2)
2. Elective Courses (3-6 semester hours)
   Students select electives with their adviser to enhance their professional growth. They may choose from this list or choose other GDCN courses that meet this objective.
   GDCN 515 Crisis Intervention (2)
   GDCN 572 Counseling Parents (2)
   GDCN 575 Substance Abuse Counseling I (2)
   GDCN 590 Special Topics (1)
   GDCN 591 Special Topics (2)
   GDCN 652 The Counselor as Consultant (2)
GDCN 520 Assessment in Counseling (3)
GDCN 530 Career Development and Information Services (3)
GDCN 540 Group Process I (3)
GDCN 571 Cross Cultural Counseling (2)
GDCN 640 Group Process II (2)
2. Supervised Counseling Experiences (required) (9 semester hours)
GDCN 686 Counseling Practicum I (3)
GDCN 786/787/788/789 Internship (6)
3. College Student Personnel Specialization Area (required) (9 semester hours)
GDCN 550 Student Personnel Services in Higher Education (3)
GDCN 551 Contemporary College Students (3)
GDCN 692 Seminar in College Student Personnel (3)
4. Elective Courses (0-4 semester hours)
GDCN 515 Crisis Intervention (2)
GDCN 591 Seminar: Special Topics (2)
GDCN 610 Theories of Counseling (2)
GDCN 622 Case Studies: Assessment and Intervention (2)
GDCN 631 Dynamics of Life Development (2)
GDCN 687 Practicum II (3)
GDCN 680 Special Topics (2)
B. Cognate Areas (4 semester hours)
1. Required Courses (4 semester hours)
EDLD 613 Introduction to Higher Education (2)
EDPS 677 Research Techniques (2)
2. Elective Courses (0-4 semester hours)
EDLD 614 Law for Higher Education (2)
EDLD 622 Organization and Administration of Higher Education (2)
EDLD 680 Special Topics in Educational Leadership (2)

COLLEGE STUDENT PERSONNEL PROGRAM
(48 HOUR STUDENT DEVELOPMENT TRACK)

A. Concentration Courses (Guidance and Counseling)
1. Basic Counseling Core (required) (20 semester hours)
GDCN 502 Helping Relationships: Basic Concepts and Services (3)
GDCN 505 Counselor Development: Basic Skills (3)
GDCN 510 Counselor Development: Counseling Process (3)
GDCN 520 Assessment in Counseling (3)
GDCN 530 Career Development and Information Services (3)
GDCN 540 Group Process I (3)
GDCN 571 Cross Cultural Counseling (2)
2. College Student Personnel Specialization Area (required) (15-18 semester hours)
GDCN 550 Student Personnel Services in Higher Education (3)
GDCN 551 Contemporary College Students (3)
GDCN 655 College Student Development Theory (3)
GDCN 689 Fieldwork in Counseling and College Student Personnel (3-6)
GDCN 692 Seminar in College Student Personnel (2)
3. Elective Courses (3-7 semester hours)
GDCN 515 Crisis Intervention (2)
GDCN 591 Special Topics (2)
GDCN 610 Theories of Counseling (2)
GDCN 631 Dynamics of Life Development (2)
GDCN 652 The Counselor as Consultants (2)
GDCN 680 Special Topics (2)

B. Cognate Areas (4-8 semester hours)
1. Required Courses
EDLD 613 Introduction to Higher Education (2)
EDPS 677 Research Techniques (2)
2. Elective Courses (0-4 semester hours)
EDLD 614 Law for Higher Education (2)
EDLD 622 Organization and Administration of Higher Education (2)
EDLD 680 Special Topics in Educational Leadership (2)

COMMUNITY COUNSELING PROGRAM

The Community Counseling Program is a 48-semester-hour master's degree program of studies that is intended for students who seek licensure as professional counselors and employment in community agency settings. Candidates who are selected for this program are expected to make a major commitment to their graduate level training and education as well as to enroll in coursework on a regular basis. The program includes a 600 hour supervised counseling internship experience. The Community Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body that evaluates and grants accreditation to graduate-level programs in professional counseling. The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the State of Michigan. Information on full licensure as a professional counselor is available in the Student Handbook for Counseling Programs.

PROGRAM REQUIREMENTS

The following outline describes the general program requirements leading to a minimum of 48 semester hours of graduate study for those students seeking the master's degree in Community Counseling.

A. Major Concentration in Community Counseling (40 semester hours)
1. Required Courses
GDCN 502 Helping Relationships: Basic Concepts and Services (3)
GDCN 505 Counselor Development: Basic Skills (3)
GDCN 510 Counselor Development: Counseling Process (3)
GDCN 520 Assessment in Counseling (3)
GDCN 530 Career Development and Information Services (3)
GDCN 540 Group Process I (3)
GDCN 571 Cross Cultural Counseling (2)
2. College Student Personnel Specialization Area (required) (15-18 semester hours)
GDCN 550 Student Personnel Services in Higher Education (3)
GDCN 551 Contemporary College Students (3)
GDCN 655 College Student Development Theory (3)
GDCN 689 Fieldwork in Counseling and College Student Personnel (3-6)
GDCN 692 Seminar in College Student Personnel (2)
3. Elective Courses (3-7 semester hours)
Supervised Counseling Experiences (Required)
- GDCN 686 Counseling Practicum I (3)
- GDCN 687 Counseling Practicum II (3)
- GDCN 786-789 The Counseling Internship (600 clock hours) (6)

2. Elective Courses (0-6 semester hours)
Elective courses are selected with the approval of the adviser and reflect the student's professional needs and objectives. Students must complete a combination of 8 semester hours in the elective and cognate categories.
- GDCN 515 Crisis Intervention (2)
- GDCN 575 Substance Abuse I (2)
- GDCN 640 Group Process II (2)
- GDCN 652 Counselor as Consultant (2)
- GDCN 572 Counseling Parents (2)
- GDCN 590 Special Topics in Guidance and Counseling (1)
- GDCN 591 Special Topics in Guidance and Counseling (2)

B. Cognate Courses (2-8 semester hours)
1. Required Course
   - EDPS 677 Research Techniques (2)
2. Elective Courses
   For many students, 6 credit hours of elective coursework will not be enough to train them to work in the settings in which they will seek employment. It is strongly recommended that students take elective coursework in substance abuse counseling, marriage/family counseling, and grant/proposal writing. In addition, students who have not had coursework in psychology (i.e., abnormal psychology, theories of personality, etc.) will be encouraged to do so. It is possible that some students will want to develop a program that contains more than 48 semester hours. The student and his/her adviser will carefully review the student's education and experience in planning the program of studies.

Specialist of Arts
The specialist's degree program is intended to provide advanced competencies for professional counseling. A Specialist in Arts degree program is currently under review. No applications are being accepted and students are not being admitted into a specialist program at this time.

Educational Leadership Courses

EDLD 500 Professional Educator Development Program.
1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Credits not applicable to an advanced degree program.

EDLD 509 Educational Leadership in a Pluralistic Society.
3 hrs
Analysis of the educational administration issues presented in culturally pluralistic educational environments. Examination of sociopolitical context of schools, impact of dominant and subordinate groups, and leadership challenges involved in striving for school success for all.

EDLD 510 Educational Organization.
3 hrs
An introduction to educational organizations and the structure of American schools; the authority and relationships of federal, state and local governments to education; and the role and function of education in society.

EDLD 511 Community Organization.
2 hrs
An understanding of the community as a social group. Emphasis on community analysis, leadership, criteria of a good community, principles of change and action.

EDLD 512 Community Education.
2 hrs
The basic principles and philosophy of community education, its current status and relationship to education.

EDLD 513 Community Education and Community Relations.
3 hrs
An exploration of the basic principles and philosophy of community education, its current status and relationship to education, and interpretation of the educational institution to a diverse community. Emphasis on promoting public confidence in schools via two-way communication and community involvement in schools.

EDLD 514 Educational Leadership Theory and Practice.
3 hrs
The process and function of various educational leadership positions are explored, traditional and contemporary leadership theories are examined, and critical leadership roles are identified.

EDLD 515 Instructional Supervision and Program Evaluation.
3 hrs
Development of those attitudes and skills necessary for administrators as they supervise effective, positive instructional programs; problems, principles and procedures involving the evaluation of facilities, personnel, programs and services; development, application and analysis of evaluation instruments. Prereq: EDLD 510 and EDLD 514 or permission of instructor.

EDLD 516 School Law for Teachers.
2 hrs
Legal principles underlying day-to-day teaching activities; how laws operate and legal principles develop. Open to nonmajors only.

EDLD 517 Evaluation of Educational Services.
2 hrs
Problems, principles, and procedures involving the evaluation of facilities, personnel, programs, and services. Development, application, and analysis of evaluation instruments.

EDLD 518 Technology for School Administrators.
3 hrs
An overview of multimedia applications for school administrators. Strategies for leadership, planning, decision making, integration and evaluation of multimedia in schools will be emphasized. Sessions will include lecture and hands-on practice.

EDLD 590/591/592 Special Topics.
1/2/3 hrs
Experimental course(s) designed to investigate specific topics of concern in the specialization areas of study in educational leadership.
EDLD 607 Colloquium. 2 hrs
Course(s) designed to explore specific leadership topics utilizing distinguished scholars/lecturers.

EDLD 610 Accounting for School Administrators. 2 hrs
Principles, theory, and procedures of public school fund accounting; accounting principles as applied to various kinds of public school funds; financial statements and reports; internal accounting control; payroll accounting; business papers and procedures.

EDLD 611 Introduction to Adult Education. 2 hrs
A general overview of the topic of adult education to students for introductory purposes and a basis for further concentration and study in selected advanced areas of adult education. This course should be a prerequisite for advanced study and includes philosophy, history, identification of adult objectives, knowledge of adult learners, contemporary status, trends, and issues in adult education.

EDLD 612 Economics of Public Education. 3 hrs
An examination of the basic economic, fiscal, and legal theories of support for education, tax structures, state aid formulas, federal aid, and school budgets.
Prereq: EDLD 510.

EDLD 613 Introduction to Higher Education. 2 hrs
An introduction to the study of higher education, including two- and four-year colleges and universities. The course is designed for persons interested in developing an understanding of the background, growth, purposes, and practices of higher education in the United States.

EDLD 614 Law for Higher Education. 2 hrs
An examination of the major legal aspects of the administration of institutions of higher learning.

EDLD 615 Collective Negotiations in Education. 3 hrs
An analysis of issues which may be encountered by school administrators and teachers in collective negotiations in education.

EDLD 616 Educational Facilities Planning. 2 hrs
Problems and procedures revealed through a plant-planning chronology that includes hiring the architect, the attorney’s role, site acquisition, involving citizens, utilizing staff, the bond issue, designing and constructing the building. Emphasis will be placed on renovating, closing, and alternative uses for existing buildings.

EDLD 617 Administering Human Resources in Education. 2 hrs
Development of an understanding of the issues, problems, and practices involved in the administration of personnel programs in education. An in-depth exploration of the basic principles of staff administration and high-level morale. For prospective and practicing administrators.
Prereq: Six hours of credit in educational leadership.

EDLD 618 Elementary School Principalship. 2 hrs
The examination of the elementary school principal’s role in improving curriculum and instruction; in the establishment of effective, routine operations in an elementary school; in establishing avenues for change by an awareness of innovations, materials, technologies, and research that are relevant to elementary school education.
Prereq: Six hours of credit in educational leadership.

EDLD 619 Middle School/Junior High School Administration. 2 hrs
An examination of the characteristics of the middle school/junior high school and the organization necessary to provide those experiences and instruction necessary to assist early adolescents in making the transition from childhood dependence to adult independence, including approaches to instruction, scheduling procedures, exploratory and enrichment studies, evaluation methods, staff development, student services, and community relations.
Prereq: Six hours of credit in educational leadership.

EDLD 620 The Principalship. 3 hrs
The examination of the role of a school principal in: a) improving curriculum and instruction; b) the establishment of effective operations in a school; c) establishing avenues for change by an awareness of innovations, materials, technologies and research that are relevant for the elementary, middle and high schools.
Prereq: Six hours of credit in educational leadership.

EDLD 621 Community School Administration. 2 hrs
Principles and techniques of administering community education.
Prereq: EDLD 512 or EDLD 513.

EDLD 622 Organization and Administration of Higher Education. 2 hrs
An understanding of the structure and governance of higher education—two-year and four-year colleges as well as universities— including legal bases, external and internal constraints, functional patterns, administrative staff roles and responsibility, faculty organization and authority, and student participation in organizational structure.

EDLD 623 Adult Education Administration. 2 hrs
An in-depth study of the leadership necessary to administer and manage adult education programs in the public and private sector. Provision of practical knowledge of adult education administration.
Prereq: EDLD 611 or permission of the instructor.

EDLD 624 School Business Management. 2 hrs
School business procedures, budgeting, construction, purchasing, salary schedules, school indebtedness, and insurance problems.
Prereq: EDLD 612.
EDLD 625 The Superintendency and District Level Leadership. 2 hrs
In-depth studies in the practical knowledge and skills required to carry out effectively the responsibilities of district level administration including the role of the public school superintendent.
Prereq: Six hours of credit in educational leadership.

EDLD 630 Legal, Ethical and Professional Issues of Administration. 3 hrs
Operation of laws; development of legal principles; federal and state relationships to education; authority relationships to education; authority and liability of school boards, administrators, and teachers; negligence; discipline and control; professional ethics and related issues.
Prereq: EDLD 510 and EDLD 514, or permission of instructor.

EDLD 631 Human Relations Skills for Educational Leaders. 2 hrs
An overview of the need for and functions of various human relations in the leadership of educational institutions. Development of an understanding and practice of specific interactive strategies necessary for such leadership.

EDLD 640 Organizational Theory. 2 hrs
Various theories, approaches, and methods of organizing educational institutions. Concern with design, purposes, processes, problems, and issues of organizational structuring and change. Examination of organizational environment and informational organization.

EDLD 650 Advanced School Finance. 2 hrs
Designed to acquaint students with specific areas of school finance, with a focus on the capital outlay program, the school bond market, the bond prospectus, model state foundation programs, risk management, insurance, investments, and the development of sound debt management policies.
Prereq: EDLD 612.

EDLD 679/680/681 Special Topics. 1/2/3 hrs
Special experimental offerings of the Educational Leadership program.

EDLD 682/683/684/685 Workshop. 1/2/3/4 hrs
Special topics of educational leadership designed to maximize student participation. Emphasis on the workshop method of teaching and learning. Topics to be selected. (See current schedule.)

EDLD 686/687/688/689 Master's Internship in Educational Leadership. 1/2/3/4 hrs
Training in administration through actual supervised experience. Arrangements must be approved by advisor and Director of the Intern Program prior to registration. Enrollments limited. Credit/no credit.
Prereq: Department permission. Majors only.

EDLD 694/695/696 Seminar. 1/2/3 hrs
Broad or special topics of educational leadership. Topics to be selected. (See current schedule.)

EDLD 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem under the direction of a University faculty member. Credit/no credit.
Prereq: Approval of adviser, 10 hours in educational leadership, and department permission.

EDLD 710 Leadership Theory. 2 hrs
Theories and models of administration and leadership; general theories and research in leader behavior.
Prereq: Admission to the specialist or doctoral program in educational leadership, or permission of instructor.

EDLD 712 Analysis of Research in Administration. 2 hrs
Emphasis on contributions of research in the behavioral sciences to educational leadership. Critical readings of the research of psychologists, sociologists, political scientists, and others that have special meaning in understanding such concepts as leadership, organization, power, authority, communication, innovation, and decision making.
Prereq: Six hours in educational leadership and EDPS 677.

EDLD 713 Field-Based Research. 4 hrs
Development and completion of a field-based research study. Credit/no credit.
Prereq: EDLD 712, EDPS 677, and department permission.

EDLD 779/780/781 Special Topics. 1/2/3 hrs
Intensive study of a topic of current relevancy.

EDLD 786/787/788/789 Internship in Educational Leadership. 1/2/3/4 hrs
Provision of an opportunity for the graduate student, at the specialist level to develop administrative skills by working under the direction of an experienced administrator. Arrangements must be approved by advisor and Director of the Intern Program prior to registration. Credit/no credit.
Prereq: Department permission.

EDLD 790/791/792 Thesis. 1/2/3 hrs
Intensive study of a problem or group of problems under the direction of a faculty member.
Prereq: Approval of advisor and departmental requirements for thesis.

EDLD 794/795/796 Seminar. 2/3/4 hrs
Intensive study of selected problems in administration and supervision.
Prereq: Admission to doctoral program in educational leadership.

EDLD 797/798/799 Independent Study. 1/2/3 hrs
Intensive study of a problem under the direction of a faculty member. Credit/no credit.
Prereq: Approval of adviser, 10 hours in educational leadership, and department permission.
EDLD 810 Ethics and Policy Analysis for Educational Leaders. 3 hrs
Designed to equip students with analytical skills for confronting ethical issues in business, education, research, nursing, and government. Mastery of the ethical process - a strategy for making good decisions. Critical thinking about ethical problems in professional settings. Analysis of selected educational and governmental policies from an ethical base using diverse views of professional moral duties as a screening device.
Prereq: Admission to the doctoral program in educational leadership.

EDLD 820 The Politics of Educational Leadership. 3 hrs
This course will examine the exercise of political power in education. It is designed for the educational leader who must deal with the impact of politics on managing and leading educational institutions.
Prereq: Admission to the doctoral program in educational leadership.

EDLD 840 Team Building and Consensus Decision Making of Educational Leadership. 3 hrs
This course is designed as a skill building class to help educational leaders increase their effectiveness in working with faculty, staff, school board members, and/or community groups in collaborative decision making.
Prereq: Admission to the doctoral program in educational leadership.

EDLD 895 Dissertation Research Seminar. 2 hrs
This seminar is designed for the doctoral student who has identified the topic for his or her dissertation research and will focus on the production and evaluation of proposals for the doctoral dissertation. Credit / no credit basis.
Prereq: Admission to candidate status and permission of dissertation chair.

EDLD 896/897/898/899/900 Dissertation Research. 1/2/4/8/12 hrs
These courses are designed for the doctoral student who is working on his or her dissertation research. Enrollment in the various courses will reflect the student's effort on the dissertation in a given semester. Credit / no credit.
Prereq: Admission to candidate status and successful completion of EDLD 895.

Guidance and Counseling Courses

GDCN 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

GDCN 501 Guidance in the Elementary School. 2 hrs
Survey of the unique contributions of guidance to the work of the classroom teacher and other staff in the elementary school. Exploration of relationships between guidance, instruction, and administration in the elementary school. Open to majors and nonmajors.

GDCN 502 Helping Relationships: Basic Concepts and Services. 3 hrs
This course includes an introduction to concepts and principles used in helping relationships and an overview of services offered by helping professionals. The course provides experiences in interpersonal relations and opportunities for self-development. Increasing the potential counselor's awareness of cultural pluralism, diversity, and the contextual validity of theories and intervention techniques is also an essential component of this course. Open to majors and nonmajors.

GDCN 505 Counselor Development: Basic Skills. 3 hrs
This course is designed to train prospective counselors for competencies in beginning counseling skills and to assess individuals' potential for counseling. Clarification of expectations for entering the counseling profession, examining motives, selecting complementary learning experiences, getting the most out of training, and tracing one's beginnings as a helper.

GDCN 510 Counselor Development: Counseling Process. 3 hrs
This course is designed to integrate basic skills and to train prospective counselors for the implementation of counseling skills. A major portion of the course focuses on knowledge of the counseling process, stages, and practices. Introductory study of contemporary counseling models is provided. Ethical considerations are covered. Counseling practices for specific issues and populations are introduced.
Prereq: GDCN 502 and GDCN 505.

GDCN 515 Crisis Intervention. 2 hrs
Focus on crisis intervention from a theoretical and practical perspective. Emphasis on defining the nature of crisis; on intervention in specific crisis reactions resulting from such events as rape, loss, illness; and on intervening with suicidal clients and other clients in crisis. Practice in intervention through role-playing.
Prereq: GDCN 505.

GDCN 520 Assessment in Counseling. 3 hrs
This course is designed to provide a foundation for using assessment procedures in counseling. Emphasis will be given to developing skills in using basic measurement concepts and qualitative and quantitative assessment methods.
Prereq: GDCN 502 and EDPS 677.

GDCN 530 Career Development and Information Services. 3 hrs
This course includes an introduction to the psychology, sociology, and economics of work and career development theory. It also provides the skills needed for identification and organization of information services in guidance and counseling. Students are also introduced to the method and practice of career guidance and counseling.
Prereq: GDCN 502 and GDCN 505.
GDCN 540 Group Process I. 3 hrs
This course will introduce basic group counseling theories and processes. Students will learn to observe and critique the group process. Information will be presented on such topics as the types, rationale, development, leadership, and ethics of groups. Prereq: GDCN 502 and GDCN 505.

GDCN 550 Student Personnel Services in Higher Education. 3 hrs
This course entails an overview of student personnel services in higher education, their evolution and growth, educational significance, administrative aspects, and a survey of the various student services. Emphasis on the student affairs in the educational process of students in colleges and universities, including junior and community colleges.

GDCN 551 Contemporary College Students. 3 hrs
This course focuses on an examination of the changing undergraduate lifestyle, attitudes, characteristics, and demographics of today's college students. In the course the students will examine the effects of higher education, the student as learner, and student development theory. Attention is given to both traditional and nontraditional college populations in two- and four-year institutions. Prereq: GDCN 550 or permission of instructor.

GDCN 571 Cross Cultural Counseling. 2 hrs
Development of basic understandings and skills needed to counsel persons who have cultural, ethnic, or linguistic backgrounds different from the student's own background. Prereq: GDCN 505 or permission of instructor.

GDCN 572 Counseling Parents. 2 hrs
Focus on the significant parent counseling programs and techniques in current use. Provision of opportunities to utilize learned counseling and communication skills in assisting parents to develop effective parenting skills compatible with their cultural, ethnic, religious, interpersonal, and social orientations. Prereq: GDCN 505 or permission of instructor.

GDCN 573 Counseling Older Persons. 2 hrs
Students will learn methods and strategies needed to help older persons face the crises, concerns, adaptations, and the changes associated with aging. Inclusion of an experimental component for teaching modifications in counseling skills needed to work with older persons. Prereq: GDCN 505 or permission of instructor.

GDCN 575 Substance Abuse Counseling I. 2 hrs
The course introduces participants to basic knowledge, concepts, and counseling methods utilized in the field of chemical dependency. The prospective counselor will acquire a basic foundation for working with clients who are affected by their own or someone else's chemical abuse. Prereq: GDCN 505.

GDCN 587/588/589 Cooperative Education. 1/2/3 hrs
A cooperative education experience integrating classroom theory with a paid work experience in an area directly related to the student's field of study. Placements must be approved by the Coordinator of Cooperative Education and the Leadership and Counseling Department. Credit/no credit. Prereq: Department permission.

GDCN 590/591 Special Topics. 1/2 hrs
Special courses and seminars dealing with contemporary topics and issues in the guidance and counseling field. Designed primarily for graduate students and practitioners in the helping professions. Topics to be selected. (See current schedule) Prereq: Will be determined on the basis of special topics being offered.

GDCN 595 Workshop. 2 hrs
Workshops dealing with selected areas within the guidance and counseling field such as the self-concept, career education, psychological education, and other relevant topics of interest. Prereq: Open to guidance and counseling majors and graduate students in related fields.

GDCN 610 Theories of Counseling. 2 hrs
The rationale, historical development, and research underlying selected theories of counseling with emphasis on the implications of each theory for practice. Development of a theoretical basis for the student's own counseling practice. Prereq: Ten semester hours in guidance and counseling or permission of instructor.

GDCN 612 The School Counselor. 2 hrs
This course emphasizes the role of the school counselor in the comprehensive developmental guidance and counseling program. The focus is on the historical evolution, skills and techniques for working effectively with a diverse population of students, kindergarten through grade 12. This includes the development of skills for working with teachers, parents, administrators, referral agencies, and other educational teams. Prereq: GDCN 520, GDCN 530, and GDCN 540.

GDCN 622 Case Studies: Assessment and Intervention. 2 hrs
An opportunity for advanced students to make an intensive study/analysis of selected counseling cases to enhance competencies in case study; problem appraisal/assessment; diagnostic classification; intervention strategies as well as case consultation and presentation skills. Prereq: GDCN 510 and GDCN 520.

GDCN 631 Dynamics of Life Development. 2 hrs
A study of life transitions and their impact on personal, social, and vocational development. Examination of theoretical concepts and recent research findings on adult development will be examined. Exploration of practical program applications for individual and group counseling. Prereq: GDCN 510 and GDCN 530.

GDCN 632 Vocational Rehabilitation Counseling. 2 hrs
A review of the history and organization of the state/federal program of voluntary rehabilitation. The role of the state agency and relevant legislation and laws will be presented.
LEADERSHIP AND COUNSELING

Theories, principals and practices of rehabilitation counseling will also be examined.
Prereq: GDCN 530.

GDCN 640 Group Process II. 2 hrs
Advanced opportunity for students to develop further group skills and to expand their awareness of interactions in a group. Assessment of the student’s own potential as a group counselor through small group participation.
Prereq: GDCN 510 and GDCN 540.

GDCN 650 Organization and Administration of Guidance Services. 2 hrs
A study of the philosophy and principles of guidance as implemented into practice. Examination of the organization and administration of the various guidance services and the guidance functions of various school staff members.
Prereq: GDCN 612

GDCN 652 The Counselor as Consultant. 2 hrs
Basic overview for counselors of the theories, process, and practices in consultation. Methods of establishing collaborative relationships are described. Individual and group consulting approaches for counselors will be discussed and practiced.
Prereq: GDCN 505 or permission of instructor.

GDCN 655 College Student Development Theory. 3 hrs
This course teaches education professionals to apply college student development and learning theories in higher education environments. Students will learn how various theories can be intentionally applied to facilitate student development both inside and outside the classroom.
Prereq: Graduate Student status.

GDCN 660 Community Resources in Counseling. 2 hrs
Identification, analysis, and development of the community resources needed by counselors who work in a variety of settings. Focus on skills in identifying, referring, and receiving client referrals. Presentations by representative community agencies in class or on-site during class time.
Prereq: GDCN 502.

GDCN 679/680/681 Special Topics. 1/2/3 hrs
Special courses and seminars dealing with contemporary topics and issues in the guidance and counseling field. Designed primarily for graduate students and practitioners in the helping professions. Topics to be selected. (See current schedule.)
Prereq: Will be determined on the basis of special topics being offered.

GDCN 686 Counseling Practicum I. 3 hrs
This course represents an introduction to supervised counseling experiences. The student works with clients in professional counseling relationships, assisting individuals with personal, educational, and vocational goals and decisions. Systematic analysis of counseling effectiveness is taught and reinforced through a process of self, peer, and superior evaluation. Credit/no credit.
Prereq: Department permission.

GDCN 687 Counseling Practicum II. 3 hrs
This advanced course focuses on the theory and practice of group counseling. Students are provided opportunities to facilitate counseling groups under the supervision of a faculty member. Credit/no credit.
Prereq: GDCN 686 and Department permission.

GDCN 688 Supervision of Counseling Practicum. 2 hrs
The opportunity for advanced trainees to supervise students in a counseling practicum experience. Development of beginning competencies in supervision through critiquing of tapes, leading group discussions, and evaluating the growth of beginning counselors. Credit/no credit.
Prereq: Department permission.

GDCN 689 Fieldwork in Counseling and College Student Personnel. 3 hrs
This course emphasizes on-the-job experiences under professional supervision that afford the student practical experiences in counseling and student affairs in settings such as colleges, universities, community colleges, or other approved settings. Credit/no credit.
Prereq: Department permission.

GDCN 692 Seminar in College Student Personnel. 3 hrs
This course is designed to provide students an opportunity to synthesize ideas from previous coursework and practical experiences in student affairs. An integration of student development theories, current issues in the field, and an action-based research project will be the focus of the course.
Prereq: GDCN 550, GDCN 551 or permission of instructor.

GDCN 694 Seminar: Counseling in the Community. 2 hrs
An opportunity to explore various aspects of community counseling including counselors’ roles, professional issues faced by counselors in community settings, and strategies for working with diverse clients. Emphasis on looking at concerns of different client populations and ways of addressing these concerns both individually and program wide. Opportunities for in-depth study of an area of interest.
Prereq: GDCN 686.

GDCN 696 Seminar in School Counseling. 2 hrs
This course involves a synthesis of practical experiences in education and previous coursework with an emphasis on professional development as a school counselor. An integration of school counseling theories and models, current issues, case studies, and an action-research project will be the focus of the course.
Prereq: GDCN 650 and GDCN 686.

GDCN 697/698/699 Independent Study. 1/2/3 hrs
In these classes students have an opportunity to explore topics of interest in an intensive and independent manner. Topics must be selected and an independent study pursued with the approval and supervision of a member of the faculty in guidance and counseling. Credit/no credit.
Prereq: Department permission.
GDCN 786/787/788/789 Internship. 2/3/4/6 hrs
An intensive field-based experience for candidates in the master’s degree programs in college student personnel services, school counseling, community counseling, and the specialist’s degree in counseling. Counseling knowledge and advanced competencies are integrated in a setting under professional supervision. Placements in a variety of community agency, school, college, or educational settings. Application for the internship and approval for placement are required prior to registration. Six hundred hours in the setting are required for the counseling programs. Credit/no credit. Prereq: Department permission.
The Special Education department at Eastern Michigan University offers graduate programs leading to a Master of Arts degree, a Specialist of Arts degree and/or state endorsement/approval in most fields of specialization in special education. Persons participating in these programs may utilize a variety of approaches and experiences in fulfilling the needed requirements. These avenues of learning may include course work, field studies, workshops, independent study, internships, practicum, seminars, and/or research projects.

Graduate study in the Special Education department includes the following program options:

1. Non-degree post baccalaureate study for certified teachers seeking initial or additional special education endorsements and/or approvals. Students must be admitted to the Graduate School and the Special Education department to pursue endorsement/approval sequences.

2. Master of Arts degree in Special Education with a concentration in:
   - Emotionally Impaired
   - Mentally Impaired
   - Physically and Otherwise Health Impaired
   - Visually Impaired
   - Hearing Impaired
   Special Education - General

3. Master of Arts degree in Special Education with a concentration in Learning Disabilities (available only to teachers already with endorsement in one area of special education);

4. Master of Arts degree in Special Education-Speech/Language Pathology, a continuation of the basic program described in the undergraduate catalog;

5. Specialist of Arts degree in Special Education, with concentration in special education administration or curriculum development.

OBJECTIVES

The goal of graduate work within the Special Education department is for the student to develop further as a knowledgeable professional who is a caring, reflective decision maker in a culturally diverse society. The objectives for this student are:

1. to develop a humane, comprehensive, viable, and scientifically defensible philosophical foundation that will guide personal and professional behavior;

2. to extend and refine knowledge of disabilities and to apply this new knowledge base to understanding more fully the implications of disabilities to individuals with disabilities, their families and society;

3. to improve existing skills and to acquire new skills in the identification, diagnosis, and use of prescriptive teaching methods associated with various disabilities;

4. to understand, compare, analyze, and synthesize a variety of therapeutic, curricular, and continuum of service models, instructional systems, and theoretical constructs used in the care and treatment of persons with disabilities;

5. to acquire a working knowledge of the way philosophical positions, psychosocial and cultural factors, economic events, legal mandates, and political forces impinge upon and shape benefits, rights, services, and programs for persons with disabilities;
6. to become proficient in spoken and written communication and able to adapt level appropriately in student, parent and professional communication;
7. to acquire the knowledge, reflective decision-making ability and other skills necessary to perform in a variety of leadership, administrative, and supervisory roles in providing services and programs for persons with disabilities; and
8. to understand, conduct and use research for problem solving and professional growth.

COURSES OF GENERAL INTEREST
In addition to the more specific courses that are offered for special education majors, the graduate program offers a number of general courses that are open to regular classroom teachers and other non-majors. These courses are designed to provide the student with a better understanding of the child with problems who might be found in any classroom.

DISMISSAL FROM PROGRAM POLICY
A student may be subject to dismissal from graduate endorsement or degree programs in this department if the student:
1. Does not maintain a 3.0 ("B") cumulative grade point average overall and in special education courses for two successive enrollment periods;
2. Does not demonstrate by performance reasonable aptitude, maturity, stability, skill, and understanding necessary for success in the professional field of special education;
3. Does not demonstrate by performance the ability to build adequate interpersonal and professional relationships.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty to apprise them of extenuating circumstances. The faculty decision will be final. The decision will be transmitted to the student in writing by the department. If the student is dismissed from the department's program, the Graduate School will be notified to change the admission status from degree admission status to that of a nondegree student.

ENDORSEMENT/APPROVAL SEQUENCE
Certified teachers wishing to qualify for teaching in the area of special education, may enroll in an endorsement sequence at the graduate level. The first endorsement sequence for a teacher holding non-special education teaching credentials includes a combination of graduate and undergraduate courses. The completion of the endorsement sequence will permit a student to teach in a specific area of disability at either the elementary (K-8) or the secondary (7-12) level. Each endorsement sequence accommodates the requirements established by the Michigan Department of Education - Special Education rules.

Endorsements are available in the areas of Emotionally Impaired, Mentally Impaired, Visually Impaired, Hearing Impaired, and Physically and Otherwise Health Impaired. Endorsements are also available in the areas of Speech and Language Pathology and in Learning Disabilities (which is awarded only as a second special education endorsement).

Approval sequences are available in the areas of Supervisor of Special Education and Director of Special Education, Physical Education Teacher of Handicapped, and Preprimary Impaired. Coursework in other departments (Educational Leadership; Health, Physical Education, Recreation and Dance, Teacher Education) is typically involved in completing these sequences. See the Administrative Manager for further details.

A student must be free from any probation, administrative or academic, before an internship or practicum experience is arranged. It is important for a student to realize that the endorsement/approval sequence is independent of a degree program. The minimum degree requirements do not guarantee endorsement/approval and the meeting of endorsement standards should not be construed as the completion of degree requirements. Nine (9) credit hours of approved 400 level courses may be upgraded prior to class participation and credited toward a master's degree; otherwise all undergraduate courses listed in endorsement sequences are considered undergraduate deficiencies, not credited toward graduate degrees.

ADMISSION REQUIREMENTS
1. Students applying for an endorsement in specific special education areas must meet the requirements specified under the master's degree.
2. Students must be admitted to the Special Education department prior to taking 400- and graduate-level requirements.
3. The student applying for an approval sequence as a special education director must meet the admission requirements of the Specialist's degree and be admitted as a specialist student.
4. Foreign students must have a score of 570 on the Test of English as a Foreign Language (TOEFL).

CURRICULA
A description of initial endorsement sequences follows. Endorsement sequences for those already endorsed in one area of special education but seeking additional endorsement(s) consists of different courses than listed here. Students should consult the Administrative Manager and the graduate adviser for the area. An Initial Endorsement sequence generally consists of the following core Special Education classes (Courses marked with an asterisk* require admission to the College of Education):

Special Education Core Courses
PSY 101 General Psychology ........................................... 3
SPGN 510 The Exceptional Child in the Regular Classroom ........ 3
INED 252 Vocational/Vocational Special Needs Program ................ .................................................. 4
*SPLI 673 Language: Acquisition, Disorders, Evaluation ........ 3
*SPGN 390 Measurement and Diagnosis in Special Education ...... 3
*SPGN 461 Classroom Management and Intervention Strategies for Handicapped Students ............................................. 3
*SPGN 615 Social Psychology of Disability: Family, School, and Society ................................................................. 3
HEARING IMPAIRED

Prospective majors should be aware that the basic philosophy of the program is oral communication; however, students also are exposed to manual communication during their course of study.

All students are considered provisional majors until such time as they successfully complete SPHI 391 Language for Hearing-Impaired Students and pass a Language Proficiency Examination.

Courses Required for Initial Endorsement
Students must complete required curriculum and either the elementary or secondary sequence.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Sem hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHI 228 Education of Hearing-Impaired Students</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 332 Acoustic Phonetics: Speech Science</td>
<td>2</td>
</tr>
<tr>
<td>SPSI 336 Physiologic Phonetics: Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>SPSI 337 Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>SPHI 375 Fundamentals of Sign Communication</td>
<td>2</td>
</tr>
<tr>
<td>*SPHI 387 Introductory Practicum with Hearing-Impaired Students</td>
<td>1</td>
</tr>
<tr>
<td>*SPHI 391 Language for Hearing-Impaired Students</td>
<td>4</td>
</tr>
<tr>
<td>*SPHI 392 Introduction to Audiology</td>
<td>2</td>
</tr>
<tr>
<td>*SPHI 394 Aural Habilitation/Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>*SPHI 435 Phonetics and Hearing Impaired</td>
<td>2</td>
</tr>
<tr>
<td>*SPHI 436 Speech Methods for Hearing-Impaired Persons</td>
<td>2</td>
</tr>
<tr>
<td>*SPHI 437 Adaptive Curriculum for Hearing-Impaired Students</td>
<td>3</td>
</tr>
<tr>
<td>*SPHI 487 Speech Practicum with Hearing-Impaired Students</td>
<td>1</td>
</tr>
<tr>
<td>SPSI 694 Seminar: Interdisciplinary Special Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Elementary

*SPGN 689 Supervised Internship in Elementary Special Education | 6 |

Secondary

*SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs | 2 |
*SPGN 486 Recitation and Field Experience with Adolescents and Young Adults: Mentally Impaired, Physically Impaired, Hearing Impaired, or Visually Impaired | 2 |
*SPGN 693 Supervised Internship in Secondary Special Education | 6 |

MENTALLY IMPAIRED

Courses required for initial endorsement
Students must complete required courses and either the elementary or secondary sequence.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Sem hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPMI 240 Preclinical: Mentally Impaired</td>
<td>3</td>
</tr>
</tbody>
</table>
*SPMI 557 Mental Retardation: Nature, Needs, and Issues | 3 |
*SPMI 429 Curriculum Design and Education Programs for Students with Mild Retardation | 3 |
*SPLI 468 Education of Children with Learning Disabilities | 2 |
*SPMI 483 Education of Students with Moderate or Severe Retardation | 4 |
*SPMI/SPGN 694 Seminar: Interdisciplinary Special Education | 2 |
*PHED 578 Motor Learning and Development | 2 |

Elementary

*SPMI 427 Educating the Elementary Student with Mild Retardation | 2 |
SPGN 689 Supervised Internship in Elementary Special Education | 6 |

Secondary

*SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs | 2 |
*SPGN 486 Recitation and Field Experience with Adolescents and Young Adults: Mentally Impaired, Physically Impaired, Hearing Impaired, or Visually Impaired | 2 |
*SPGN 693 Supervised Internship in Secondary Special Education | 6 |

PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Courses Required for Initial Endorsement
Students must complete required courses and either the elementary or secondary sequence.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Sem hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPPI 240 Preclinical Experiences—POHI or approved independent study</td>
<td>3</td>
</tr>
<tr>
<td>SPP 310 Developmental Sciences for Teachers of the Physically and Health Impaired</td>
<td>4</td>
</tr>
<tr>
<td>SPMI 557 Mental Retardation: Nature, Needs, and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
*SPPI 360 Pathology of Physical and Health Impairments | 3 |
*SPPI 412 Ancillary Services and Health Procedures for Teachers of Physically Impaired | 2 |
*SPLI 468 Education of Children with Learning Disabilities | 2 |
SPGN 694 Seminar: Interdisciplinary Special Education | 2 |

Elementary

*SPPI 414 Educational Strategies for Teachers of the Physically Impaired | 4 |
*SPGN 689 Supervised Internship in Elementary Special Education | 6 |
**Secondary**

*SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs ........................................ 2

*SPGN 486 Recitation and Field Experience with Adolescents and Young Adults: Mentally Impaired, Physically Impaired, Hearing Impaired, or Visually Impaired ...... 2

SPGN 693 Supervised Internship in Secondary Special Education ............................................................................. 6

**VISUALLY IMPAIRED**

Courses Required for Initial Endorsement

Students must complete required courses and either the elementary or secondary sequence.

**Courses**

**Sem hours**

SPVI 365 Braille ................................................................. 3

SPVI 366 The Eye and Vision, Anatomy and Physiology ... 2

SPVI 368 Mobility Training for the Visually Impaired ...... 2

SPVI 369 Community Considerations for the Visually Impaired .... 3

*SPVI 464 Methods of Teaching the Blind ......................... 3

*SPVI 465 Braille II: Nemeth Code ...................................... 3

*SPVI 467 Education of Children with Impaired Vision ...... 2

*SPVI 469 Electronic Communication for the Visually Impaired ........................................................................ 3

SPGN 694 Seminar: Interdisciplinary Special Education ... 2

**Elementary**

SPGN 689 Supervised Internship in Elementary Special Education ............................................................................. 6

**Secondary**

*SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs ........................................ 2

*SPGN 486 Recitation and Field Experience with Adolescents and Young Adults: Mentally Impaired, Physically Impaired, Hearing Impaired, or Visually Impaired ...... 2

SPGN 693 Supervised Internship in Secondary Special Education ............................................................................. 6

**EMOTIONALLY IMPAIRED**

Courses Required for Initial Endorsement

Students must complete required courses and either the elementary or secondary sequence.

**Courses**

**Sem hours**

SPEI 240 Introductory Clinical Experiences in Emotional Impairment ................................................................. 3

SPEI 301 Emotionally Impaired Children and Adolescents 3

*PSY 543 Abnormal Psychology ......................................... 3

*SPGN/SPEI 694 Seminar: The Emotionally Impaired Child/Interdisciplinary Special Education ................ 2

SPEI 449 Seminar: Current Topics in Emotional Impairment ... 2

**Elementary**

*PHED 578 Motor Learning and Development ....................... 2

*SPGI 401 Programming, Methods, and Curriculum for the Elementary Emotionally Impaired Child ................. 4

*SPI 468 Education of Children with Learning Disabilities 2

*SPGN 689 Supervised Internship in Elementary Special Education ............................................................................. 6

**Secondary**

CRM 354 Juvenile Delinquency .......................................... 3

*SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs ........................................ 2

*SPEI 488 Programming, Methods, and Curriculum for Secondary Emotionally Impaired Youth ................... 4

*SPGN 693 Supervised Internship in Secondary Special Education ............................................................................. 6

**MASTER OF ARTS (AREAS OF EXCEPTIONALITY EXCEPT LEARNING DISABILITIES AND SPEECH-LANGUAGE PATHOLOGY)**

Through the Graduate School of Eastern Michigan University, the Special Education department offers a Master of Arts degree which encompasses the range and depth required to accommodate contemporary programs and service delivery systems. The program is designed to allow maximum flexibility in meeting the needs of individual students while maintaining the basic academic integrity implicit in a graduate program.

**MODEL**

The development of special education professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs and to their families within a multicultural society.

**ADMISSION REQUIREMENTS**

The graduate student seeking admission to the Master of Arts degree program in the Special Education department is required to:

1. be admitted to the Graduate School;
2. have a valid teaching certificate;
3. achieve acceptable scores on the Graduate Record Examination (GRE) as required by the College of Education;
4. submit one outside letter of recommendation regarding professional competence for admissions to the program;
5. be recommended for acceptance by a faculty member (this may involve a personal interview);
6. International students must provide scores of 90 on the Michigan English Language Assessment Battery (MELAB) or 570 on the Test of English as a Foreign Language (TOEFL).

Additionally, candidates applying for the learning disability sequence must possess an endorsement in a special education area. Admissions and program requirements for Master of Arts programs in Learning Disabilities and Speech Language Pathology are described separately in subsequent sections.
PROGRAM REQUIREMENTS

The graduate student seeking a Master of Arts degree through the Special Education department must:
1. complete a minimum of 32-36 semester hours of approved graduate credit with a minimum 3.0 GPA;
2. complete an approved master's degree program that has been planned with a special education graduate adviser;
3. complete the degree requirements within six years of enrolling for the first course applicable to the degree program;
4. receive a recommendation from the area faculty committee for continuance in the program. This is done upon completion of 12-15 hours of courses and before internship/practicum. The committee will consider GPA, faculty recommendations, demonstrated competence in academic and professional work and rate of progress in the program.
5. meet all other requirements of the Graduate School.

EXIT CRITERIA

Exit criteria involve achievement of the objectives for graduate study in special education listed previously, as demonstrated by:
1. successful completion of all course work on program (minimum GPA 3.0);
2. successful completion of required practica/internship;
3. successful completion of thesis, if pursuing the thesis option, or other culminating experience, which may include but not be limited to comprehensive oral or written examination, portfolio or other product, performance, or exhibit.

CURRICULUM

The 32-36 semester hours of graduate credit must include:

1. Special education graduate core courses:

   Courses                  Sem hours
   SPGN 621 Law and Public Policy for Persons with Disabilities ... 3
   SPGN 630 Integrated Curriculum and Educational Programming for Special Education ........................................ 3
   SPGN 632 Collaborative Consultation in Special Education ................................................................. 2
   SPGN 661 Advanced Assessment and Decision-Making ...... 3
   (11 hours)
   2. Courses in area of concentration (7-25 hours)
   3. Cognates (2-6 hours)
   EDPS 677 Research Techniques ......................................................... 2

Concentration areas include emotionally impaired, mentally impaired, physically and otherwise health impaired, visually impaired, hearing impaired, and general special education. If endorsement in any area of special education is being sought, the appropriate endorsement sequence must be completed. It is also possible to complete a state approval sequence (e.g. supervisor of special education) as part of the Master of Arts program of study.

Students may elect to do a thesis as part of the Master of Arts program: If pursuing the thesis option, students must complete cognates EDPS 621 Statistical Applications in Edu-

MASTER OF ARTS
(SPEECH-LANGUAGE PATHOLOGY)

Students who seek admission to the graduate program in speech-language pathology may elect either a teacher certification or a non-teacher certification track. Those who do not have undergraduate degrees in speech-language pathology must enroll as full-time students and complete the undergraduate deficiencies before degree status entry into the graduate program. Students must consult a graduate adviser in speech-language pathology before enrolling in major courses.

MODEL

Eastern Michigan University teacher educators produce knowledgeable professionals who are caring, reflective, decision-makers in a culturally diverse society.

ADMISSION REQUIREMENTS

In addition to the requirements listed above with the exception of number two (have a valid teaching credential), a student applying to the speech-language pathology program who has an undergraduate degree in speech-language pathology must:
1. have a 3.0 grade point average in the undergraduate major and an overall grade point average of a 2.75 from EMU;
2. have a 3.0 GPA in major and an overall GPA of 3.0 from other institutions.
3. Submit two letters of recommendation from:
   a. a clinic supervisor
   b. a professor in the undergraduate major area of study

   Note: A student applying to the speech-language pathology program who does NOT have an undergraduate degree in speech-language pathology, in addition to the requirements listed above with the exception of having a valid teaching credential, must have a 3.0 grade point average in the undergraduate major and an overall grade point average of 3.0.
3. International students must have either a score of 100 on the Michigan English Assessment Battery (MELAB) or 600 on the Test of English as a Foreign Language (TOEFL).

PROGRAM REQUIREMENTS

The program requirements for attaining a master's degree in speech-language pathology differ in some aspects from those of the Graduate School in that:
1. only six semester hours of graduate transfer credit will be accepted;
2. all candidates must meet the clinical and academic requirements for certification of the American Speech-Language- Hearing Association prior to receiving their degrees;
3. all candidates must complete a minimum of 36 semester hours of approved graduate credit;
4. all candidates must pass major courses with a grade of B- or better;
5. all candidates must be recommended by the speech-language faculty committee for continuance in the program. This is to be done upon completion of 12-15 credit hours of course work in the program, prior to SPSI 607 Colloquium. The committee will consider GPA, faculty recommendations, and demonstrated competence in academic and clinical work. Students must demonstrate behaviors which indicate stability, maturity, understanding, and aptitude as judged necessary for predicted success as a speech-language pathologist.

EXIT CRITERIA
To be eligible for graduation and receipt of the Master's degree, the student must:
1. complete a colloquium research project signifying a culminating experience. The student must enroll in the SPSI 616 Experiments in Speech-Language Pathology and SPSI 607 Colloquium. This is designed to provide the student with the opportunity to conduct research and have discussions of reading with faculty and peers. Although this is not a thesis per se, the student will submit a research manuscript and make a formal oral presentation to faculty and students;
2. complete required course work as described;
3. submit a completed ASHA application; and
4. submit copies of all clinical practica logs.

CURRICULUM
The following courses are offered to students for completion of the 36 hour (minimum) master's degree program and are considered to be a standard program of study. Students who transfer from other universities should consult their academic adviser concerning equivalencies.

A. Required Courses in Speech-Language Pathology
SPSI 508 Multicultural/Multilingual Communication Development and Disorders ............................................. 3
SPSI 555 Neuroanatomy and Physiology for the Speech Pathologist ......................................................... 2
SPSI 578 Audiometric Testing .............................................. 3
SPSI 624 Neurogenic Communicative Disorders ............. 2
SPSI 616 Experiments in Speech-Language Pathology ...... 3
SPSI 620 Consulting and Interviewing in Speech Pathology .. 3
SPSI 622 Augmentative Communication ............................... 2
SPSI 612 Motor Speech Disorders ........................................ 2
SPSI 614 Aphasia ............................................................ 3
SPSI 607 Colloquium ......................................................... 2
SPSI 694 Seminar: Professional Issues in Speech-Language Pathology ..................................................... 2

B. Required Clinical Practica
SPSI 568 Diagnostic Methods in Speech, Language, and Hearing ................................................................. 3
SPSI 687 Clinical Internship in Speech Pathology ............. 2
SPSI 689 Public School Internship in Speech Pathology .... 4
(Students not electing an educational endorsement must complete two clinical internships in lieu of SPSI 689 Public School Internship in Speech Pathology.)

C. Elective Courses in Speech-Language Pathology

Students accepted into the graduate program in Learning Disabilities may elect a teaching endorsement and a Master of Arts degree. Learning Disability endorsements are offered at both elementary and secondary levels.

MODEL
The development of special education professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs and to their families within a multicultural society.

ADMISSION REQUIREMENTS
The graduate student seeking admission to a Learning Disabilities Master of Arts degree in the Special Education department is required to:
1. possess teacher certification and an endorsement in one area of special education;
2. meet Graduate School admission requirements including graduation from a regionally accredited college or university;
3. submit two letters of recommendation to include: one letter verifying professional competence, one letter from faculty member or other person knowledgeable of candidate's academic competence;
4. achieve acceptable score on the Graduate Record Examination, (effective Fall, 1993);
5. have a successful personal interview with an assigned adviser;
6. possess previous endorsement in one of the special education areas;
7. foreign students must provide a score of 90 on the Michigan English Language assessment Battery (MELAB) or 570 on the Test of English as a Foreign Language (TOEFL).

PROGRAM REQUIREMENTS
The graduate student seeking a Master of Arts degree in learning disabilities through the Special Education department must:
1. successfully complete a minimum of 36 semester hours of approved graduate credit;
2. successfully complete an approved master's degree program that has been planned with a special education graduate adviser;
3. successfully complete competency examination at 90% or better. This examination is part of the course requirements found in SPLI 678 Advanced Diagnostic Prescriptive Programming for Learning Disabled Students. This is a mid-program progress assessment and must be completed prior to practicum experience;
4. have on file with adviser two evaluations of teaching
effectiveness/professional competence. These evaluations are to be completed by supervisors/administrators in public or private schools at the conclusion of the internship experience; 5. successfully complete supervised practicum experience; 6. successfully complete the degree requirements within six years of enrolling for the first class applicable to the degree program; 7. meet all other requirements of the Graduate School.

EXIT REQUIREMENTS

Exit criteria include demonstration of acceptable levels of performance in the following areas:

1. ability to carry out suitable procedures for assessment of listening, thinking, talking, reading, spelling, writing, mathematics, or other skill deficiencies;
2. ability to specify in behavioral terms instructional objectives which are appropriate to the skill needs and entry level characteristics of the individual student;
3. ability to set up and maintain conditions and procedures of instruction suitable to the learning goals set for the individual student;
4. ability to assess instructional outcomes in terms of the student's behavior change and use this data in the formulation of an ongoing instructional plan adjusted to changed student conditions;
5. ability to use appropriate techniques with the student to help develop the self-management skills required for constructive social participation and independent learning;
6. ability to function as a member of interdisciplinary teams and maintain effective liaison with parents and others working with the student.

Acceptable levels will be determined by course grades, GPA, mid-program competency examination, practicum evaluations and performance in Research Colloquium, including production at the end of practicum of a comprehensive written document which demonstrates the understanding, synthesis of knowledge, and the practical applications of diagnostic-prescriptive planning for exceptional youth. This product is considered a culminating activity for the degree program.

CURRICULUM

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLI 468 Education of Children with Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>SPLI 673 Language: Acquisition, Disorders, Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SPLI 672 Methods: Elementary Learning Disabled Students or SPLI 674 Methods: Secondary Learning Disabled Students</td>
<td>3</td>
</tr>
<tr>
<td>SPLI 678 Advanced Diagnostic Prescriptive Programming for Learning Disabled Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives/Cognates

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPLI 693 Practicum in Learning Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>SPLI 712 Research Colloquium: Learning Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>PHED 578 Motor Learning and Development</td>
<td>2</td>
</tr>
<tr>
<td>EDPS 677 Research Techniques</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>38 hours</td>
</tr>
</tbody>
</table>

SPECIALIST IN ARTS

(SPECIAL EDUCATION)

The Special Education department offers a Specialist in Arts degree designed to prepare highly qualified leadership personnel in two general areas of study:

1. administration and supervision of special education programs; and
2. curriculum development.

MODEL

The development of leaders in special education with the knowledge, skills, and attitudes for building quality services for persons with special needs and their families within a multicultural society.

ADMISSION REQUIREMENTS

The graduate student seeking admission to this degree program is required to:

1. be admitted to the Graduate School;
2. possess a Master's degree from a regionally accredited college or university;
3. have three years of documented professional experience in special education;
4. have an endorsement in one area of special education;
5. submit three letters of recommendation to include: one letter verifying three years of successful professional experience in special education, one letter from a faculty member or other person knowledgeable of candidate's academic competence;
6. have a successful personal interview;
7. achieve acceptable score on the Graduate Record Exam.
8. International students must provide a score of 90 on the Michigan English Language Assessment Battery (MELAB) or 570 on the Test of English as a Foreign Language (TOEFL).

PROGRAM REQUIREMENTS

The program requirements for the Specialist in Arts degree include:

1. completion of a minimum of 32 hours beyond the master's degree;
2. achievement of an overall GPA of 3.3 (B+);
3. recommendation from the specialist degree committee for continuance in the program. This is to be done upon completion of 12-15 hours of course work and before internship and thesis or independent study. The committee will consider GPA, faculty recommendations, demonstrated competence in academic and professional work and rate of progress in the program. Students must demonstrate behaviors which indicate stability, maturity, understanding and aptitude as judged necessary for...
predicted success as a specialist in special education administration/curriculum;
4. successful completion of an internship;
5. achievement of passing scores on oral and written examination near the completion of the program;
6. completion of all other requirements of the Graduate School.

EXIT CRITERIA
Criteria are to meet all the objectives listed previously for graduate study in special education, as demonstrated by successful completion of:
1. all coursework on program (minimum GPA 3.3);
2. approved internship;
3. thesis or independent study; and
4. oral and written examinations.

CURRICULUM
All specialist degree students are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPGN 615 Social Psychology of Disability: Family, School, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPGN 632 Collaborative Consultation in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPGN 619 Administration and Supervision of Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SPGN 719 Advanced Seminar: Special Education Administration</td>
<td>2</td>
</tr>
<tr>
<td>EDPS 677 Research Techniques</td>
<td>2</td>
</tr>
<tr>
<td>Administrative Strand minimum 13 hours or Culminating experiences - required by all specialist degree candidates: SPGN 789 Specialist Internship in Special Education</td>
<td>4</td>
</tr>
<tr>
<td>Thesis/Independent Study</td>
<td>4</td>
</tr>
</tbody>
</table>

**Emotionally Impaired Courses**

SPEI 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

SPEI 510 Advanced Theory of Emotional Impairment. 3 hrs
Focus will be on an advanced behavior concepts, cognitive psychology, biophysical research, ego psychology, and the psychoeducational approach. Students will acquire knowledge of current research and the contributions of these theories of maladjustment to understanding personality deviations.
Prereq: Introductory coursework in psychological theory and special education and department permission.

SPEI 514 Advanced Curriculum and Methods: Elementary Emotionally Impaired Students. 3 hrs
Emphasis is on the application of contemporary theories and research relative to the teaching of emotionally impaired elementary school aged children. Through lecture, discussion and simulated experiences, students will learn about instructional techniques, therapeutic management strategies and curriculum materials. For experienced professionals.
Prereq: Department permission and SPEI 510.

SPEI 516 Advanced Curriculum and Methods: Secondary Emotionally Impaired Students. 3 hrs
Educational techniques, programming, and curriculum design for severely emotionally-impaired adolescents and/or youth in transition. For experienced professionals with emotionally impaired students.
Prereq: SPEI 510 and department permission.

SPEI 563 Emotionally Impaired Student in the Regular Classroom. 2 hrs
For professionals involved in educating emotionally impaired youngsters in the regular classroom. Course will focus on causes of behavioral problems and therapeutic, affective, and educational techniques as well as the roles of the various professionals involved. This course does not apply toward an endorsement in the area of emotional impairment.
Prereq: Regular classroom teacher. Others with department permission.

SPEI 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPEI 603 Therapeutic Management of Emotionally Impaired Children. 2 hrs
Techniques in dealing with emotionally impaired children; surface manipulation of behavior and life space interview.
Prereq: SPEI 510.

SPEI 620 Advanced Affective and Educational Techniques for Emotionally Impaired Students. 2 hrs
Advanced course for graduate students in the area of emotional impairment. Exploration and evaluation of educational and affective programming.
Prereq: Department permission.

SPEI 630 Introduction to Autism. 2 hrs
This course introduces the student to the definition of the syndrome of autism and the various theories with regard to cause and treatment. The student also is given an overview of the unique problems encountered in intervention strategies and techniques.
Prereq: Graduate students who have department permission and/or endorsement in one area of special education.

SPEI 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.
SPEn 694 Seminar: The Emotionally Impaired Child.
2 hrs
Course consists of a review and discussion of some contemporary issues in the education of emotionally impaired students following which students elect areas for more intensive exploration through library study or actual data gathering. Students present their results and conclusions to the group in a discussion setting.
Prereq: Department permission.

GENERAL SPECIAL EDUCATION COURSES

SPGN 500 Professional Educator Development Program.
1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

SPGN 510 The Exceptional Child in the Regular Classroom.
3 hrs
Prereq: SPGN 510.

SPGN 511 The Instruction and Behavior Management of the Student with Disabilities in the Regular Classroom.
3 hrs
A study of the learning and behavioral needs of pupils with disabilities in regular classroom settings, including students eligible under Section 504 of the Vocational Rehabilitation Act. Review of the nature of learning styles, models of prescriptive teaching, and approaches to understanding and working with behavior problems.
Prereq: SPGN 510.

SPGN 515 Computer Applications in Special Education.
2 hrs
Development of knowledge of hardware and software adaptation needs for special education populations and presentation of information about availability of each. Focuses on effective utilization of microcomputers with special populations.
Prereq: Graduate special education major or department permission.

SPGN 521 Sexuality for Persons with Disabilities.
2 hrs
Exploration of special problems, concerns, needs, and practices of persons with disabilities in relation to development of healthy human sexuality.
Prereq: Senior standing or graduate student.

SPGN 522 Understanding Male Behavior.
2 hrs
This course is designed for students working with males in educational, legal and/or social welfare system programs. It focuses on those variables which contribute to the shaping of masculine behavior and the conditions which may result in physically, emotionally or psychologically dysfunctional behaviors. The impact of ethnic, religious and racial factors on the shaping of masculinity are also considered. Means of responding to male self-defeating behaviors are explored and management techniques designed to modify and channel this behavior into more constructive modes of interaction in the classroom and other settings are presented and explored using student case material.
Prereq: Seniors eligible for graduate classes and graduate students.

SPGN 585 Practicum: Severely Multiply Impaired.
4 hrs
This course is designed to meet the state requirements for teachers wanting to teach severely multiply impaired (SXI) children. Students will complete a 180-hour supervised assignment in which they will plan for, teach, and evaluate instruction with SXI individuals and groups. Credit/No credit.
Prereq: An endorsement in one area of special education.

SPGN 586 Practicum: Elementary Special Education.
4 hrs
This course provides an elementary level practicum experience for teachers having a secondary special education endorsement in mentally, emotionally, physically, visually, or hearing impaired. Credit/No credit.
Prereq: Secondary certification and endorsement in the same area of special education.

SPGN 587 Practicum: Secondary Special Education.
4 hrs
This course provides a secondary practicum experience for teachers having an elementary special education endorsement in mentally, emotionally, physically, visually, or hearing impaired. Credit/No credit.
Prereq: Elementary certification and endorsement in the same area of special education.

SPGN 590/591/592 Special Topics.
1/2/3 hrs
Experimental courses designed to investigate current issues and specific topics of concern related to disabilities.

SPGN 605 Rehabilitation Counseling in Special Education.
2 hrs
This course is designed to integrate social and vocational theories and practices as they relate to life planning for persons with disabilities in the transition from formal schooling to adult living.
Prereq: SPGN 510.

SPGN 613 The Slow Learner in the Classroom.
2 hrs
Adjusting the curriculum for slow-learning children; problems of identification, methods and materials, curriculum modifications, and remedial techniques.

3 hrs
This course addresses the principles of social psychology of special needs and exceptional persons, infancy through adulthood, and the influence of the reciprocal interaction of the family, school, and society.
Prereq: Graduate special education and/or psychology majors or department permission.
SPGN 619 Administration and Supervision of Special Education. 2 hrs
Organization or improvement of a program for exceptional children; philosophical, legal, and practical aspects of organizing and administering special education programs in public schools.
Prereq: An endorsement in special education or department permission.

SPGN 621 Law and Public Policy for Persons with Disabilities. 3 hrs
An extensive study of state and federal legislation as it applies to persons with disabilities. Teacher responsibility and liability under law. The effect of case law and judicial decisions on future legislation.
Prereq: SPGN 510.

SPGN 630 Integrated Curriculum and Educational Programming for Special Education. 3 hrs
This course is intended for students interested in the learning characteristics, behaviors and effective methods of teaching children who are usually labeled learning disabled, mildly retarded, emotionally disturbed, disadvantaged, and/or educationally handicapped. Following this course, students will be able to perform a diagnosis of children’s abilities and achievement levels and determine the need for developmental or remedial programming as well as match the child's learning style with appropriate methods of instruction.
Prereq: Endorsement in one area of special education or department permission of instructor.

SPGN 632 Collaborative Consultation in Special Education. 2 hrs
Theories focusing on areas including group process skills, problem solving skills, and relevant consultation models will be introduced and discussed. Particular attention will be given to the development of skills supporting collaborative consultation as an interactive process and ways of working effectively with general education and related fields.
Prereq: An endorsement in one area of special education.

SPGN 636 Roles of Resource Room Teachers and Teacher Consultants. 2 hrs
Students will develop a broad understanding of the concept of mainstreaming students into the “least restrictive environment.” While the focus will be on the organization of resource rooms and teacher consultant services, the development of teacher instructional and communication skills, alternative models for delivery of service will be explored for addressing both general and special education needs. Specific role expectations and responsibilities of resource room teachers and teacher consultants will be thoroughly explored.
Prereq: SPGN 632 and one endorsement in special education.

SPGN 661 Advanced Assessment and Decision-Making. 3 hrs
Examination of data base procedures for reviewing and making educational decisions regarding special education eligibility, program placement, and goals. Laws, special education definitions, behavioral and cognitive theory, administration interpretation of assessment techniques and materials, writing of educational prescriptions, and survey of service delivery systems.
Prereq: An endorsement in an area of special education or department permission.

SPGN 669 Occupational Information in Special Education. 2 hrs
Experiences in securing information of cultural, social, educational, and occupational opportunities in the community for exceptional children/youth, visits to industry, community, service agencies, and educational institutions.
Prereq: SPGN 510, or equivalent.

SPGN 679/680/681 Special Topics. 1/2/3 hrs
Experimental courses designed to investigate specific topics of concern in special education.
Prereq: Department permission.

SPGN 683 Workshop. 2 hrs
Please check the current class schedule for specific offerings.

SPGN 687 Internship. 2 hrs
Prereq: Department permission.

SPGN 689 Supervised Internship in Elementary Special Education. 6 hrs
Supervised internship with elementary-age children in local schools and institutions in the disability area of preparation. Credit/no credit.
Prereq: Permission of adviser.

SPGN 690/691/692 Thesis. 1/2/3 hrs
Prereq: Approval of adviser and department permission.

SPGN 693 Supervised Internship in Secondary Special Education. 6 hrs
Supervised internship with secondary young adults in the disability area of preparation. Credit/no credit.
Prereq: Permission of adviser.

SPGN 694 Seminar: Interdisciplinary Special Education. 4 hrs
An intensive study of selected problems in special education. Credit/no credit. Open only to majors in special education.

SPGN 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.
Prereq: Department permission.

SPGN 719 Advanced Seminar: Special Education Administration. 2 hrs
A structured colloquium covering current special education administrative practices, issues, procedures, and tasks specific to special education supervisors and directors.
Prereq: SPGN 619.

SPGN 789 Specialist Internship in Special Education. 4 hrs
Supervised field placement to ensure that students have actual experiences with all phases of Special Education Administrative responsibilities or Curriculum Specialist’s responsibilities. Credit/no credit. Prereq: SPGN 619, SPGN 719, and adviser approval.

SPHI 790/791/792 Thesis. 1/2/3 hrs Prereq: Approval of adviser and department permission.

HEARING IMPAIRED

SPHI 500 Professional Educator Development Program. 1/2/3 hrs For in-service professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

SPHI 527 Signing Exact English in the Education Setting. 2 hrs Emphasis on increasing receptive/expressive sign language and fingerspelling as teaching tools. Includes identification of appropriate manually-coded systems of English for special-needs students/individuals. Prereq: One basic sign language course.

SPHI 554 Advances in Auditory Training and Speech Reading for Hearing Impaired Persons. 3 hrs Advanced study of the avenues of receptive communication available to acoustically disabled students, methods of developing speech reading skills, methods of training persons with residual hearing, and the care and use of group and individual amplification systems. Emphasis on current research, new technology, assistive devices, and intervention with students/clients with cochlear implants.

SPHI 575 The Hard of Hearing Child. 2 hrs A study of the diagnosis and educational planning considerations for the hard of hearing child as opposed to those for the deaf child. Educational innovations and technology as applied to the hard of hearing individual are studied.

SPHI 582 Evaluation and Training for Hearing Impaired Infants. 2 hrs Management of hearing impaired infants, with emphasis on early language development, parent counseling, observation of hearing impaired infants and practice. Prereq: An endorsement in one area of special education or department permission.

SPHI 590/591/592 Special Topics. 1/2/3 hrs An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

SPHI 675 Secondary School Subjects for Hearing Impaired Students. 4 hrs Principles and methods of teaching secondary school subjects to hearing impaired students the improvement of reading skills and written composition, techniques of correcting language errors and adapting the regular school curriculum to meet the demands of the hearing impaired student. Prereq: Undergraduate major in education of the hearing impaired.

SPHI 679/680/681 Special Topics. 1/2/3 hrs An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

SPHI 687 Auditory Training and Speech Reading Practicum. 2 hrs Sixty clock hours of directed observation and rehabilitation practice with hearing-impaired persons. Prereq: Undergraduate major in speech-language pathology or hearing impaired.

SPHI 689 Internship. 4 hrs A directed field experience in a department-approved agency or institution under the direction of certified personnel. Arrangements must be approved by adviser prior to registration. Prereq: Department permission.

LEARNING DISABLED COURSES

 SPLI 500 Professional Educator Development Program. 1/2/3 hrs For in-service professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

SPLI 590/591/592 Special Topics. 1/2/3 hrs An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

SPLI 672 Methods: Elementary Learning Disabled Students. 3 hrs This course focuses on the basic principles of diagnostic-prescriptive education. Sensory/perceptual processing of information necessary for growth in achievement will be stressed: Listening comprehension, oral expression, basic reading skills, reading comprehension, mathematics and written language will receive emphasis. The delivery of services at the elementary level will be reviewed. Prereq: SPGN 251 Education of Exceptional Children and SPLI 468 Education of Children with Learning Disabilities.
SPLI 673 Language: Acquisition, Disorders, Evaluation. 3 hrs
This course presents information concerning normal language acquisition, descriptions of disorders of language development in disability populations, classroom evaluation techniques and guidelines for referral to a language specialist.
Prereq: SPLI 468 Education of Children with Learning Disabilities or equivalent.

SPLI 674 Methods: Secondary Learning Disabled Students. 3 hrs
This course focuses on the basic principles of diagnostic-prescriptive education. The achievement areas of language, reading, mathematics and written expression will receive emphasis. The delivery of services at the secondary level and application of skills to vocational education and content areas will also be covered.
Prereq: SPGN 251 Education of Exceptional Children and SPLI 468 Education of Children with Learning Disabilities.

SPLI 678 Advanced Diagnostic Prescriptive Programming for Learning Disabled Students. 3 hrs
This course will apply learning disability theory, assessment and data interpretation to the writing of educational prescriptions and educational decision making procedures. Service delivery systems are also surveyed. This course prepares students for the diagnostic practicum in learning disabilities.
Prereq: Department permission.

SPLI 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPLI 683 Workshop. 2 hrs
Please check current class schedule for specific offerings.
Prereq: Department permission.

SPLI 686 Practicum in Learning Disabilities. 4 hrs
This course involves the intensive study of children having learning and behavior problems. Evaluation, planning, diagnostic teaching, consultation, and prescriptive writing are included.
Prereq: Department permission.

SPLI 712 Research Colloquium: Learning Disabilities. 2 hrs
An examination of current research dealing with theoretical and therapeutic implications for learning disabled children, adults, and their families. Individual investigation and presentation required.
Prereq: SPLI 693 and EDPS 677, or equivalent.

SPEECH AND LANGUAGE IMPAIRED COURSES

SPSI 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

SPSI 501 Introduction to Speech-Language Pathology. 2 hrs
An overview of speech, language, and hearing problems, their causes and the remedial procedures which the classroom teacher may employ. Disorders of articulation, voice, fluency, and language. Not open to students who have credit in SPGN 271 Language Development and Speech Disorders in Special Populations. Graduate credit to nonmajors only.

SPSI 508 Multicultural/Multilingual Communication Development and Disorders. 3 hrs
Survey of language and cultural influences of major racial and/or ethnic groups, and resultant communication patterns. Differential diagnostic approaches to determine communication disorder or difference. Educational effects are also covered.

SPSI 537 Clinical Practice in Hearing Testing. 2 hrs
Supervised practice in hearing testing including air and bone conduction, special procedures and speech audiometry.
Prereq: SPSI 578 and department permission.

SPSI 538 Clinical Practice in Hearing Therapy. 2 hrs
Supervised practice in auditory learning and speech reading with children and adults.
Prereq: Department permission.

SPSI 550 Phonology. 2 hrs
A critical examination of the assumptions underlying the etiological, symptomatological, and therapeutic rationales currently used in articulation therapy and research.
Prereq: Undergraduate major in speech-language pathology and department permission.

SPSI 555 Neuroanatomy and Physiology for the Speech Pathologist. 2 hrs
A lecture class concerned with development, maturation and function of the human central nervous system with emphasis on those neural structures and processes involved in the learning and usage of speech and language.
Prereq: Undergraduate major in speech-language pathology and department permission.

SPSI 556 Anatomy of the Head, Neck, and Trunk. 2 hrs
Detailed study of the skeletal, neurological, physiological, and muscular system of the head, neck, and trunk with special emphasis on the speech mechanism. Laboratory dissection will be a part of the course.
Prereq: SPSI 332 Acoustic Phonetics: Speech Science and SPSI 336 Physiologic Phonetics: Anatomy and Physiology, or equivalent. Undergraduate major in speech-language pathology and department permission.
SPSI 558 Language Therapy. 2 hrs
Incorporating newly acquired or recently modified speech patterns into communicative behavior. Patterns and codes of language; the development of therapeutic activities for individuals with speech, hearing, or language impairments.
Prereq: Undergraduate major in speech-language pathology and department permission.

SPSI 562 Evaluation and Selection of Hearing Aids. 2 hrs
Interpretation of audiograms; electroacoustic measurement of hearing aids; evaluation, selection, and care of hearing aids for hearing impaired persons.
Prereq: Department permission.

SPSI 568 Diagnostic Methods in Speech, Language, and Hearing. 3 hrs
Diagnostic procedures and routines used in the evaluation of speech and language disorders. Emphasis on familiarization with available evaluative tools and practical experience in conducting actual diagnostic sessions; client interview, interpretation of test results, relating of information to parents and report writing.
Prereq: Undergraduate major in speech-language pathology and department permission.

SPSI 578 Audiometric Testing. 3 hrs
Advanced techniques of testing the auditory function; interpretation of audiograms, hearing aid evaluations, and use of differential hearing assessment techniques for children and adults with hearing disorders. Lab required.
Prereq: SPSI 392 Introduction to Audiology, major in speech-language pathology, or hearing impaired.

SPSI 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPSI 595 Workshop. 2 hrs
Please check the current class schedule for specific offerings.
Prereq: Undergraduate major in speech pathology and audiology.

SPSI 607 Colloquium. 2 hrs
An examination of current research dealing with theoretical and therapeutic implications in the various pathologies of speech and language. Opportunity for individual investigation and study provided. Credit/no credit.
Prereq: Undergraduate major in speech-language pathology and SPSI 616.

SPSI 610 Cleft Palate. 2 hrs
Nature and etiology of palatal and facial deformities, surgical procedures, and related therapy. Observation of dental, medical, and social service agencies.
Prereq: Undergraduate major in speech-language pathology.

SPSI 612 Motor Speech Disorders. 2 hrs
Examines the nature, etiology, and treatment of motor speech disorders resulting from neuropathologies. Related intellectual, perceptual, social, and emotional problems will be considered as well as the neuromuscular symptoms. Current speech pathology approaches will be emphasized within a total therapeutic program.
Prereq: Undergraduate major in speech-language pathology.

SPSI 614 Aphasia. 3 hrs
Designed to provide a theoretical framework for understanding the symbolic language problems of aphasia and current therapeutic approaches to the problem. Aphasia resulting from cerebral insult after language has been established, related physical and behavioral disturbances.
Prereq: Undergraduate major in speech-language pathology and SPSI 555.

SPSI 616 Experiments in Speech-Language Pathology. 3 hrs
The first of a two-course sequence stressing clinical research in the area of human communication development and disorders with emphasis on single subject design. Coursework culminates in a formal proposal. The research must be completed and results formally presented in the second course of the sequence.
Prereq: Full admission to the SLP graduate program.

SPSI 618 Language and Learning Theories. 2 hrs
The nature and functions of language and communication via linguistics, semantics, and phonetics, with special emphasis placed on learning theories and their relationship to language, speech, and communication behavior.
Prereq: Undergraduate major in speech-language pathology.

SPSI 620 Consulting and Interviewing in Speech Pathology. 3 hrs
Instruction and experiences in preparing students to manage interviewing, consulting, and educational activities for families of persons with speech and hearing disabilities and/or clients with disabilities.
Prereq: Major in speech-language pathology, or hearing impaired.

SPSI 622 Augmentative Communication. 2 hrs
This course focuses on a historical perspective and philosophy of augmentative communication with assessment and intervention considerations. Includes emphasis on aided, unaided, electronic, and gestural communication techniques.
Prereq: Department permission.

SPSI 624 Neurogenic Communicative Disorders. 2 hrs
This lecture/discussion course will cover communication disorders resulting from organic brain syndromes. Among syndromes and other conditions covered will be dementia, right hemisphere syndrome, focal brain lesions, and traumatic brain injury.
Prereq: SPSI 555.
SPSI 652 Disorders of Voice.  2 hrs
An advanced course in disorders of voice involving a study of current literature and laboratory experiences with clinical equipment and case centered video tape recordings. Special emphasis on psychosomatic voice disorders and the voice problems of the laryngectomee.
Prereq: Major in speech-language pathology or hearing impaired; graduate status.

SPSI 654 Stuttering II: Disorders of Fluency.  2 hrs
An advanced course in disorders of fluency involving research and the development of rationale for treatment of stuttering, cluttering, and disruption of speech rate resulting from organic pathology.
Prereq: Major in speech-language pathology; graduate status.

SPSI 679/680/681 Special Topics.  1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPSI 687 Clinical Internship in Speech Pathology.  2 hrs
Opportunity to practice speech and language assessment and intervention in a clinical setting. Experience with children and adults with multiple disabilities. Credit/no credit.
Prereq: Undergraduate major in speech-language pathology.

SPSI 689 Public School Internship in Speech Pathology.  4 hrs
Supervised practice in a public school setting. Credit/no credit.
Prereq: Undergraduate major in speech-language pathology.

SPSI 694 Seminar: Professional Issues in Speech-Language Pathology.  2 hrs
Emphasis on current issues, professional ethics, organization, and administration of speech-language pathology programs in all settings. Includes state and national laws governing professional practices in speech-language pathology, professional growth, and development, and employment practices and procedures. Credit/no credit.

SPSI 697/698/699 Independent Study.  1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member. Credit/no credit.
Prereq: Department permission.

Mentally Impaired Courses

SPSI 557 Mental Retardation: Nature, Needs, and Issues.  3 hrs
Investigation of the nature and causes of mental retardation. Addresses preventive aspects as well as the inherent social, legal and moral issues; current practices and emerging trends in school and society. Not open to students who have credit in SPSI 350 Introduction to Mental Retardation.
Prereq: SPGN 251 Education of Exceptional Children or SPGN 510.

SPMI 590/591/592 Special Topics.  1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPMI 635 Program Development for Students with Severe Mental or Multiple Disabilities.  3 hrs
This course, required of graduate students working toward a master's degree with a focus on students with severe mental or multiple disabilities, teaches the skills necessary to develop programs for students identified as SM or SX. Program development requires understanding and application of best educational practices in assessment, curriculum development, and classroom management; utilization of skills of paraprofessionals, families, and volunteers; and knowledge related to students' physical and sensory disabilities necessary to work collaboratively with other professionals.
Prereq: Endorsement in the area of mentally impaired or physically and otherwise health impaired or department permission.

SPMI 679/680/681 Special Topics.  1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

SPMI 683 Workshop.  2 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Department permission.

SPMI 694 Seminar: Mental Retardation.  2 hrs
A review and discussion of contemporary problems and issues related to the field. Recent developments and practices are critically analyzed. Course includes resource speakers and assigned topics for individual students/groups.
Prereq: Eight graduate hours in special education.
**Physically and Otherwise Health Impaired Courses**

**SPPI 500 Professional Educator Development Program.** 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

**SPPI 590/591/592 Special Topics.** 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. *Not more than six hours of special topics may be used on a degree program.*
Prereq: Department permission.

**SPPI 688 Developing Curriculum for Physically and Health Impaired Students.** 2 hrs
For experienced teachers, a course in which curriculum models are researched and established methods of teaching are examined and drawn upon to develop an appropriate curriculum for students with physical disabilities and health limitations.
Prereq: Knowledge of the pathology of physical and health impairments and special education methodology for the physically and health impaired or department permission.

**SPPI 679/680/681 Special Topics.** 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. *Not more than six hours of special topics may be used on a degree program.*
Prereq: Department permission.

**Other Courses**

A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

The following undergraduate courses in the Special Education Department may be taken for graduate credit, with the adviser’s and the Graduate School’s approval.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

**General Special Education**

SPGN 461 Classroom Management and Intervention Strategies for Handicapped Students (3)
SPGN 481 Adaptive Technology in Special Education (2)
SPGN 485 Methods and Curriculum: Adolescents and Young Adults with Special Needs (2)
SPGN 486 Recitation and Field Experience with Adolescents and Young Adults: Mentally Impaired, Physically Impaired, Hearing Impaired, or Visually

Impaired (2)
SPGN 491 Seminar for Teachers of Special Education (2)

**Emotionally Impaired**

SPEI 401 Programming, Methods, and Curriculum for the Elementary Emotionally Impaired Child (4)
SPEI 488 Programming, Methods, and Curriculum for Secondary Emotionally Impaired Youth (4)

**Hearing Impaired**

SPLI 468 Education of Children with Learning Disabilities (2)

**Speech and Language Impaired**

SPEI 401 Programming, Methods, and Curriculum for the Elementary Emotionally Impaired Child (4)
SPHI 437 Adaptive Curriculum for Hearing-Impaired Persons (2)
SPHI 437 Adaptive Curriculum for Hearing-Impaired Students (3)
SPHI 487 Speech Practicum with Hearing-Impaired Students (1)

**Learning Disabilities**

SPLI 488 Programming, Methods, and Curriculum for the Secondary Emotionally Impaired Youth (4)

**Mentally Impaired**

SPMI 427 Educating the Elementary Student with Mild Retardation (2)
SPMI 483 Education of Students with Moderate or Severe Retardation (4)

**Physically and Otherwise Impaired**

SPPI 412 Ancillary Services and Health Procedures for Teachers of Physically Impaired (2)
SPPI 414 Educational Strategies for Teachers of the Physically Impaired (4)

**Visually Impaired**

SPVI 465 Braille II: Nemeth Code (3)
SPVI 469 Electronic Communication for the Visually Impaired (3)

**Upper division undergraduate courses suitable for use as a cognate by majors in other fields:**

SPLI 468 Education of Children with Learning Disabilities (2)
TEACHER EDUCATION

Marv Pasch
Interim Department Head
234 Boone Hall
487-3260

Thomas Gwaltney
Coordinator of Graduate Advising &
Social Foundations Graduate Coordinator
714 G Pray-Harrold
487-3260

Kishor Wahi
Educational Psychology
Graduate Coordinator
201 E Boone Hall
487-3260

Anne Bednar
Educational Media and Technology Concentration
Graduate Coordinator
234 O Boone Hall
487-3260

Martha Kinney-Sedgwick
Reading
Graduate Coordinator
714 F Pray-Harrold
487-3185

Leah Adams
Early Childhood Education
Graduate Coordinator
201 D Boone Hall
487-3260

Marvin Pasch
Elementary Education, Middle School Education,
Secondary School Teaching, Common Learnings in
Curriculum
Graduate Coordinator
714 C Pray-Harrold
487-3187

The theme of the graduate programs in the Teacher Education department focuses on the development of educators who are committed to their ongoing professional growth and are aware of the challenges of democracy in our culturally diverse society. These educators will assert leadership, apply and practice scholarship, and exercise reflective thinking to meet the needs of learning communities.

PROGRAMS OFFERED

The Teacher Education department offers eight Master of Arts degrees in the following areas: Social Foundations; Educational Psychology with areas of concentration in Development and Personality, Research and Evaluation, and Educational Media and Technology; Reading; Early Childhood Education; Elementary Education with areas of concentration in Children with Special Needs, Gifted and Talented, Language Arts, Open Education, and Individualized Program; Middle School Education; Secondary School Teaching; and Common Learnings in Curriculum.

GENERAL ADMISSION REQUIREMENTS FOR ALL PROGRAMS

The requirements listed below are common to all master's programs in the Department except for Educational Media and Technology, (its admission requirements are listed separately). Please note that enrollments in Early Childhood Education, Elementary Education, Common Learnings in Curriculum, Middle School Education, Reading, and Secondary School Teaching are limited.

Individuals seeking admission to master's programs in the Teacher Education department must:
1. comply with the Graduate School admission requirements;
2. show evidence of having taken the Graduate Record Examination (verbal and quantitative subtests only) within the past five years;
3. have at least a 2.50 undergraduate grade point average (or 2.75 undergraduate grade point average in the last half of the undergraduate program or a 3.30 grade point average in 12 hours or more of work in a master's program). If the applicant fails to present the required grade point average, she or he must have a minimum score of 900 (combined verbal and quantitative subtests only) on the Graduate Record Examination;
4. have or be eligible for a valid teaching credential if seeking admission to the following master's programs: Early Childhood Education, Elementary Education, Middle School Education, Reading, Secondary School Teaching and Common Learnings in Curriculum*;
5. submit a one-page letter of interest describing the applicant's career goals and reasons for pursuing a master's degree in a specific program area;
6. solicit two letters of recommendation that address the applicant's professional commitment, experience and potential;
7. come for a personal interview, if requested by the program area.

*This requirement may be waived for foreign students who do not intend to teach in the United States Student Responsibilities

Upon admission to the program, the student is expected to assume the following responsibilities: (a) follow all the policies of the Graduate School, department, and program area as specified in the Graduate Catalog; (b) consult with an assigned adviser before registering for courses in the degree program; (c) prepare a program of study approved by an adviser; (d) obtain permission from the adviser before making substitutions or altering the program of study.

DEPARTMENT APPEALS PROCEDURE

The appeals procedure provides each graduate student...
with the opportunity to appeal formally an admission, retention, or exit decision in a graduate program in the Teacher Education department because she or he believes that the decision was made capriciously or unfairly. When such disputes arise, the student should immediately contact the department head and graduate coordinator. Each appeal submitted according to this procedure must be an individual action by an individual student. Class action appeals by one student on behalf of several students are not permitted.

Step I

1. If a student wishes to appeal an admission, retention or exit decision, she or he must notify the department head and graduate coordinator in writing within five (5) working days after the student has received written notice of the admission, retention or exit appeals action. The student's written request should include a brief summary of the facts of the case and reasons for making the appeal. With the aid of the department head in scheduling an appointment, the student will meet as soon as possible with the graduate coordinator and department head to privately discuss the disputed admission, retention or exit decision.

Step II

1. An appeal must be based on evidence that the graduate program area in question has been capricious and/or unfair in making its decision. The written appeal must describe specifically the perceived capricious or unfair action of the program area. The student also should present all other evidence or documentation in support of her or his appeal;

2. An appeal must be filed within fifteen (15) working days after the meeting described in Step I has taken place.

Within ten (10) working days after receipt of the written appeal, the department head must schedule a hearing before the Department Grade Grievance and Appeals Committee. The committee shall be composed of three faculty members and two students. The faculty members shall be selected by appropriate department procedures. The two graduate students on the committee shall be selected by the department head. If possible, one student should be from the program area to which the appeal is directed. The student appellant may, however, request in advance in writing that the two students be excused and that his or her appeal be heard only by the three faculty members. The committee shall conduct a hearing according to the following guidelines:

1. Prior to the hearing, any written information in support for either the student or the program area involved should be distributed to committee members.

2. A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept, that record should be signed by the Grievance and Appeals Committee asserting that the written record is a true record of the hearing proceeding. If a tape serves as the hearing record, the Grievance and Appeals Committee shall sign a statement attesting that the tape is the true record of the hearing.

Written or recorded records of any Step II appeal shall be kept on file in the college dean's office and copies shall be provided, upon request, to the student who has initiated the appeal or the program area which is involved in the appeal. Costs associated with duplicating appeals records shall be borne by the individual or program area requesting copies.

3. The hearing shall be open unless the student or the program area requests a closed hearing. This request should be conveyed in writing to the department head prior to the hearing.

4. Both the student and representatives of the involved program area shall be permitted an adviser. Advisers must be members of the university community, i.e., students or full-time faculty or staff members.

5. The Department Grade Grievance and Appeals Committee chair shall begin the hearing by beginning the tape recorder (or announcing the name of the person who will be taking minutes) and reviewing the guidelines and procedures under which the hearing shall be conducted. The committee chair will then announce, "This Step Level II Appeals Hearing is being held on (date). (Name of student) is appealing the (program area) decision on (admissions, retention or exit) requirements. The following committee members are in attendance today: (members give their names).

6. In order, the student and the program area representative(s) will present their cases. Both the student and program area representatives may call witnesses, and the student, program area representatives, adviser(s), and committee members all have the right to question any witnesses that are called. The student and program area representative(s) should be asked for brief closing statements.

7. The chair will then close the hearing with "This Step Level II Appeals Hearing is now concluded." The committee will meet in executive session and will present its findings, in writing, to the department head within five (5) working days. The written decision and recommendations will contain a numerical report of the vote and will be signed by the members of the committee. The department head will notify the student and the program area representative(s) of this committee's decision and recommendations.

MASTER OF ARTS

SOCIAL FOUNDATIONS

PROGRAM THEME

The social foundations graduate program seeks students with a broad range of professional goals who are eager to explore issues pertaining to quality of life, equity and ethics in schools and society. Graduate students in social foundations
are expected to assess the complex forces—economic, social, and political—that shape the structure and control of education both nationally and internationally. Students also engage in a theoretical analysis of cultural diversity as it impacts the practices and processes of education and life in a democratic society.

The goal of the program is to strengthen and inform a commitment to education for participatory democracy in a pluralistic society. This program is in compliance with the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy as defined by the American Educational Studies Association.

This program conforms to the general theme for all graduate programs in professional education in the department.

ADMISSION REQUIREMENTS
See general admission requirements above.

RETENTION REQUIREMENTS
To gain approval to proceed with exit requirements, each student must:
1. Complete a total of twelve but no more than fifteen hours of graduate credit with an overall GPA of 3.0 or better.
2. In consultation with the adviser, establish a Midpoint Review Committee consisting of three or four faculty members, two of whom must be from Social Foundations.
3. Write a three-page interim prospectus which will include: (a) a statement of professional goals, (b) a self-assessment of professional development since entering the program, (c) an identification of key issues to be pursued for the remainder of the program, and (d) a plan of action for the culminating experience.
4. Develop a portfolio which contains the prospectus described in #3, the approved program of study, and three examples of graduate work to verify that the student is developing appropriate skills in research and critical analysis.
5. Make an oral presentation of the portfolio to the Midpoint Review Committee. (Students are encouraged to invite their peers to the meeting.)
6. If the student's progress is judged unsatisfactory at the time of the midpoint review, a plan of remediation will be developed by the adviser in consultation with the student and the Midpoint Review Committee.

EXIT REQUIREMENTS
In order to graduate, each student is expected to:
1. Complete a minimum of 30 semester hours of graduate credit applicable to the program.
2. Maintain a minimum GPA of 3.0.
3. Take at least two-thirds of the coursework on campus.
4. Successfully complete a thesis or take the advanced seminar, which will include a project or comprehensive examination.
5. Fill out an application for graduation and obtain the adviser's recommendation.
6. Meet all other requirements for a master's degree adopted by the Graduate School of Eastern Michigan University.
7. Complete an exit interview with two members of the Social Foundations faculty to discuss the strengths and weaknesses of the master's program.

CURRICULUM
The curricular requirements include a minimum of 30 graduate-level semester hours, distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFD 530 Social Foundations of Education: An Introduction</td>
<td>2</td>
</tr>
<tr>
<td>CURR 655 Curriculum Foundations</td>
<td>2</td>
</tr>
<tr>
<td>Either EDPS 677 Research Techniques (2) or EDPS 687 Qualitative/Interpretive Research (2)</td>
<td>2</td>
</tr>
<tr>
<td>Either SOFD 691 Thesis (2-6) or SOFD 694 Seminar (2)</td>
<td>2-6</td>
</tr>
<tr>
<td>Outside electives</td>
<td>6-10</td>
</tr>
<tr>
<td>Electives among SOFD courses</td>
<td></td>
</tr>
<tr>
<td>Master of Arts</td>
<td></td>
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</tbody>
</table>

EDUCATIONAL PSYCHOLOGY

PROGRAM THEME
The educational psychology program has areas of concentration in development and personality, research and evaluation, and educational media and technology, which are described in the following section. The mission of the educational psychology program is to prepare the educator as a practitioner and researcher. The focus is on the application of psychological theories, principles, and concepts to school and non-school settings. Specifically, the goals include enhancing the student’s abilities to: (a) understand educational psychology concepts related to the cognitive, affective, physical, and social development of children and adolescents; (b) apply educational psychology and principles of learning in school and non-school settings; (c) utilize the findings gained from research studies to create programs and environments which foster positive learning; (d) design research studies and assessments of student outcomes; and (e) understand the multiple dimensions of diversity and their potential impact on development and learning.

This program conforms to the general theme for all graduate programs in professional education in the department.

ADMISSION REQUIREMENTS
See general admissions requirements above.

RETENTION REQUIREMENTS
To gain approval to proceed with exit requirements, each student must:
1. Complete a total of twelve but no more than eighteen hours of graduate credit with an overall GPA of 3.0 or better.
2. Write a three-page interim prospectus which will include: (a) a statement of professional goals, (b) a self assessment of professional development since entering the program, (c) an identification of key issues to be pursued for the
remainder of the program, and (d) a plan of action for the culminating experience. A copy of this statement will be placed in the student’s file.
3. Set up an appointment with the faculty adviser to discuss the prospectus.
4. In the event that the student's GPA has dropped below 3.0 or any other deficiencies are noted, the adviser will develop a plan of remediation in consultation with the student.

EXIT REQUIREMENTS
In order to graduate, each student is expected to:
1. Complete a minimum of 30 semester hours of graduate credit applicable to the program.
2. Maintain a minimum GPA of 3.0.
3. Take at least two-thirds of the coursework on campus.
4. Complete the program culminating seminar including a successful thesis proposal, comprehensive exam, or project.
5. Successfully complete a thesis, if the thesis proposal is chosen in #4.
6. Fill out an application for graduation and obtain the adviser's recommendation.
7. Meet all other requirements for a master's degree adopted by the Graduate School of Eastern Michigan University.

DEVELOPMENT AND PERSONALITY CONCENTRATION

PROGRAM THEME
The development and personality concentration provides knowledge about human development, personality and learning, and helps students to apply these concepts to a variety of environments. Students analyze issues regarding individual differences including children at risk, the impact of poverty, giftedness, multicultural factors, social class, and gender influences on learning and development. Students learn to analyze critically and synthesize information to respond to individual differences within the classroom and other educational settings, thereby creating situations that enhance the motivation and capacity for learning.

This program conforms to the general theme for all graduate programs in professional education in the department.

CURRICULUM
The curricular requirements include a minimum of 30 graduate-level semester hours, distributed as follows:
CURR 655 Curriculum Foundations .......................................... 2
EDPS 677 Research Techniques .................................................. 2
One of: .................................................................................. 2
SOFD 530 Social Foundations of Education: An Introduction (2)
SOFD 550 Philosophy of Education (2)
SOFD 572 History of American Education (2)
SOFD 580 Sociology of Education (2)
EDPS 600 Human Development .................................................. 2
EDPS 621 Statistical Applications in Educational Research .......... 2
EDPS 631 Measurement and Evaluation ..................................... 2
EDPS 694 Seminar ..................................................................... 2
Electives, among EDPS courses ................................................. 10
Outside electives ...................................................................... 6

RESEARCH AND EVALUATION CONCENTRATION

PROGRAM THEME
The Research and Evaluation concentration emphasizes educational assessments and evaluations, research methodology, and a variety of data analysis procedures. Students design and implement studies in educational settings including assessments of student outcomes in instruction. In addition, students develop skills in the use of microcomputer application software. Also, this program provides a foundation for the pursuit of advanced degrees in Educational Psychology and allied fields.

This program conforms to the general theme for all graduate programs in professional education in the department.

CURRICULUM
The curricular requirements include a minimum of 30 graduate-level semester hours, distributed as follows:
EDPS 600 Human Development .................................................. 2
Either EDPS 603 Principles of Classroom Learning (2) or EDTC 517 Educational Applications of Computers I (2) ............................................. 2
Two of: .................................................................................. 4-5
CURR 655 Curriculum Foundations (2)
CURR 656 Curriculum Design, Implementation, and Evaluation (2)
GDCN 505 Counselor Development: Basic Skills (3)
SOFD 530 Social Foundations of Education: An Introduction (2) or SOFD 550 Philosophy of Education (2) or SOFD 572 History of American Education (2) or SOFD 580 Sociology of Education (2)
EDPS 677 Research Techniques .................................................. 2
EDPS 621 Statistical Applications in Educational Research ........ 2
Either EDPS 631 Measurement and Evaluation (2) or EDPS 535 Measurement and Evaluation of Adult Learners (2) ........................................... 2
GDCN 520 Assessment in Counseling .......................................... 3
EDPS 651 Inferential Statistics ..................................................... 2
EDTC 676 Using Computers for Data Analysis ......................... 2
EDPS 687 Qualitative/Interpretive Research ............................... 2
EDPS 694 Seminar ..................................................................... 2
Outside electives ...................................................................... 4-5

EDUCATIONAL MEDIA AND TECHNOLOGY CONCENTRATION

PROGRAM THEME
The mission of this program is to prepare professionals who are capable of facilitating student learning in a variety of settings. The program is designed to provide students with both the knowledge base and the application skills that are required to use technology effectively in education. Focusing on the design, development, utilization, management and evaluation of instructional systems moves us toward achieving this mission.
Students who complete the educational technology concentration will be able to: (a) provide a rationale for using technology in the educational process; (b) identify contributions of major leaders in the field of educational media technology and instructional theory and the impact that each leader has had on the field; (c) assess current trends in the area of educational media technology and relate the trends to past events and future implications; (d) integrate technology into instructional programs; (e) teach the operation and various uses of educational technology in instruction; (f) act as consultants/facilitators in educational media technology; (g) design and develop instructional products to meet specified needs; (h) evaluate the effectiveness of instructional materials and systems.

This program conforms to the general theme for all graduate programs in professional education in the department.

ADMISSION REQUIREMENTS

Individuals seeking admission to this program must:

1. Comply with the Graduate School admission requirements.
2. Have a combined GRE score of 800 on the quantitative and verbal sections of the Graduate Records Examination; the GRE must have been taken within the past five years.
3. Score 500 or better on the TOEFL if a non-native speaker of English.
4. Have a 2.75 undergraduate grade point average or a 3.30 required grade point average, she or he must have a minimum score of 900 (combined verbal and quantitative subtests only) on the Graduate Record Examination or she or he may substitute a score of 40 or above on the Miller Analogies Test.
5. Solicit three letters of reference.
6. Submit a statement of professional goals.

RETENTION REQUIREMENTS

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of twelve but no more than eighteen hours of graduate credit with an overall GPA of 3.0 or better.
2. Maintain a “B” (3.00 GPA) average or better on course work taken within the program.
3. Take two-thirds of the coursework on campus.
4. Get a recommendation from the faculty adviser.
5. Fill out an application for graduation and obtain the adviser’s recommendation.
6. Meet all other requirements for a master’s degree adopted by the Graduate School of Eastern Michigan University.
7. Complete a culminating experience (thesis, internship, or project) as determined by the student and faculty adviser.

CURRICULUM

The curricular requirements include a minimum of 32 graduate-level semester hours, distributed as follows:

Either SOFD 530 Social Foundations of Education: An Introduction (2) or CURR 655 Curriculum Foundations (2) 2
Either EDPS 602 Psychology of the Adult Learner (2) or EDPS 603 Principles of Classroom Learning ................. 2
EDPS 677 Research Techniques ................................... 2
EDTC 616 Technology of Instruction ................................ 2
EDTC 623 Instructional Design ...................................... 2
EDTC 650 Special Topics: Message Design ....................... 2
EDTC 656 Computers in Instruction ............................... 2
One of: ........................................................................... 2-6
EDTC 658 Internship (3)
EDTC 698 Independent Study (2)
EDTC 690/691/692 Thesis (2-6)
EDPS 694 Seminar (2)
Electives among EDTC or EDMD courses .................. 10
Outside electives .................................................. 6

MASTER OF ARTS

READING

PROGRAM THEME

The reading program area offers a master’s of arts degree and a program of study leading to an elementary, secondary, or K-12 endorsement. The mission of the program focuses upon the professional preparation of classroom teachers, special teachers of reading at the elementary and secondary levels, supervisory reading specialists such as consultants, coordinators and supervisors, and specialists for reading clinic positions including clinic directors and reading counselors. This mission is accomplished by providing students with a strong theoretical grounding in the field of reading, both historic and current, as well as the application skills necessary to implement reading instruction in today’s varied educational settings. In addition, the program is consistent with the Minimum Standards for Professional Training of Reading Specialists as defined by the International Reading Association.

This program conforms to the general theme for all graduate programs in professional education in the department.

ADMISSION REQUIREMENTS

See general admission requirements above.
RETENTION REQUIREMENTS

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of twelve but no more than eighteen hours of graduate credit with an overall GPA of 3.0 or better.
2. Have faculty member(s) complete the instructional application observation form which verifies that the student has successfully completed activities in which she or he was observed applying course information in a classroom/instructional setting. The observation form will become part of the student’s portfolio.
3. Receive a completed recommendation form from at least two Reading faculty, from whom the student has had courses, stating that her or his continuation as a student in the reading master’s program is recommended. These recommendations will become part of the student’s portfolio.
4. Receive a completed recommendation form from a school professional(s) stating that the student has been observed in working with children in an actual classroom setting. The results of this observation must be a positive recommendation regarding the student’s teaching abilities. This recommendation will become part of the student’s portfolio.
5. Develop a portfolio which incorporates the following information: (a) the above mentioned forms, (b) from the initial meeting with the adviser, a statement of the goals which the student wishes to achieve during study as a master’s student, (c) a statement of the areas in which the student wishes to grow professionally, (d) examples of work which verify that the student is working toward the goals developed in the initial meeting with the adviser, and (e) examples of work which address the quality of the student’s ability to conduct and/or report research.
6. Schedule a meeting with the adviser and satisfactorily complete a portfolio midpoint review of the information described above in items one through five.
7. If a student’s progress is judged unsatisfactory at the time of the midpoint review, the decision will be reviewed by a group of the student’s peers.
8. A student has the option of completing a master’s thesis, in addition to the criteria described above.

CURRICULUM

The curriculum requirements include a minimum of 30 graduate-level semester hours, distributed as follows:

- EDPS 653 Foundations of Reading Development ............ 4
- RDNG 668 Diagnosis and Remediation of Reading Problems .. 4
- RDNG 689 Practicum in Reading .................................. 4
- RDNG 694 Seminar: Current Issues in Reading ................ 2
- EDPS 600 Human Development .................................... 2
- CURR 616 Issues in Elementary School Curriculum (2)
- CURR 620 Issues in Middle School/Junior High Curriculum (2)
- CURR 630 Issues in Secondary School Curriculum (2)
- CURR 655 Curriculum Foundations (2)

Other:
- SOFD 550 Philosophy of Education (2)
- SOFD 572 History of American Education (2)
- SOFD 580 Sociology of Education (2)

Either EDPS 677 Research Techniques (2) or EDPS 687 Qualitative/Interpretive Research (2) .................. 2
- Electives among RDNG courses ................................. 4
- Outside electives .................................................. 4

MASTER OF ARTS

EARLY CHILDHOOD EDUCATION

PROGRAM THEME

The program in Early Childhood Education is designed for those who hold teacher certification and have or are seeking careers as classroom teachers (preschool through third grade), child care program directors, or other positions related to the care and education of children ages birth through eight years. Each student’s program is worked out in consultation with an adviser according to the background and needs of the individual student. The program requires a minimum of thirty hours of graduate credit. The actual credits required for the degree may be more than thirty, depending on the amount of previous teaching experience and course work the student has successfully completed. Students can plan programs with their advisers that will enable them to meet the State of Michigan requirements for the Early Childhood endorsement (coded “ZA”) for the elementary teaching certificate. This program is in compliance with the standards set forth by the National Association for the Education of Young Children.

This Program conforms to the general theme for all graduate programs in professional education in the department.
ADMISSION REQUIREMENTS
See general admission requirements above.

RETENTION REQUIREMENTS
To gain approval to proceed with exit requirements, each student must:
1. Complete CURR 600 (Trends and Issues in Early Childhood Education) and CURR 602 (Preschool Education) with a grade of "B" or better in both courses. CURR 600 should be taken in the first eight hours on the program, as the course content will include a discussion of the master's portfolio requirements and format.
2. Complete EDPS 677 (Research Techniques), or EDPS 687 (Qualitative Research) and additional courses, including the above, to total fifteen hours of graduate credit with an overall GPA of 3.0 or better.
3. Schedule and satisfactorily complete a faculty interview and professional portfolio midpoint review. Faculty interview times, with two faculty present, will be announced each term. Students will register for an interview slot (approximately twenty minutes). Blocks of interview times will be scheduled for late afternoon and evening, rotating among the faculty teaching during that term. The interview will include discussion of the student's program to date and a review of the portfolio contents. (See ECE Master's Degree Portfolio Guidelines for portfolio requirements.)
4. If a student's progress is judged unsatisfactory at the time of the midpoint review, the decision will be reviewed by all early childhood education graduate faculty with the decision based on a majority vote. (Students who do not meet the criteria but maintain graduate student status may continue to take graduate credit for professional development.)

EXIT REQUIREMENTS
In order to graduate, each student is expected to:
1. Complete all graduate school and department requirements for a master's degree, following as approved program of study for the master's degree in Early Childhood Education.
2. Complete a culminating seminar in Early Childhood Education, including submission of all required components for the professional portfolio or thesis proposal.
3. Fill out an application for graduation and obtain the adviser's recommendation.
4. Satisfactorily complete an exit review of the portfolio by two or more graduate faculty members in Early Childhood Education or satisfactorily complete a master's thesis. The exit review will be conducted as part of the culminating seminar.

CURRICULUM REQUIREMENTS
The curricular requirements include a minimum of 30 graduate-level semester hours, distributed as follows:
CURR 655 Curriculum Foundations .................. 2
EDPS 600 Human Development or
EDPS 687 Qualitative Research .................... 2

EDPS 677 Research Techniques .................. 2
One of: .................................................. 2
SOFD 530 Social Foundations of Education: An Introduction (2)
SOFD 550 Philosophy of Education (2)
SOFD 572 History of American Education (2)
SOFD 580 Sociology of Education (2)
CURR 600 Trends and Issues in Early Childhood Education .... 2
CURR 602 Preschool Education .................................. 2
CURR 693 Seminar: Early Childhood Education .......... 2

Ten credits from the following:
CURR 601 Helping Young Children in Crisis through Curricular Activities (2)
CURR 603 Staff Development and Supervision in ECE CURR 604 Directing a Child Care Program (2)
CURR 605 Kindergarten Education (2)
CURR 606 Preschool and Kindergarten Methods (2)
CURR 610 Teacher-Parent Partnerships in Early Education (2)
EDPS 607 Young Children in Poverty: Educational Implications (2)
EDPS 611 Piaget for Educators (2)
EDPS 618 Play and Human Development (2)
EDPS 641 Developmental Assessment of the Young Child: Theory and Practice (2)
Special Topics with Young Child(ren) or Early Childhood in title (2)

One of: .................................................. 10
RDNG 563 Foundations of Reading Development (4)
RDNG 580 Reading-Writing Connection: K-6 (2)
RDNG 519 Programs in Language Arts (2)
Electives ................................................. 6

MASTER OF ARTS
CURRICULUM AND INSTRUCTION

The master's program on Curriculum and Instruction includes the following:
Elementary Education
Middle School Education
Secondary School Teaching, and
Common Learnings in Curriculum

ADMISSION REQUIREMENTS
Individuals seeking admission to master's programs in Curriculum and Instruction must:
1. Comply with the Graduate School admission requirements.
2. Show evidence of having taken the Graduate Record Examination (verbal and quantitative subtests only) within the past five years.
3. Have at least a 2.50 undergraduate grade point average (or 2.75 undergraduate grade point average in the last half of the undergraduate program or a 3.30 grade point average in 12 hours or more of work in a Master's program). If the applicant fails to present the required grade point average, she or he must have a minimum score of 900 (combined verbal and quantitative subtests only)
on the Graduate Record Examination.
4. Have or be eligible for a valid teaching credential. (This requirement may be waived for international students who do not intend to teach in the United States).
5. Submit a one-page letter of interest describing the applicant's career goals and reasons for pursuing a master's degree in a specific program area.
6. Solicit two letters of recommendation that address the applicant's professional commitment, experience and potential.
7. Come for a personal interview with the Coordinator of Graduate Programs in Curriculum and Instruction.

Students may bring no more than 12 hours of previously taken EMU courses into a degree program in Curriculum and Instruction. Of the 12 hours, at least four hours must be in foundation courses: CURR 655, EDPS 677 or 687, EDPS 600 (or EDPS 501 if applicable), and SOFD 530, 550, 572 or 580. All courses to be considered for inclusion in the program must be approved by the adviser.

RETENTION REQUIREMENT
Retention requirements can be considered a "midpoint check" in the Master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program. To gain approval to proceed with the program, each student must:
1. Complete a total of fifteen but no more than eighteen hours or graduate credit, including all of the foundation courses, with overall GPA of 3.0 or better. (Foundation courses are CURR 655 and required EDPS AND SOFD courses.)
2. Achieve a satisfactory assessment of written communication in CURR 655 on campus. The assessment of written communication in CURR 655 will take place in sections of CURR 55 offered on the EMU campus. All students in degree programs in Curriculum and Instruction must take CURR 655 on campus.
3. If a student does not meet the requirements stated above, he or she must meet with the adviser to determine whether to withdraw from the program or apply for continuing eligibility. Continuing eligibility will require the completion of a Plan of Remediation to be created with the adviser. If the student does not complete the plan of remediation successfully, he or she will be asked to withdraw from the program.

EXIT REQUIREMENTS
In order to graduate, the student is expected to:
1. Complete an approved program of study with a GPA of 3.0 or better.
2. Successfully complete a culminating experience: a project, a thesis, or (if in Common Learnings) a comprehensive examination.
3. Fill out an application for graduation and obtain the adviser's recommendation.
4. Meet all other requirements for the degree as specified by the graduate school.

DESCRIPTION OF PROGRAMS
The programs in Curriculum and Instruction are designed to provide teachers with increased depth and breadth in theoretical foundations of education and expanded knowledge of classroom practice that will allow them to interact thoughtfully and effectively in a variety of school settings. They also provide students with skills in gathering and evaluating information to enable them to make knowledgeable classroom decisions and continue in independent learning.

Foundations Courses are required for all Master of Arts in Curriculum and Instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.

Foundation Courses include:
- EDPS 600 Human Development or EDPS 501 Psychology of Adolescence (EDPS 501 may be substituted for EDPS 600 in programs in Middle School or Secondary Education) ............... 2 Credits
- EDPS 677 Research Techniques or EDPS 687 Qualitative/Interpretive Research ........ 2 Credits
- CURR 655 Curriculum Foundations .......... 2 Credits
- SOFD 530, 550, 572 or 580 .................. 2 Credits

In addition to the foundation courses student will select one of the following programs:

a. Master of Arts (Elementary Education)

b. Master of Arts (Middle School Education)

c. Master of Arts (Secondary Education)

d. Master of Arts (Common Learnings in Curriculum)
(formerly K-12 Curriculum)

The programs differ in the area of concentration and the culminating experiences which are required.

MASTER OF ARTS IN ELEMENTARY EDUCATION, MIDDLE SCHOOL EDUCATION AND SECONDARY EDUCATION

PROGRAM THEME
The spirit of these degree programs is to encourage each student to investigate a subject in depth and create a culminating product that is derived from that investigation. In addition to the required foundations courses, each program includes a specialized course in related educational issues, a concentration consisting of a minimum of four classes that reflect a thematic or other unified pattern, elective courses, a seminar course designed to assist the student to develop a thesis/project topic and proposal, and thesis/project credits needed to complete the product. When the student has completed 33 semester hours and has received approval signifying acceptance of the completed thesis/project the adviser will recommend graduation.

This program conforms to the general theme for all graduate programs in professional education in the department.
Required courses specific to each level include:

A. Master of Arts (Elementary Education)
   CURR 616 - Issues in Elementary School Curriculum
   CURR 694-Seminar-Elementary Curriculum
   CURR 690-692 Thesis/Project (3-6 cr. hrs.)*

B. Master of Arts (Middle School Education)
   CURR 620 - Issues In Middle School/Junior High Curriculum
   CURR 622 - Effective Teaching in the Middle School
   CURR 694 - Seminar-Elementary or Secondary Curriculum
   CURR 690-692 Thesis/Project (3-6 cr. hrs.)*

C. Master of Arts (Secondary School Education)
   CURR 630 - Issues in Secondary School Curriculum
   CURR 694 - Seminar-Secondary School Curriculum
   CURR 690-692 Thesis/Project (3-6 cr. hrs.)*

*One thesis/project credit hour must be taken in any term within one year of the student’s admission into the program.

THESIS/PROJECT
The culminating experience for programs in Elementary School Education, Middle Education and Secondary School Education is a thesis or a project. This thesis/project for the Master’s Degree programs is an opportunity for students to make the transition from a consumer to a producer of knowledge and innovation in the field of education. In a thesis, the writer investigates some area of educational theory or practice, gathers and analyzes information, and draws conclusions to add the body of knowledge in the field of curriculum. Curriculum projects entail working toward the solution of an educational problem using some aspect of curriculum. Both the thesis and the Curriculum project are intended to be new, original work, completed in consultation with a committee of faculty advisers. While a thesis or project is often the result of an interest that has developed across time, it is expected that the culminating experience itself will be developed during the time period that includes registration in seminar and completion of thesis credit. Previously completed projects are not acceptable for this purpose.

These three programs also require each student to pursue a concentration. A concentration includes a minimum of four classes that reflect a thematic or other unified pattern. Concentration courses allow students to acquire in-depth knowledge in an area of interest and acquire important background for their thesis or project. Concentrations available in each of the three programs are:

Subject Area Specialization
   Education of the Gifted and Talented
   Teacher as Inquirer
   Instructional Models and Processes
   Language Arts
   Students with Special Needs

A student and an adviser are free to create a unique pattern as long as that pattern meets the “unified pattern” criteria. Concentration requirements are described below. For additional information about the concentrations available in the Elementary Education, Middle School Education, Secondary Education programs consult the Coordinator of Graduate Programs in Curriculum and Instruction.

SUBJECT AREA SPECIALIZATION CONCENTRATION (8 CREDITS)
Select four Graduate Classes from your Major/Minor Subject Area with your Adviser’s Approval ................. 8-12

EDUCATION OF THE GIFTED AND TALENTED CONCENTRATION (8 CREDITS)

Required Courses:
CURR 572 Education of the Gifted Child ...................... 2
CURR 673 Curriculum and Teaching Strategies for the Gifted and Talented .................................................. 2
CURR 510 Developing Creativity in the Classroom or EDPS 614 Psychology of Creativity for Educators ............... 2
Choose 1 Additional Course from the following
   CURR 510 Developing Creativity in the Classroom 2
   EDPS 614 Psychology of Creativity for Educators 2
   CURR 676 Education of the Gifted and Talented: Under Represented Populations 2
   EDPS 504 The Nature and Identification of the Gifted 2

TEACHER AS INQUIRER CONCENTRATION (10 CREDITS)

Required Courses:
   EDPS 677 or EDPS 687 ........................................... 2
   (Must take the one not taken in Foundations area)
   CURR 667 Teacher as Inquirer ............................... 2
   Other Courses: ................................................. Minimum of 6 Hours

Students must select a pattern of three courses with the approval of adviser.

Some Suggested Patterns Include:
1. Quantitative analysis and measurement courses
2. Qualitative methods
3. Curriculum and Instruction theory and practice
4. Educational Context, i.e., appropriate courses in Social Foundations

INSTRUCTIONAL MODELS AND PRACTICES CONCENTRATION (8 CREDITS)

Required Courses:
   CURR 656 Curriculum Design, Implementation and Evaluation ................................................................. 2
   CURR 650 Improving Instruction ............................... 2

Select Two Classes From the Following:
Choose two of the following Courses:

**Required Courses:**
- **CONCENTRATION (10 CREDITS)**
  - To teach or receive an endorsement in Special Education.
  - Note: Choose 2 of the following courses (or others as approved by Adviser).

**Advanced Subject Matter Courses**
- Appropriate Course in Education Media/Technology (i.e. EDTC 517, 617, 623 and EDMD 552)
- Other Courses as Approved by Adviser ………………….. 2

**STUDENTS WITH SPECIAL NEEDS CONCENTRATION (8 CREDITS)**

**Required Courses:**
- **SPGN 510 The Handicapped Child in the Regular Classroom ………………….. 2**
- **CURR 572 Education of the Gifted Child ………………….. 2**
- Choose 2 of the following courses (or others as approved by Adviser):
  - **CURR 673 Curriculum and Teaching Strategies for the Gifted and Talented ………………….. 2**
  - **CURR 676 Education of the Gifted and Talented: Under Represented Populations ………………….. 2**
  - **EDPS 504 The Nature and Identification of the Gifted ………………….. 2**
  - **SPLI 468G Education of the Children with Learning Disabilities ………………….. 2**
  - **CURR 601 Helping Young Children in Crisis Through Curricular Activities ………………….. 2**
  - **EDPS 507 Young Children in Poverty: Educational Implications ………………….. 2**
  - **RDNG 554 Reading Problems of Learners with Special Needs ………………….. 2**

Note: This concentration DOES NOT qualify a student to teach or receive an endorsement in Special Education.

**LANGUAGE ARTS CONCENTRATION (10 CREDITS)**

**Required Courses:**
- **RDNG 636 Content Reading in the Secondary School or RDNG 563 Foundations of Reading Development ………………….. 4**
- **RDNG 519 Programs in Language Arts or RDNG 580 Reading/Writing Connection: K-6 ………………….. 2**
- Choose two of the following Courses:
  - **CTAD 501 Creative Drama and Role Playing ………………….. 2**
  - **CTAD 504 Oral Interpretation of Literature and Language with the Young ………………….. 2**
  - **RDNG 506 Storytelling ………………….. 2**
  - **LITR 516 Major Genres in Children’s Literature ………………….. 3**
  - **LITR 518 History of Children's Literature ………………….. 3**
  - **RDNG 514 Literature for Young Adults ………………….. 3**
  - **RDNG 519 Programs in Language Arts ………………….. 3**
  - **RDNG 554 Reading Problems of Learners with Special Needs ………………….. 2**
- **RDNG 580 Reading-Writing Connection: K-6 ………………….. 2**
- **RDNG 593 Microcomputer Applications in Reading Instruction ………………….. 2**
- **RDNG 664 The Nature of Common Reading Problems ………………….. 3**
- **RDNG 518 Developmental Reading-Elementary ………………….. 2**

**MASTER OF ARTS COMMON LEARNINGS IN CURRICULUM**

**PROGRAM THEME**
This program has a different purpose and rationale than the other three programs. Common Learnings in Curriculum has replaced the pre-existing K-12 Curriculum program and culminates in a comprehensive examination that requires a student to reflect upon and synthesize knowledge across a number of designated courses.

In addition to the required foundations courses, each program includes a specialized course in related educational issues, a prescribed concentration containing the Core Curriculum appropriate for instructional supervisors and teachers interested in curriculum and instructional leadership, elective courses, and a seminar course designed to assist the student to prepare for the required culminating experience, in this case, a comprehensive examination. When the student has completed 33 semester hours and has received a passing grade on the comprehensive examination the advisor will recommend the student for graduation.

Courses included in the Common Learnings concentration are as follows:
- **CURR 620, 616 or 630 - Issues in Curriculum**
- **CURR 656 Curriculum Design, Implementation and Evaluation**
- **CURR 650 Improving Instruction**
- **CURR 694 Seminar Common Learnings**

Two of the following courses are also required:
- **CURR 560, CURR 660, CURR 510, EDPS 603 or EDPS 667**

**COURSE OFFERINGS IN TEACHER EDUCATION CURRICULUM COURSES**

**CURR 500 Professional Educator Development Program.** 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

**CURR 510 Developing Creativity in the Classroom.** 2 hrs
Helps teachers plan activities that encourage creativity in students. Emphasizes the direct teaching of creative thinking skills, developing a supportive classroom atmosphere and enhancing the teacher’s personal creativity.

**CURR 512 Enriching the Elementary Classroom Program.** 2 hrs
This course is designed to help teachers use a variety of techniques to develop materials and strategies for classroom enrichment. Reinforcement and extension activities using application projects, exploratory activities, interdisciplinary connections, and independent learning strategies will be included.
CURR 514 Integrating Consumer and Economic Education in the Elementary School. 2 hrs
Elementary teachers will become familiar with and use effective strategies and materials for integrating consumer and economic education concepts, skills, attitudes, and behaviors into various subject areas.

CURR 522 Effective Teaching in the Middle School. 2 hrs
This course is concerned with helping teachers examine the issues and possibilities of teaching middle school youth. Based on such an examination, each teacher works with other class members and the University professor in developing an effective teaching style within the context of his or her teaching situation.
Prereq: CURR 620.

CURR 551 Integrating the Curriculum Via School Camping. 2 hrs
A study of the history and purpose of school camping in Michigan. Students will develop their personal courses of study involving the integration of all curriculum areas as well as the skills to organize an outdoor education class for their personal classroom use. Students will be required to participate in a minimum of one weekend camping experience together as a class. Students will be expected to pay the actual cost for the weekend camping experience.

CURR 552 Pedagogy of Group Learning. 2 hrs
Course topics include cooperative group learning, teaching cooperative skills, group investigation projects, resolving group conflicts, and other group learning methods.

CURR 560 School and Classroom Discipline. 2 hrs
This course will review case studies, general teacher practices, and the theoretical base for classroom and school discipline management. Additionally there will be a review and critique of emerging legal issues, information systems, and programs that affect discipline.

CURR 571 Teaching Secondary Social Studies. 2 hrs
Subjects included in social studies at the secondary level, problems related to the presentation of materials, planning of units, and types of class activities. Not open to students who have credit in HIST 481 The Teaching of Social Studies and GEOG 348 Teaching Social Studies in Elementary Schools.

CURR 572 Education of the Gifted Child. 2 hrs
The identification of gifted students; the use of test results, psychological services, and cumulative records. Curricula stressing enrichment and acceleration and the use of community resources; of special value to classroom teachers.

CURR 590/591/592 Special Topics. 1/2/3 hrs
Prereq: Departmental Permission.

CURR 593 Microcomputer Applications in the Social Studies. 2 hrs
Through demonstrations and hands-on experiences, students will evaluate programs for use in the social studies. These will include software programs for tutorials, drill and practice, and simulations. An examination of the impact of computers on society will be an integral part of the course. Suggestions for developing units for using computers in the social studies will be included.
Prereq: A basic course in using microcomputers or permission of instructor and EDTC 516.

CURR 597 Workshop. 4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Department permission.

CURR 600 Trends and Issues in Early Childhood Education. 2 hrs
A study of the historical, developmental, and curricular research of early childhood education; examination of current issues and trends, and their educational implications for early childhood professionals.

CURR 601 Helping Young Children in Crisis through Curricular Activities. 2 hrs
Examination of crisis situations that affect young children's lives; consideration of situations involving neglect, abuse, substance abuse in the home, abandonment, separation or divorce, and death. Applications are made to curricular activities and materials to help young children cope with these crises.

CURR 602 Preschool Education. 2 hrs
An overview of programs for preschool children, infancy through age five, including program goals, selection of curriculum content, materials, and teaching techniques suitable for working with prekindergarten children.

CURR 603 Supervision and Staff Development in Early Childhood Education. 2 hrs
This course is designed to assist early childhood head teachers, supervisors and directors in their own professional development and in the professional development of the staff members with whom they work.
Prereq: CURR 600 or CURR 602.

CURR 604 Directing a Child Care Program. 2 hrs
The roles and responsibilities of the directors of part-time, full-day, enrichment, and special child care programs, including licensing requirements, selection of equipment and personnel, budgeting, record keeping, and implementation of program goals.
Prereq: CURR 602 or instructor's permission.

CURR 605 Kindergarten Education. 2 hrs
Development of the kindergarten-aged child and educational implications for kindergarten education; historical and curricular approaches to kindergarten programming.
CURR 606 Preschool and Kindergarten Methods. 2 hrs
Effective strategies for working with parents in the school setting. Topics include parent-teacher conferences, utilizing parents in the classroom, working with parents of special circumstance, conducting parent meetings, and communicating with parents through newsletters and reports.
Prereq: CURR 602 or CURR 605.

CURR 607 Colloquium. 2 hrs

CURR 610 Teacher-Parent Partnerships in Early Education. 2 hrs
Effective strategies for working with parents in the school setting. Topics include parent-teacher conferences, utilizing parents in the classroom, working with parents of special circumstance, conducting parent meetings, and communicating with parents through newsletters and reports.

CURR 616 Issues in Elementary School Curriculum. 2 hrs
Issues involving curriculum development determinants, approaches, and the concept of change. Emphasis is on the role of the teacher in curriculum development.

CURR 620 Issues in Middle School/Junior High School Curriculum. 2 hrs
Issues involving the history and philosophy of the junior high school curriculum, provision for individual differences, modern classroom procedures, use of materials and aids of instruction, the activity program, and guidance.

CURR 630 Issues in Secondary School Curriculum. 2 hrs
Students are encouraged to concentrate on curriculum problems in their schools involving issues of development, revision, and change in the secondary school.

CURR 632 Individualizing Instruction in the Secondary School. 2 hrs
A course designed to help secondary teachers meet individual differences among their students by using a variety of resources, pupil involvement, thematic approaches, and other teaching strategies.

CURR 650 Improving Instruction. 2 hrs
Examines contemporary theories and research on teaching strategies and models, with emphasis on the applications of these to classroom problems. Students will experiment with and/or analyze the effectiveness of various teaching techniques.

CURR 655 Curriculum Foundations. 2 hrs
Historical and theoretical authority for the curriculum; criteria for the choice of content; philosophical, psychological, and sociological bases of curriculum.

CURR 656 Curriculum Design, Implementation, and Evaluation. 2 hrs
This course covers curriculum design and development from goal selection through implementation and evaluation. Students will be expected to produce curriculum examples that are consistent with the principles in the course.
Prereq: CURR 655.

CURR 657 The Open Classroom. 4 hrs
The open classroom tied to a demonstration center, planning an integrated day based upon learning centers and pupil self-direction, the child-centered experience-based curriculum. Designed to help free teachers to become more innovative, open, creative, and human in curriculum development.

CURR 659 K-12 Curriculum. 4 hrs
An integrated study of curriculum from preschool through high school with emphasis on form, priorities, and impact. Historical and contemporary study of school programs from a social-humanitarian vantage point.

CURR 660 Assisting Student Teachers and New Teachers. 2 hrs
This course is designed for teachers who are employed as clinical faculty, student teaching supervisors, cooperating teachers and mentor teachers. It develops teacher's awareness of their own reflective decision-making through action research, discussions, and simulations. The course also presents a framework for assessing student teacher's development. Finally, teachers practice and analyze coaching and problem-solving strategies for promoting reflective decision-making.
Prereq: Prior approval as a mentor/cooperating teacher or university supervisor. Three years teaching experience.

CURR 673 Curriculum and Teaching Strategies for the Gifted/Talented. 2 hrs
Study of curricular options and teaching models, and strategies appropriate for the differentiated learning needs of gifted/talented students.
Prereq: EDPS 504 or CURR 572.

CURR 675 Eastern Michigan Writing Project Summer Institute. 5 hrs
For practicing K-12 teachers across disciplines. Participants investigate and experience current practices in literacy instruction. Based upon National Writing Project assumptions, participants read, write, and reflect upon their teaching.
Prereq: Department permission.

CURR 676 Education of the Gifted and Talented: Under Represented Populations. 2 hrs
Examines barriers that cause under representation of student populations in gifted programs. Discusses identification and programming strategies for gifted students with disabilities, underachieving students, and students form diverse cultural groups.
Prereq: CURR 572 or EDPS 504.

CURR 677 Eastern Michigan Writing Project Advanced Institute. 2 hrs
A follow-up for Eastern Michigan Writing Project Teacher Consultants. Participants analyze findings and prepare reports based in their own classroom research.
Prereq: ENGL/CURR 675.

CURR 679/680/681 Special Topics. 1/2/3 hrs

CURR 682/683/684/685 Workshop. 1/2/3/4 hrs
CURR 686/687/688 Internship. 1/2/3 hrs
Provides a supervised opportunity for students to apply knowledge and skills gained through classroom activity in a “real world” working environment. Internship sites and supervisory arrangements must be approved by the program adviser prior to registration.
Prereq: Department permission.

CURR 690/691/692 Thesis/Curriculum Project. 1/2/3 hrs
Prereq: Department permission.

CURR 693 Seminar: Early Childhood Education. 2 hrs
Systematic analysis of issues and research areas in early childhood education. Presentation of individual reports to seminar group for discussion. Serves as the capstone experience in the master's degree in early childhood education.
Prereq: Twenty hours of graduate credit including CURR 600, CURR 602, and EDPS 677. (To be taken as the last course on master's degree)

CURR 694 Seminar: Secondary Curriculum. 2 hrs
Prereq: Successful completion of mid-point review including all foundations courses, CUR 620 or 630, and 20 hours of graduate credit.

CURR 694 Seminar: Open Education. 2 hrs
Prereq: CURR 657 and 20 hours of graduate credit.

CURR 694 Seminar: Common Learnings. 2 hrs
Students will review the major domains of knowledge they will encounter on the comprehensive examination through participating in individual and study group research.
Prereq: Successful completion of mid-point review including all foundations courses, CUR 616, 620 or 630; and 20 hours of graduate credit.

CURR 694 Seminar: Elementary School Curriculum. 2 hrs
Prereq: Successful completion of mid-point review including all foundations courses, CUR 616, and 20 hours of graduate credit.

CURR 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems. The completed study must give evidence of the student's ability to select a problem, set it up, and pursue it to satisfactory completion. Must be done with approval of a full-time member of the staff.

CURR 780 Special Topics. 2 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

Educational Media Courses

EDMD 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

EDMD 552 Audio-Visual Instruction. 2 hrs
A survey course for teachers and administrators in which the nature and effective use of teaching materials are considered and fully demonstrated. Provision is made for actual use of materials and equipment.

EDMD 553 Radio and TV in the Classroom. 2 hrs
Study and practice in the utilization and evaluation of instructional, educational, and enrichment radio and television programs. Familiarization with broadcast methods and facilities. Includes utilization guidebooks and sources of materials.

EDMD 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

EDMD 662 TV in Education. 2 hrs
Extent and nature of experimentation in instruction by radio and television; current philosophy and attitudes toward teaching by radio and television.

EDMD 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

EDMD 682/683/684/685 Workshop. 1/2/3/4 hrs
Please examine the current time schedule for specific workshop topics.

EDMD 683 Workshop: Production of Instructional Materials. 2 hrs
Basic techniques in the production of a variety of teaching materials: lettering, mounting, and color application to flat pictures and graphics; projected materials of various sizes; overhead projectors; display boards of all types.
Prereq: EDMD 345 or EDMD 552.

EDMD 683 Workshop: Television Utilization. 2 hrs
For teachers; advanced problems in the use of television in the classroom.

EDMD 693/694/695/696 Seminar. 1/2/3/4 hrs
Please examine the current time schedule for specific seminar topics.
EDMD 694 Seminar: History and Appreciation of Motion Pictures and Photography. 2 hrs
A course designed to give the history of the photographic medium with the emphasis on important films and photographs and the people who created them.
Prereq: EDMD 345, EDMD 552, or department permission.

EDMD 694 Seminar: Instructional Materials. 2 hrs
A course designed to assist the individual student in detailed study of specific problems or topics in utilization, production, selection, or administration of instructional materials. Visits to actual service centers, use of resource persons, etc., will be employed. A sharing of solutions and problems will be used in a seminar setting during the course.
Prereq: EDMD 345, EDMD 552, or department permission.

EDMD 697/698/699 Independent Study. 1/2/3 hrs
Prereq: Department permission.

EDUCATIONAL PSYCHOLOGY COURSES

EDPS 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

EDPS 501 Psychology of Adolescence. 2 hrs
Study of the physical, cognitive, affective, and social behavior and development of adolescents; their relation to family, peer group, school, and society with reference to youth here and abroad.

EDPS 502 Basic Concepts in Educational Psychology. 2 hrs
Review and critical assessment of major issues in the areas of human growth and development, learning and technology, personality and mental health, and measurement and evaluation.

EDPS 504 Nature and Identification of the Gifted. 2 hrs
The study of the nature of giftedness, the characteristics and needs of gifted students, and the issues involved in the identification and development of the gifted.

EDPS 507 Young Children in Poverty: Educational Implications. 2 hrs
Course analyzes the critical poverty conditions of young children and families, and implications for educators. Emphasis is on social-psychological development, educational advocacy, and interventions which promote understanding of ethnic, cultural, and socioeconomic diversity.

EDPS 509 Problems in Child Psychology. 2 hrs
Deals theoretically and practically with the many concerns felt by teachers and parents in regard to the various problems children face. Includes home, family, and school influences as creators of problems and approaches for dealing with these problems.

EDPS 535 Measurement and Evaluation of Adult Learners. 2 hrs
Designed to assist teachers of adults to become familiar with the construction and uses of teacher-made and selected standardized tests suitable for placement, diagnosis, individualizing instruction, and evaluating student achievement. Treats measurement issues unique to adult learners.
Prereq: Admission to a degree program for teachers of adults, or department permission.

EDPS 560 School and Classroom Discipline. 2 hrs
This course will review case studies, general teacher practices, and the theoretical base for classroom and school discipline management. Additionally, there will be a review and critique of emerging legal issues, information systems, and programs that affect discipline.

EDPS 561 Questionnaire Design and Analysis. 2 hrs
Survey research: questionnaire design and construction, sampling techniques, data collection and analysis, and reporting results of student-generated questionnaire data. Background in descriptive statistics and research techniques would be helpful.

EDPS 590/591/592 Special Topics. 1/2/3 hrs
The content will include current relevant topics and will vary from term to term. Special topics not included in the usual course offerings but within the domain of educational psychology will be considered. See appropriate schedule.

EDPS 600 Human Development. 2 hrs
The study of social, emotional, physical, and mental growth processes and developmental stages from birth through adolescence and their implications for learning and teaching. Students are expected to pursue an in-depth analysis of research, theory, and issues in the field commensurate with the experiential background which they bring to the course.

EDPS 602 Psychology of the Adult Learner. 2 hrs
The course focuses on characteristics of the adult learner, adult learning styles, understanding learning theories, information processing, and principles of learning and motivation. Participants will discover their own strategies of learning, motivation, and decision-making, and skills in creating rapport with adult learners. Emphasis will be on the application of learning theory concepts and teaching skills to the participant’s instructional setting.
Prereq: Admission to a degree program for teachers of adults, or department permission.

EDPS 603 Principles of Classroom Learning. 2 hrs
Major principles of learning are examined for their applications in a classroom setting. Recent contributions are studied and the value of learning theories for the teacher is discussed.
Prereq: At least one course in human growth and development or psychology.
EDPS 604 Essentials of Programmed Instruction. 3 hrs
Principles of programmed instruction are discussed and students examine programs and evaluate them. Students construct short programs in their areas of interest and revise and evaluate them. This is not a course in computer programming.
Prep: At least one course in educational psychology, human growth and development or psychology.

EDPS 605 Mental Hygiene. 2 hrs
A study of the conditions and practices which promote mental, emotional, and social well-being. Concepts are explored in terms of restoration, preservation, and elevation of mental health goals. This course emphasizes introspection and self-awareness, techniques and skills relevant to interpersonal relationships, and the application of principles and concepts to home, school, and other social settings.

EDPS 606/607/608 Colloquium. 1/2/3 hrs
Academic seminars centered upon a broad field of study involving several different lecturers from within and outside of the department. See appropriate schedule for announcement.

EDPS 610 Personality Theories for Educators. 2 hrs
A study of cognitive, psychoanalytic, and social learning personality theories primarily for graduate students in educational psychology. The focus of the course will be on implementation of those theoretical approaches for problems in the classroom.
Prep: EDPS 600 or equivalent, or department permission.

EDPS 611 Piaget for Educators. 2 hrs
A systematic summary and analysis of Piagetian theory and research. Applications to the helping professions from infancy through adulthood will be made. Students will conduct interviews with children, adolescents, and/or adults and make recommendations for intervention. Students will evaluate educational materials and teaching strategies and instructional methods from a Piagetian framework.
Prep: EDPS 600 or equivalent.

EDPS 612 Behavior Modification Techniques for School Personnel. 2 hrs
This course is designed for school personnel who are desirous of developing skills in the use of behavior modification in their settings. Students will learn and apply the principles of behavior modification to projects conducted in their institutions. Students who enroll in this course currently should be teaching or employed in an instructional setting.
Prep: Current employment in an instructional setting or department permission.

EDPS 614 Psychology of Creativity for Educators. 2 hrs
A study of the various aspects of creativity; the person, the environment, the process, with emphasis on their implications for teaching. The course will also focus on teacher procedures and methods for facilitating student creative behavior in the classroom.
Prep: EDPS 600 or equivalent, or department permission.

EDPS 618 Play and Human Development. 2 hrs
The phenomena of children’s play and the relationships to developmental processes. Definitions, viewpoints, history, and theories of play. Applications to early childhood and elementary education. Students will conduct observations with children, adolescents, and/or adults.
Prep: EDPS 600 or equivalent.

EDPS 619 Stress Management for Educators. 2 hrs
Description and analysis of the factors contributing to school personnel stress in the work environment. Utilizes relevant psychological theory to explain the basic theme of stress as an adjustment to one’s environment. Specific techniques for reducing stress in school personnel and students are reviewed. Credit/no credit.

EDPS 621 Statistical Applications in Educational Research. 2 hrs
Emphasizes the role of statistics in hypothesis testing; statistical applications in visually presenting and summarizing data; computation of central tendency, variability, relationship and prediction indices; and interpretation of results.

EDPS 625 Eating Disorders: Recognition and Education. 2 hrs
Explores the psychological sociocultural and treatment issues of anorexia nervosa and bulimia. Emphasis will be placed on the role school personnel may play in coping with this problem. Treatment specialists will guest lecture.

EDPS 631 Measurement and Evaluation. 2 hrs
A study of the construction and use of teacher-made tests, rating scales, questionnaires, check lists, and similar measures. Also includes the administration of standardized tests and utilization of the results.

EDPS 633 Systematic Observation, Checklists, and Rating Scales. 2 hrs
An introduction to the techniques and tools of systematic observation; uses and limitations of checklists and rating scales in educational settings, methods of estimating, and improving the reliability and validity of such techniques and tools.
Prep: EDPS 631 and/or statistics or department permission.

EDPS 641 Developmental Assessment of the Young Child: Theory and Practice. 2 hrs
Theory and procedures applicable to the evaluation and assessment of young children from birth through age nine. Consideration of current issues and formal and informal assessment of the young child. No credit in EDPS 341 Assessment of the Young Child.
Prep: One graduate course in early childhood education.

EDPS 651 Inferential Statistics. 2 hrs
Inferential statistics, both parametric and nonparametric; theory of hypothesis testing.
Prep: EDPS 621 or equivalent.
EDPS 652 Multivariate Statistics. 2 hrs
Includes analysis of variance and covariance, multivariate correlational and regression analysis, factor analysis, and other multivariate procedures.
Prereq: EDPS 621 and EDPS 651.

EDPS 674 Research Methods and Interpretation. 3 hrs
The understanding and application of research concepts, designs, and procedures; organization, coding, and calculation of descriptive statistics; use of statistical packages; critical evaluation of educational research; interpretation of results.
Prereq: EDTC 507 or permission of instructor.

EDPS 677 Research Techniques. 2 hrs
Basic concepts, procedures, and language of research; facets of research, i.e., problem formulation, research design, data collection, data analysis, and interpretation. Critical appraisal of published research.

EDPS 678 Empirical Methods for Educational Research. 3 hrs
Emphasis is on the understanding of advanced empirical methods in education. Topics included are measurement procedures, research designs, data analyses and interpretations, and the use of the computer terminal.
Prereq: EDPS 621 or EDPS 651 and EDPS 677, or permission of the instructor.

EDPS 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

EDPS 682/683/684/685 Workshop. 1/2/3/4 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Department permission.

EDPS 687 Qualitative/Interpretive Research. 2 hrs
Course provides educators and other human service professionals who work in educational settings with training and competence in qualitative data-gathering methods and interpretive analysis. These include educational ethnography, phenomenology, and action research.

EDPS 690/691/692 Thesis. 1/2/3 hrs
Prereq: Department permission.

EDPS 694 Seminar. 2 hrs
Prereq: Near completion of Educational Psychology program.

EDPS 697/698/699 Independent Study. 1/2/3 hrs
Must be done with approval of a full-time member of the departmental faculty.

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EDUCATIONAL TECHNOLOGY COURSES

EDTC 500 Professional Educator Development Program. 1/2/3 hrs
For in-service professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

EDTC 507 Introduction to Microcomputers. 2 hrs
This introductory course will (1) build confidence and competence for educators with limited computer experience and (2) raise awareness of implications of computer technology in education. This course is not included as part of the program of study in the Educational Technology concentration. Credit/no credit.

EDTC 512 Hypermedia. 2 hrs
Students will examine and apply principles of hypermedia to the development of an instructional project. Students will incorporate scanned and digitized images, voice recordings, interactive videodiscs, and emerging technologies in hypermedia projects.
Prereq: EDTC 623 or EDTC 625.

EDTC 514 Logo for Educators. 2 hrs
A first course in a powerful computer language and teaching philosophy for all ages. Major foci include activities with graphics, activities with words and lists, and using Logo with students.
Prereq: Competency in using a computer.

EDTC 515 BASIC Programming for Educators. 2 hrs
Students will be able to draw logical flowcharts; write, test, and debug programs. Students also will learn to use subroutines, subscripted variables, and how to convert BASIC programs from one microcomputer to another and understand the difference between BASIC+ and standard BASIC.
Prereq: EDTC 507 or permission of instructor.

EDTC 516 Computers in Instruction. 2 hrs
This introductory course will explore the role of computers in the instructional process. Students will learn how to evaluate educational software, how to use an authoring system, and the variety of teacher utilities available.
Prereq: A basic course in using microcomputers or permission of the instructor.

EDTC 517 Educational Applications of Computers. 2 hrs
Develops computer literacy for educators. Includes computer terminology, the role of programming and the use of computers in education including some hands-on experience with instructional and record keeping applications. Requires no prior knowledge of computers or computing.
Prereq: EDTC 507 or permission of instructor.

EDTC 590/591/592 Special Topics. 1/2/3 hrs
Prereq: Department permission.

EDTC 614 Logo for Educators II. 2 hrs
An advanced course in Logo. Students learn programming concepts and style, debugging, functional use of primitives in text and graphics, music, mathematics, teaching philosophy, and evaluation of current issues and research.
Prereq: EDTC 514.
EDTC 615 BASIC Programming for Educators II. 2 hrs
Students write interactive instructional computer programs using arrays (string and numeric), subroutines, mathematical functions, and machine codes (POKE, PEEK, CALL). Students create and retrieve data files, use high resolution graphics, and develop simulations.
Prereq: EDTC 515.

EDTC 616 Technology of Instruction. 2 hrs
Classroom management of learning and instruction; the tools of instruction. Educational technology is more than the study of machines used in education.
Prereq: At least one course in educational psychology, or human growth and development, or psychology.

EDTC 617 Educational Applications of Computers II. 2 hrs
A hands-on experience with educational application of computers. Students will learn how to use word processing software to prepare tests, handouts, letters, and papers; spreadsheet programs to maintain student gradebooks and prepare budgets; authoring systems to prepare computer-assisted instructional materials, database managers to maintain student and school records; and information utilities as information and communication media.
Prereq: EDTC 507, EDTC 517, or permission of the instructor.

EDTC 618 Internet for Educators. 2 hrs
Students will learn how to use the Internet and associated tools. They will learn how to connect to EMU’s computer as well as how to access the Internet.

EDTC 623 Instructional Design. 2 hrs
Introduces the student to the design and development of instructional systems. Topics surveyed include needs assessment, learner analysis, task analysis, specification of instructional objectives, selection of instructional strategies and media, and formative evaluation.
Prereq: Graduate standing; EDPS 603.

EDTC 625 Designing Computer-Mediated Instruction. 2 hrs
Design of computer-mediated learning: The content will focus on four major areas—design issues, research related to CMI, lesson development, and project management.
Prereq: Graduate standing.

EDTC 676 Using Computers for Data Analysis. 2 hrs
Use of statistical packages available for micro- and mainframe computers to organize, code, create, edit, manage, store, and process data. Compare statistical packages. Write research reports interpreting educational data results.
Prereq: EDTC 507 and EDPS 674; or EDTC 507, EDPS 621, and EDPS 677; or permission of instructor.

EDTC 679/680/681 Special Topics. 1/2/3 hrs
EDTC 686/687/688 Internship in Educational Technology. 1/2/3 hrs

EDTC 690/691/692 Thesis. 1/2/3 hrs
Prereq: Department permission.

EDTC 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of one or more problems under the direction of a University faculty member.
Prereq: Department permission.

**Reading Courses**

RDNG 500 Professional Educator Development Program. 1/2/3 hrs
For inservice professional and personal development. May be repeated for credit. Not applicable to an advanced degree.

RDNG 506 Storytelling. 2 hrs
Applying techniques storytellers use to research, prepare, learn, and master a story, participants will tell a variety of different types of stories using an array of presentation formats. Students will also prepare a collection of storytelling/language arts activities appropriate for various grade levels.

RDNG 514 Literature for Young Adults. 2 hrs
Young adult literature (grades 7-12) will be surveyed. Students will consider teaching approaches which integrate young adult literature into the secondary curriculum and processes for choosing appropriate literature. Current theory and research regarding the psychological, sociological, and legal issues pertaining to the use of young adult literature will be discussed.

RDNG 518 Developmental Reading Elementary. 2 hrs
Objectives, approaches, materials, and techniques for reading in the elementary school classroom. Factors influencing development, fundamental skills, assessing, and providing for individual strengths and needs. Not open to reading majors.

RDNG 519 Programs in Language Arts. 2 hrs
Curriculum objectives and their implementation through listening; speaking; handwriting; spelling; and creative, narrative, and expository writing. Evaluative procedures and some consideration of corrective techniques.

RDNG 530 Developmental Reading Secondary. 2 hrs
Curricular objectives and their implementation through recommended activities, methods, and materials; functional programs for disabled readers.

RDNG 544 Fundamentals of Reading for Teachers of Adults. 2 hrs
Characteristics of the adult learner and teaching implications; organization and teaching of vocabulary development, comprehension, word recognition, study skills, and reading-related skills for adults; emphasis on reading relevancy for adults.
RDNG 545 Advanced Concepts in Reading for Teachers of Adults. 2 hrs
This course is designed for the adult educator who has a basic background in reading consisting of experience in course work in teaching reading to the adult illiterate. The emphasis will be on the diagnosis and remediation of reading problems presented in this population.

RDNG 554 Reading Problems of Learners with Special Needs. 2 hrs
Methods, materials, and assessment techniques found effective in teaching reading to learners with special needs; culturally different, mainstreamed, reluctant, and gifted learners.
Prereq: A basic course in the teaching of reading.

RDNG 563 Foundations of Reading Development. 4 hrs
A theory course emphasizing psychological, sociological, and linguistic foundations of reading development; issues and research in reading instruction; a survey of current methods and materials in reading with a focus on goals, reading skills, and evaluation techniques. This is the first course in the reading concentration area.
Prereq: An undergraduate course in the teaching of reading.

RDNG 580 Reading-Writing Connection: K-6. 2 hrs
This course is designed to provide teachers opportunities to expand their knowledge of reading instruction to a more integrated approach which interfaces reading, writing, and subject areas.

RDNG 590/591/592 Special Topics. 1/2/3 hrs
Prereq: Department permission.

RDNG 593 Microcomputer Applications in Reading Instruction. 2 hrs
Participants will evaluate software for reading/language arts, including programs for drill and practice, tutorials, simulations, diagnosis and prescription, word processing, and management. Suggestions for developing units about computers in society will be included.
Prereq: One course in reading and ability to use a word processor.

RDNG 636 Content Reading in the Secondary School. 4 hrs
This course is for secondary content area classroom teachers. Emphasis will be placed upon specific reading and study strategies needed to understand subject matter in the content areas.

RDNG 665 Psycholinguistics and Reading. 2 hrs
An analysis of the reading process from a psycholinguistic perspective. Emphasis includes selected readings in language development, learning, and comprehension as each relates to reading.
Prereq: RDNG 563.

RDNG 668 Diagnosis and Remediation of Reading Problems. 4 hrs
A survey of formal and informal procedures used in identifying, evaluating, and remediating reading problems in a classroom or clinical setting. Preparation of case studies and recommendations to teachers and parents; examination of current group and individual reading tests.
Prereq: RDNG 563.

RDNG 670 Materials and Activities in Reading and Language Arts Instruction. 4 hrs
A practical course designed for teachers who see the need for creating and constructing aids for pupil learning in reading classes. This course combines the how and why of constructed materials by drawing on learning theory, child development, and creativity principles.

RDNG 679/680/681 Special Topics. 1/2/3 hrs
RDNG 682/683/684/685 Workshop. 1/2/3/4 hrs
Please examine the current time schedule for specific workshop topics. Among those offered in the past: Providing for Individual Differences in Reading.

RDNG 686/687/688/689 Practicum in Reading. 1/2/3/4 hrs
Opportunities to work with community children demonstrating reading difficulties. Under supervision, students will engage in the diagnosis, analysis, and treatment of various reading disabilities, maintaining a professional relationship with their clients, their clients’ families, and associated schools or agencies. Ongoing study of current procedures in the analysis of reading performance critical to systematic diagnosis and prescription.
Prereq: RDNG 563, RDNG 668, and department permission.

RDNG 690/691/692 Thesis. 1/2/3 hrs
Prereq: Department permission.

RDNG 693/694/695 Seminar. 1/2/3 hrs
A research-oriented course for graduate majors.
Prereq: Department permission.

RDNG 694 Seminar: Current Issues in Reading. 2 hrs
The seminar is a culminating course in the graduate reading concentration. Current trends in reading research, critical examination of selected research studies and investigations, self-evaluations of professional needs, and interests in reading are included.
Prereq: Eight hours of graduate credit in reading. It is highly desirable to have completed EDPS 677.
RDNG 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems. The completed study must give evidence of the student's ability to select a problem, set it up, and pursue it to satisfactory completion. Must be done with approval of a full-time member of the staff.

Social Foundations Courses

SOFD 530 Social Foundations of Education: An Introduction. 2 hrs
This course illustrates the uses and applications of the different disciplines in social foundations (e.g., anthropology of education, sociology of education, and comparative education) as frameworks for researching problems confronting schools as major social institutions.

SOFD 535 Multicultural and International Education. 2 hrs
Designed to provide multicultural and international perspectives to the continuing debates on reform of education in a democratic society. Emphasis is placed on what multicultural education should be and its place in the curriculum.

SOFD 540/541/542 Field Studies in Education. 1/2/3 hrs
On-site investigations of selected aspects of education and society. Field-based research may be done in the United States or other countries. Students may elect this course several times as long as different topics are covered. Not more than 4 hours may be used on a degree program.
Prereq: A graduate course in SOFD and consent of the instructor.

SOFD 550 Philosophy of Education. 2 hrs
Study of major educational philosophies impacting schools today; critical readings and reflections on the aims of education, curricular approaches, and the role of schools in culturally diverse societies.

SOFD 560 Anthropology of Education. 2 hrs
An overview of the learning process in human societies addressing universal problems of motivation, selectivity, thinking-remembering, forgetting, language and thought, value orientation, and cultural sets.
Prereq: SOFD 530 for majors; course in sociology or anthropology for nonmajors.

SOFD 570 Women and Pedagogy: Life Histories. 3 hrs
An interpretive analysis of the life histories of major women teacher educators will assess how conceptions of their moral and political identity translated into their pedagogy and purpose for education. Included is a focus on life history as a research method.

SOFD 572 History of American Education. 2 hrs
This course examines the historical precedents of the present state of education; the developmental background of modern school policies; and the problems, answers, successes, and failures in American schools. In the spirit of historical method, the course places an emphasis on the interpretive nature of social meanings in history.

SOFD 580 Sociology of Education. 2 hrs
This course draws on various theories in social organization, policy making, social change and sociology of knowledge to clarify the complex relations between the schools and society. Special attention is placed on the issues of access, equity, and quality in culturally diverse democratic society.

SOFD 590/591/592 Special Topics. 1/2/3 hrs
Prereq: Department permission.

SOFD 601 Reading in History of Education. 2 hrs
Selected readings in the history of education with emphasis on primary texts. Topics may vary term to term. Students may elect this more than once as long as different authors are studied.
Prereq: SOFD 572 or permission of instructor.

SOFD 603 Groups in Schools. 2 hrs
Examines schools and classrooms as social organizations; considers dynamics of interpersonal behavior in large and small settings; examines such phenomena as roles, status, communications, and patterns of influence.
Prereq: SOFD 580 for majors; for nonmajors SOFD 580 or one course in psychology or sociology.

SOFD 624 Education for What and Whom: A World View. 2 hrs
Why should people be educated? Who should be educated? What should this education accomplish? What form should it take? What methods should we use? These questions, viewed in world perspective, may suggest some workable answers. A course in comparative education.

SOFD 625 Power and Influence in Education: A Cross-Cultural View. 2 hrs
Designed to increase participation and effectiveness of educators in the decision-making process, the course examines cross-culturally the structure and dynamics of power in education, emergence of pressure groups, and integrative mechanisms to minimize conflicts between power groups.

SOFD 626 Readings in Comparative and Multicultural Education. 2 hrs
Selected readings in comparative and multicultural education. Emphasis on primary texts; topics studied may vary from term to term. Students may elect this more than once as long as different authors are studied.
Prereq: SOFD 535 or consent of instructor.

SOFD 627 Trends and Challenges in International Education. 2 hrs
The materials covered in the course are intended to provide an international perspective to the continuing debate on reforms in education and on the issue of what multicultural education should be and its place in the curriculum. The course provides an overview of (a) comparisons of standardized achievements in education between the schools in the U.S. and selected industrial countries, and (b) the nature and implications of the involvement of the U.S. in education overseas programs through the foreign aid program and through an increasing number of U.S. teachers working in overseas schools.
SOFD 651 Analysis of Educational Concepts. 2 hrs
Philosophical analysis of concepts central to the processes of education; learning by doing, teaching as telling, and the curriculum as content, knowing "that", and knowing "how.
Prereq: SOFD 530 for majors; course in philosophy or religion for nonmajors.

SOFD 652 Pragmatism and Education. 2 hrs
Consideration of pragmatists' psychology, sociology, ethics, and social philosophy and their influence upon educational psychology and practices.
Prereq: SOFD 530 for majors; course in philosophy or religion for nonmajors.

SOFD 653 Readings in Philosophy of Education. 2 hrs
Analysis and interpretation of selected modern and contemporary philosophers regarding educational aims, policies and practices. Emphasis on primary texts. Possible topics: Existentialist or Postmodern thought. Students may elect this more than once as long as different authors are studied.
Prereq: SOFD 550 or consent of instructor.

SOFD 673 Black Experience and American Education. 2 hrs
The role of African Americans in the development of the United States. The course is designed to help teachers to understand the cultural, economic, and political contributions of African Americans and to develop materials to be used in their courses at both elementary and secondary schools.
Prereq: SOFD 530 for majors; course in American history for others.

SOFD 679/680/681 Special Topics. 1/2/3 hrs
A study of selected issues in Social Foundation of Education. Topics may vary from term to term. Students may elect this course several times as long as different topics are covered. Not more than six hours of special topics course may be used on a degree program.

SOFD 682/683/684/685 Workshop. 1/2/3/4 hrs
Focuses on providing practical assistance for teachers and school administrators in developing a variety of teaching resources and methods on such themes as racism and education, human relations, and multicultural education. Site-based decision-making, student-faculty planning, and cooperative learning are illustrated and used extensively in workshops. May be elected more than once. Not more than four hours may be used on a degree program.

SOFD 691 Thesis. 2 hrs
Significant research or critical study designed and completed by the student under the direction of a thesis director and thesis committee. Not more than two hours of thesis credit may be used on a degree program.
Prereq: Department permission; 24 semester hours in M.A. program and permission of adviser.

SOFD 693/694/695/696 Seminar. 1/2/3/4 hrs
An intensive study of selected problems in social foundations of education. Open to social foundation majors only.
Prereq: Twenty hours completed on MA program, including SOFD 530 and eight hours in area of concentration.

SOFD 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems in the field of social foundations of education under the direction of a University faculty member.
Prereq: Department permission.

Other Courses

The following upper division undergraduate courses also may be elected for graduate credit; course descriptions may be found in the undergraduate catalog. A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree.

If you intend to enroll in any of the following undergraduate courses for graduate credit, a request form which can be obtained at the Graduate School should be completed before enrolling in the course; otherwise, you will receive undergraduate credit.

EDPS 402 Learning in the Later Years (3)
SOFD 402 Sexism and Education (3)
SOFD 403 Endangered Children (3)
THE PROFESSIONAL EDUCATION PROGRAMS OF THE COLLEGE OF ARTS AND SCIENCES

Barry A. Fish, Dean
Ellene T. Contis, Interim Associate Dean
James C. Waltz, Interim Associate Dean
Velma Clark, Administrative Associate

411 Pray-Harrold
487-4344

Departments
Art
Music
ART

Roy E. Johnston
Department Head
114 Ford Hall
487-1268

MASTER OF ARTS (ART EDUCATION)

This degree is designed for persons currently teaching or who have fulfilled Art teaching certificate requirements. The program emphasizes the four components of discipline-based art education (DBAE): aesthetics, art history, art criticism, and art production.

MODEL

The development of educators who are committed to their ongoing professional growth and are aware of the challenges of democracy in our culturally diverse society. These educators will assert leadership and the ability to cultivate abstract thinking skills and analyze visual statements for personal meaning.

ADMISSION REQUIREMENTS

Entry requirements are a minimum of 34 semester hours of art education and studio art with a minimum 2.8 grade point average in these classes. In addition, each applicant is expected to hold a teaching certificate for the teaching of art.

An applicant for admission must do the following:

1. Send an application for admission, supported by official transcripts of all undergraduate and graduate credit at each institution attended, to Graduate School Admissions, Starkweather Hall, Eastern Michigan University. Applicants must also submit GRE test scores with the application.

2. Send a letter of purpose outlining aspirations in graduate work to the Art Department.

3. Send a portfolio of 10-15 color slides and/or photographs of recent work, presented in a clear plastic holder, with each slide/picture individually labeled with name, title of work, medium or media, size, and date of completion (applicants in three-dimensional disciplines may submit multiple views of examples) to the Art department.

International students must have a score of 80 or above on the MELAB (Michigan English Language Assessment Battery) or 560 or above on the TOEFL (Test of English as a Foreign Language) or a minimum score on the TWE (Test of Written English) of 4.

DEGREE REQUIREMENTS

The graduate adviser will meet with each student to construct a program of study. Students should follow closely the Graduate School requirements for “Application for Diploma.” Students whose degree program includes a final exhibition of work must apply for gallery space one semester prior to the proposed exhibition.

Graduate credit in art education (theory and practice) earned more than six years prior to the date on which the degree was granted may not be applied to meet the graduate requirements.

After the student has completed six hours of coursework in art education, the graduate coordinator or program adviser will evaluate for approval the selection of a thesis proposal or paper option in an appropriate art education area. A required thesis review will be conducted by a faculty committee.

COURSE REQUIREMENTS

Art Education courses (to be selected through advisement by art education faculty) ........................................ 10 hours
Six to eight hours from the following: .................. 6-8
FA 504 Aesthetic Education (2)
FA 505 Curriculum Development (Art Education) (2)
*FA 506 ARTAG (Art for the Talented and Gifted) (2)
*FA 507 Studio Connections in Art Education (2)
*FA 508 Research in Art Education (2)
*FA 591 Special Topics (2)
FA 694 Seminar in Art Education (2)
Other courses as they become available and approved by the adviser.
Two to four hours from the following: .................... 2-4
*FA 691 Thesis (2)
*FA 698 Independent Study (paper of publishable or distributable quality) (2)
*These courses may be repeated if appropriate.

Art Electives (Studio, Art History, Art Education) 14 hours
Students wishing to have an exhibition in conjunction with their art education studies are subject to a 10-hour review of their studio concentration.

Cognates .......................................................... 6 hours
Selected from art or other areas in consultation with the adviser.

Total ........................................................................ 30
MUSIC

Gordon D. McQuere
Department Head
N101 Alexander Music Building
477-0244

MASTER OF ARTS (MUSIC EDUCATION)

MODEL

An advanced musician/teacher education program to provide the knowledge and competencies necessary for meeting the culturally diverse music education needs of the twenty-first century.

ADMISSION REQUIREMENTS

Admission to a graduate program in the Music department is granted to students who meet the requirements of both the Graduate School and the Music department. Admission should be made to the Graduate School, where undergraduate transcripts are evaluated. Transcripts should be forwarded to the Graduate School at the time of application. In addition to Graduate School requirements for degree admission, the department requires the applicant to have an undergraduate degree in music or its equivalent. Students wishing to major in performance should send a tape to the Music department or write for information on auditions. Upon general admission to the department, additional auditions are necessary for applied music study or acceptance in a performance concentration.

Students who meet Graduate School requirements for admission but who do not meet all departmental requirements may be granted conditional admission. Conditions that must be met before degree admission is granted include: (a) completion of all graduate placement examinations and auditions; (b) completion of all deficiency courses and requirements; (c) completion of MUSC 601 Introduction to Graduate Studies; and (d) completion of at least six credit hours of graduate study in music at Eastern Michigan University with a cumulative grade point average of 3.0 ("B") or better.

For degree admission, an international student must present a score of either 80 on the Michigan English Language Assessment Battery (MELAB) or 550 on the Test of English as a Foreign Language (TOEFL), as well as a score of 5 on the Test of Written English (TWE). A conditionally admitted international student must present either a score of 75-80 on the Michigan English Language Assessment Battery (MELAB) or 500-550 on the Test of English as a Foreign Language (TOEFL), as well as a score of 3-5 on the Test of Written English (TWE).

PROGRAM REQUIREMENTS

All candidates for the M.A. in music are required to complete the following:

1. Music Theory-Literature Placement Examination;
2. Audition for acceptance into any performance concentration and for applied music study;
3. Comprehensive examination prior to graduation;
4. At least 15 hours of course work at the 600 level.

Upon admission to the Music department, each student is assigned an adviser who assists in planning a curriculum based on student needs and future plans. Placement examinations in theory, literature, history, and performance are given each semester and students are expected to complete these tests before decisions on course elections are made. Students should write or call the Music department for the next scheduled test date. The results of the placement tests are used by advisers in determining the course needs of students. Students with deficiencies may be required to take remedial courses without graduate credit. Auditions are arranged with the adviser and area chair.

Programs consist of 12 hours of foundation courses including research techniques, music theory and literature, and applied music; 14 hours of concentration in the student's field of interest; and 4 hours of elective or cognate courses. A final recital, thesis, or special project is required in each degree program.

In addition to regular tuition, students accepted for private music lessons will be assessed applied music fees described under the section on tuition and fees.

COURSES REQUIREMENTS

Required Courses .................................................. 12 hours
MUSC 601 Introduction to Graduate Studies ........ 2
One of the following (based on Music Theory-Literature placement examination results) ........ 2
MUSC 511 Survey of Harmonic Techniques
MUSC 513 Form and Analysis
Theory-Literature Elective
Music History-Literature course (at 600 level for Music Education concentration) ....................... 2
Applied Music .................................................. 2
Music electives from outside the area of concentration .... 4
(Applied Music and Ensembles recommended for Music Education concentration; Applied Music, Ensembles and Composition recommended for Music Theory-Literature concentration)

Concentration .................................................... 14 hours
Select all courses listed in one of the following concentrations:

Music Education
MUSC 642 Foundations of Music Education .......... 2
MUSC 694 Seminar: Music Education Topic ............ 2
MUSC 576 Score Study and Rehearsal Strategies for Music Educators or MUSC 678 Advanced Methods and Conducting Techniques for Music Educators .......... 2
Either MUSC 691 Thesis (strongly recommended for students who wish to pursue the doctorate in Music Education) or MUSC 692 Final Project ....................... 2
Six hours from the following .................................. 6
MUSC 561 Studies in Literature (Band, Choral, Orchestra) (2)
MUSC 576 Score Study and Rehearsal Strategies for Music Educators (2)
MUSC 591 Special Topics: Music Education only—K-12 (2)
MUSC 595 Workshop: Music Education only—K-12 (2)
MUSC 660 Studies in Pedagogy (Music Education topics) (2)
MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
MUSC 697/698 Independent Study: Music Education (1/2)
Other Music Education courses with adviser approval.

Music Theory-Literature
MUSC 635 Music of the 20th Century ........................................ 2
MUSC 660 Studies in Pedagogy (Theory-Literature) ....................... 2
MUSC 691 Thesis or MUSC 692 Final Project ............................... 2
Two of the following: ............................................................... 4
  MUSC 504 America’s Music (2)
  MUSC 505 World Music (2)
  MUSC 631 Renaissance Music (2)
  MUSC 632 Baroque Music (2)
  MUSC 633 Music in the Classic Era (2)
  MUSC 634 Music in the Romantic Era (2)
Four hours from the following: .................................................. 4
  MUSC 513 Form and Analysis (2)
  MUSC 613 Advanced Form and Analysis (2)
  MUSC 638 The New Music (2)
  MUSC 697/698 Independent Study: Theory-Literature topics (1/2)

Piano Pedagogy
Applied Music (Piano) at 651 level and above ............................. 4
MUSC 692 Final Project (lecture-recital or paper on piano pedagogy plus fluent reading of thirty minutes of music of higher intermediate difficulty) .................................................... 2
Two of the following: ............................................................... 4
  MUSC 660 Studies in Pedagogy (Studio Piano) (2)
  MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
  MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
Four hours from the following: .................................................. 4
  MUSC 561 Studies in Literature (Piano) (2)
  MUSC 595 Workshop: Keyboard Topics (2)
  MUSC 660 Studies in Pedagogy (topic not chosen in preceding option) (2)
  MUSC 660 Studies in Pedagogy (Taubman Piano Techniques) (2)
  Other appropriate courses in music with adviser approval

Music Performance (Accompaniment)
APNO 602 Applied Music (Piano) (4) at 651 level and above .......... 4
MUSC 551 Vocal and Instrumental Accompanying (Piano) ............. 4
MUSC 687 Graduate Recital ..................................................... 2
Four hours from the following: .................................................. 4
  MUSC 561 Studies in Literature (Piano) (2)
  MUSC 590/591 Special Topics: Chamber Music (1/2)
  MUSC 660 Studies in Pedagogy (Studio Piano) (2)
  MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
  MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
  MUSC 660 Studies in Pedagogy (Taubman Piano Techniques) (2)
  Other appropriate Music courses with adviser approval

Music Performance (Choral)
Applied Music at least one semester at the 651 level or above by the end of 4 hours of study ............................................. 4
MUSC 660 Studies in Pedagogy (Choral) .................................... 2
MUSC 687 Graduate Recital ..................................................... 2
MUSC 561 Studies in Literature (Choral Literature, Church Liturgy, second term of Organ Literature) (2)
Four hours from the following: .................................................. 4
  MUSC 551 Vocal and Instrumental Accompanying (2)
  MUSC 660 Studies in Pedagogy (Vocal) (2)
  MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
  Ensemble (up to 2 hours; any large or small approved by adviser)
  Other appropriate Music courses with adviser approval

Music Performance (Organ)
Applied Music (Organ) at 651 level and above ............................. 6
MUSC 660 Studies in Literature (Organ) ..................................... 2
MUSC 687 Graduate Recital ..................................................... 2
Four hours from the following: .................................................. 4
  MUSC 551 Vocal and Instrumental Accompanying (2)
  MUSC 590/591 Special Topics: Chamber Music (1/2)
  MUSC 660 Studies in Pedagogy (Studio Piano) (2)
  MUSC 660 Studies in Pedagogy (Adult Group Piano) (2)
  MUSC 660 Studies in Pedagogy (Children: Private/Group) (2)
  MUSC 660 Studies in Pedagogy (Taubman Piano Techniques) (2)
  Other appropriate Music courses with adviser approval

Music Performance (Voice)
Applied Music (Voice) at 661 level and above ............................. 6
MUSC 687 Graduate Recital ..................................................... 2
Ensemble (any large or small vocal ensemble approved by adviser) ................................................. 2
Four hours from the following: .................................................. 4
  MUSC 561 Studies in Literature (Solo Song) (2)
MUSC 561 Studies in Literature (Opera) (2)
MUSC 660 Studies in Pedagogy (Vocal Diction) (2)

**Music Performance (Wind, Stringed, and Percussion Instruments)**
- Applied Music (Major Instrument) at 661 level and above ... 6
- MUSC 687 Graduate Recital ........................................ 2
- Ensemble (any large or small approved by adviser) ........... 2
- **Four hours from the following:** .................................. 4
  - Applied Music courses 551, 651, 652
  - MUSC 576 Score Study and Rehearsal Strategies for Music Educators (2)
  - MUSC 595 Workshop: Band, Orchestra Instrument Repair (2)
  - MUSC 660 Studies in Pedagogy (Brass, Percussion, Strings, Woodwind) (2)
  - MUSC 678 Advanced Methods and Conducting Techniques for Music Educators (2)
  - Ensemble (any large or small approved by adviser) (2)
  - Other appropriate Music courses with adviser approval

**Electives** (music or nonmusic courses approved by adviser) ........................................ 4 hours
  (Applied Music elected by students in Music Performance concentrations may not be on the principal instrument.)

**Total** ........................................................................ 30 hours
COLLEGE OF HEALTH AND HUMAN SERVICES

ELIZABETH C. KING, DEAN
JENNIFER LENWAY, ASSISTANT TO THE DEAN
212 KING HALL
487-0077

DEPARTMENTS
ASSOCIATED HEALTH PROFESSIONS
HUMAN, ENVIRONMENTAL, AND CONSUMER RESOURCES
NURSING
OCCUPATIONAL THERAPY
SOCIAL WORK
ASSOCIATED HEALTH PROFESSIONS

Stephen A. Sonstein  
Department Head  
328 King Hall  
487-0460

The Associated Health Professions department offers the Master of Science degree in occupational therapy. In addition, the department offers graduate-level courses in clinical laboratory sciences and health administration that may be used as cognates in other master's degree programs with the permission of the student's adviser.

Students who satisfy the admission requirements of the Graduate School and who have fulfilled the specific course prerequisites are eligible to enroll in these courses.

MASTER OF SCIENCE PROGRAM IN OCCUPATIONAL THERAPY (MSOT)

Virginia Dickie  
Graduate Coordinator/Adviser  
328 King Hall  
487-3230

The occupational therapy program at Eastern Michigan University has a long and rich history of providing high quality baccalaureate level professional education. Since the early 1940s, this program has been meeting the ever increasing demand for occupational therapists in our state. Currently the faculty are nationally recognized as excellent educators and for their numerous contributions to the profession through their participation in professional organizations and their scholarly pursuits. The strength of this faculty is the essential underpinning for the master's degree in occupational therapy.

This program is available to persons who have completed an undergraduate degree in occupational therapy and wish to receive advanced education in their discipline. The program is designed to allow students to attend on a full- or part-time basis. Courses in the major are offered in the late afternoon or evening to accommodate those therapists who are working full-time.

OBJECTIVES

This program is designed to provide credentialed occupational therapists with skills necessary to pursue research and other scholarly endeavors. The student will have the opportunity to critically analyze the profession of occupational therapy, to acquire basic research skills, and to gain relevant knowledge from related areas of study and apply it to occupational therapy.

DESIGN

The student will establish a plan of study with the graduate adviser in the first semester after admission to the program. The program will consist of the following requirements:

1. Minimum of 30 hours for a master's degree to include:
   1. Minimum of 15 hours of occupational therapy courses.
   2. Minimum of 6 hours of research and statistics courses.
   3. Minimum of 8 hours of cognate courses. (Each student will select an area of concentration based on individual interests and career goals.)

ADMISSION REQUIREMENTS

An applicant for admission must:

1. meet the Graduate School's degree admission requirements,
2. provide proof of certification as an occupational therapist, and
3. have a cumulative GPA of 3.0 or better in entry level occupational therapy courses.

Conditional admission may be granted for a probationary period of two semesters or six credit hours to students who do not meet the minimum GPA requirement.

OCCUPATIONAL THERAPY COURSES

OCTH 520 Advanced Theory of Practice. 2 hrs  
Introductory graduate course to be taken by all entering students. Provides students with a systematic method for analyzing areas of practice.  
Prereq: Admission to program, 1 year clinical experience.

OCTH 530 Critique of Occupational Therapy Theory. 2 hrs  
Provide the student with the opportunity to critically examine the major models of occupational therapy practice.  
Prereq: 1-year clinical experience.

OCTH 590/591/592 Special Topics. 1/2/3 hrs  
The content of these courses will vary from semester to semester. Topics in occupational therapy will be covered which are not offered in regular course offerings.

OCTH 640 Methods of Occupational Therapy Research. 2 hrs  
In this course, students will examine the current status of research in occupational therapy, identify the research design concerns which are inherent in the profession, and develop a thesis proposal.  
Prereq: OCTH 520, OCTH 530, and the required series of research and statistics courses.

OCTH 679/680/681 Special Topics. 1/2/3 hrs  
The content of these courses will vary from semester to semester. Topics in occupational therapy will be covered which are not offered in regular course offerings.

OCTH 692 Thesis. 3 hrs  
Individual research conducted under the guidance of, and in consultation with, a thesis committee and the graduate coordinator.  
Prereq: OCTH 520, OCTH 530, OCTH 640.

OCTH 693/694/695/696 Seminar. 1/2/3/4 hrs  
The focus of these courses will vary from semester to semester. These courses are designed to allow intensive analysis of specialized occupational therapy content.
OCTH 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or a group of problems under the direction of a University faculty member.
Prereq: Permission of graduate coordinator.

Other Courses

CLSC 590/591/592 Special Topics. 1/2/3 hrs
Advanced level courses covering specific topics in clinical laboratory sciences.
Prereq: Permission of instructor.

CLSC 597/598/599 Independent Study. 1/2/3 hrs
Independent original endeavors involving library and/or laboratory work under the guidance of a clinical laboratory sciences program faculty member.
Prereq: Permission of instructor.

CLSC 679/680/681 Special Topics. 1/2/3 hrs
Advanced level courses covering specific topics in clinical laboratory sciences.
Prereq: Permission of instructor.

HLAD 510 Medical Care Organization. 3 hrs
A theoretical approach to the medical care system that allows the consideration of the key problems and issues such as DRG-based prospective payment, alternative delivery systems and cost quality trade-offs.
Prereq: Graduate student status or senior status with a minimum 2.8 GPA.

HLAD 511 Health Law. 3 hrs
Legal aspects of health law for the design, administration, and regulation of health care services will be explored from the alternative perspectives of providers, reimbursement sources, government, and professional accreditation. Contract, tort, advocacy, enforcement of regulations, and other topics will be covered as well as the controversial issues of the definition of life and death, informed consent, medical malpractice, liability, and legal entitlement of health care services.
Prereq: Graduate student status or senior status with minimum 2.8 GPA.

HLAD 512 Reimbursement for Health Care Services. 3 hrs
This is a survey of the full range of public and private sector methods of reimbursing health care services. The course covers all aspects of private health insurance, Blue Cross and Blue Shield, Medicare, Medicaid, welfare health care reimbursement, government regulation of health insurance, national health insurance proposals, and the problem of uninsured populations in the United States.
Prereq: Graduate student status or senior status with minimum 2.8 GPA.

HLAD 590/591/592 Special Topics. 1/2/3 hrs
Topics of state, local, and national importance in health services management, administration, and policy. Offered only in response to special circumstances in the field of health services and faculty availability.
Prereq: Graduate student status and department permission.

HLAD 679/680/681 Special Topics. 1/2/3 hrs
Topics of state, local, and national importance in health services management, administration, and policy. Offered only in response to special circumstances in the field of health services and faculty availability.

HLAD 697/698/699 Independent Study. 1/2/3 hrs
Scholarship, original research, and collaborative research with health administration program graduate faculty.
Prereq: Graduate student status and department permission.

IHHS 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

IHHS 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

Master’s Degree Program in Occupational Therapy

Ben Atchison
MOT Program Coordinator/Adviser
328 King Hall
313-487-3232

This program is a variation of the existing Master of Science in Occupational Therapy Program (MS in Occupational Therapy). This program is designed for individuals who have a baccalaureate degree in another field and wish to enter the field of occupational therapy.

Objectives
The primary objective of this program is for the student to develop contemporary, entry level occupational therapy knowledge and skills. The student will also have the opportunity to acquire basic skills in research and leadership roles in the occupational therapy profession.

Design
The student will establish a plan of study with the graduate adviser in the first semester after admission to the program. The program will consist of the following requirements:
Completion of 39 graduate credits and 36 undergraduate credits to include:
1. 25 credits in undergraduate 300-400 level occupational therapy courses.
2. 11 credits in undergraduate level neuroscience courses.
3. 32 credits in graduate level occupational therapy courses.
4. 4 credits in graduate level statistics/research methods courses.
5. 3 credits in graduate health care administration coursework.

ADMISSION REQUIREMENTS
An applicant for admission must:
1. meet the Graduate School’s degree admission requirements,
2. have a cumulative 3.0 GPA for the last two years of full time coursework at the baccalaureate or graduate level, and
3. have completed at least one undergraduate course in each of the following areas, with a grade of B (3.0) or better:
   (a) Written Composition: Examples are English Composition, Technical Writing
   (b) Life Sciences: Examples are Biology, Zoology, Psychology, and Botany
   (c) Physical Sciences: Examples are Chemistry, Physics, Astronomy, and Geology
   (d) Social Sciences: Examples are Political Science, Economics, Geography, History, Anthropology, and Sociology
4. have completed all information as instructed in the application packet obtained through the Occupational Therapy Program office.

Application deadline is July 15 for the following Winter semester.

OCCUPATIONAL THERAPY COURSES

OCTH 500 Philosophy of Occupational. 3 hrs
The student will simulate a disabling condition (physical, cognitive, psychosocial, or environmental/social) and use that experience to build a definition of occupation. Through readings and group experiences the students will collectively develop an understanding of the philosophy of occupational therapy. This course includes observations in occupational therapy settings, analysis of experiences, and examination of the documents of the profession to develop a view of occupational therapy practice today.
Prereq: Admission to program.

OCTH 502 Theory and Analysis of Occupation. 3 hrs
Students will use laboratory, discussions, lecture, readings, observations, and interviews as methods of learning about the science of occupation. This course places emphasis on the individual’s experience of occupation, and the exploration of its personal, social, and cultural meanings.
Prereq: OCTH 500; Coreq: OCTH 303, OCTH 308, ZOOL 417.

OCTH 504 Theory and Analysis of Occupation II. 3 hrs
The emphasis of this course is the sensory motor components of occupation. Through a variety of laboratory, community, and classroom experiences students will learn to assess the sensory motor aspects of human occupation taking into consideration the specific influence of the nature of the activity, the environment, and the individual.
Prereq: OCTH 303, OCTH 308, OCTH 502, ZOOL 417; Coreq.: OCTH 403, OCTH 418, and OCTH 516.

OCTH 516 Community Fieldwork. 2 hrs
Students will complete a part-time fieldwork experience in a community agency. Fieldwork experiences will be accompanied by a seminar.
Prereq: OCTH 303, OCTH 308, OCTH 502, ZOOL 417; Coreq.: OCTH 403, and OCTH 418.

OCTH 517 Home Health or Research Fieldwork I. 3 hrs
Students will complete a part-time fieldwork experience in a home health agency or will conduct research in an occupational therapy setting. Students will also participate in a directed seminar on a regular basis.
Prereq: OCTH 403, OCTH 418, OCTH 504, OCTH 516, OCTH 640, ZOOL 417; Coreq.: OCTH 419, OCTH 600, and HLAD 510.

OCTH 588 Fieldwork I: Clinical Skills. 6 hrs
Students will be assigned to be a full-time, twelve week fieldwork experience designed to develop and refine clinical skills.
Prereq: Completion of all academic work and faculty approval.

OCTH 589 Fieldwork II: Clinical Skills. 6 hrs
In this twelve week, full-time experience, the students will develop and practice leadership skills within a clinical setting. The student would be involved in program development, supervision and management experiences.
Prereq: Completion of all academic work and faculty approval.

OCTH 591 Special Topics in Occupational Therapy. 2 hrs
The content of this course will include contemporary, critical issues in occupational therapy practice and will vary from semester to semester. Topics covered will be those not offered in regular course offerings.
Prereq: Admission to the program; OCTH 500.

OCTH 600 Supervision and Professional Roles. 2 hrs
This course covers the management of occupational therapy services in multiple environments and systems. Using a case study approach, small groups of students will develop an occupational therapy program for a particular setting.
Prereq: OCTH 403, OCTH 418, OCTH 504, OCTH 516, and OCTH 640.

OCTH 640 Methods in Occupational Therapy Research. 2 hrs
Students will explore the literature and examine a wide variety of studies that have been conducted in occupational therapy. The students will receive guidance in the development of a research proposal for either a project or a thesis.
Prereq: OCTH 403, OCTH 418, OCTH 504, and OCTH 516.

OCTH 691 Culminating Project. 2 hrs
Students will receive direction from individual members of the faculty to carry out a research project. This course will be divided into five students in each section.
Prereq: OCTH 640, and two statistic courses worth 2 credits each. Coreq. OCTH 517, OCTH 600 and HLAD 510.
STATISTICS/RESEARCH COURSES

EDPS 621 Statistical Applications in Educational Research. 2 hrs
Emphasizes the role of statistics in hypothesis testing; statistical applications in visually presenting and summarizing data; computation of central tendency, variability, relationship and prediction indices; and interpretation of results.

EDPS 677 Research Techniques. 2 hrs
Basic concepts, procedures, and language of research; facets of research, i.e., problem formulation, research design, data collection, data analysis, and interpretation. Critical appraisal of published research.

EDPS 678 Empirical Methods for Educational Research. 3 hrs
Emphasis is on the understanding of advanced empirical methods in education. Topics included are measurement procedures, research designs, data analyses and interpretations, and the use of the computer terminal.
Prereq: EDPS 621 or EDPS 651 and EDPS 677, or permission of the instructor.

HEALTH ADMINISTRATION COURSES

HLAD 510 Medical Care Organization. 3 hrs
A theoretical approach to the medical care system that allows the consideration of the key problems and issues such as DRG-based prospective payment, alternative delivery systems and cost quality trade-offs.
Prereq: OCTH 517, OCTH 600, OCTH 690

OCCUPATIONAL THERAPY UNDERGRADUATE COURSES

The following courses are required in the MOT program and are described in the undergraduate catalog:

OCTH 303 Conditions in Occupational Therapy I. 3 hrs

OCTH 308 Programming for Early Childhood. 3 hrs

OCTH 403 Conditions in Occupational Therapy. 3 hrs

OCTH 418 Programming in Occupational Therapy I. 5 hrs
Prereq: OCTH 303, OCTH 308, ZOOL 417. Coreq: OCTH 408, OCTH 504, OCTH 516.

OCTH 419 Programming in Occupational Therapy II. 5 hrs
Prereq: OCTH 418, OCTH 403, OCTH 504. Coreq: OCTH 517, OCTH 600, OCTH 691, HLAD 510.

OTHER UNDERGRADUATE COURSE REQUIREMENTS

INED 358 Tools and Materials. 3 hrs
ZOOL 317 Gross Human Anatomy. 5 hrs
Prereq: Admission to the Occupational Therapy Program. Coreq: ZOOL 326.

ZOOL 326 Human Physiology. 3 hrs
Prereq: Admission to the Occupational Therapy Program. Coreq: ZOOL 417.

ZOOL 417 Neuroanatomy. 3 hrs
Prereq: ZOOL 317, ZOOL 326.
HUMAN, ENVIRONMENTAL, AND CONSUMER RESOURCES

George Liepa
Department Head
210 Roosevelt Hall
487-1217

Deborah deLaski-Smith
Graduate Coordinator/Adviser
202-B Roosevelt Hall
487-3311

Graduate curricula in the department are designed to provide a broad philosophy of the field with in-depth concentration in the subject matter content areas. The interpretation of current research and theory as they apply to the selected professional role is an integral part of each concentration. The professional concentration enhances the student’s ability to utilize knowledge and skills in contributing to psychological, physiological, social, and economic development.

MASTER OF SCIENCE IN HUMAN, ENVIRONMENTAL, AND CONSUMER RESOURCES

The Department of Human Environmental and Consumer Resources has four MS concentrations:

- Clothing and Textiles
- Hospitality Management
- Human Nutrition
- Interior Design

OBJECTIVE

The objective of the concentrations is to provide the conceptual understanding, analytical, and research skills needed for advanced study or professional practice. Each concentration offers opportunity for the student and the adviser to create the program to reflect individual career and study goals.

PROGRAM REQUIREMENTS

A minimum of 30 hours is required for the MS in Human, Environmental and Consumer Resources. Of these 30 hours:

- 5 hours are required of everyone: HECR 678, HECR 693, HECR 694. These 5 hours are included in the 20 hours required in the chosen concentration.
- From 2-10 hours may be taken in a cognate outside the department.
- All students are required to complete a culminating activity that is either a thesis or 3-credit hour Independent Study.

A specific plan of course work is to be planned with the graduate adviser in the chosen concentration.

ADMISSION REQUIREMENTS

An applicant for the MS in Human, Environmental, and Consumer Resources must:

- meet the EMU Graduate School admission requirements,
- have completed the minimum prerequisites for the concentration chosen,
- have a 2.75 (4.0 scale) undergraduate grade point average* receive the recommendation of the graduate adviser in the concentration.
- Foreign students must present a score of 80 on the Michigan English Language Assessment Battery (MELAB), or 550 on the Test of English as a Foreign Language (TOEFL), and a 4 or better rating on the TWE.

* Applicants who do not meet the 2.75 undergraduate GPA may request consideration under nondegree status.

CLOTHING AND TEXTILES CONCENTRATION

I. Department courses (20-28 hours)
A. Required courses (11 hours)
   - FM 625 The Fashion Field (2)
   - FM 634 Consumer Problems in Clothing and Textiles (2)
   - FM 644 Recent Developments in Textiles and Clothing (2)
   - HECR 678 Research Methods and Design (2)
   - HECR 693 Research and Applications (2)
   - HECR 694 Seminar (1)

B. Supporting courses (9-17 hours)
   1. Clothing and Textiles Classes
      - FM 504 History of Textiles (2)
      - FM 635 History of Costume (2)
      - FM 603 Apparel and Textiles Market Analysis (2)
      - FM 614 Socio-Psychology of Clothing (2)
      - FM 590/591/592 Special Topics (1/2/3)
      - FM 679/680/681 Special Topics (1/2/3)

   2. Options within the Department
      - HECR 520 Development of Educational Programs (2)
      - HECR 686/687/688/689 Practicum (1/2/3/4)
      - HECR 690/691/692 Thesis (1/2/3/4)

II. Cognates (outside the department) (2-10 hours)
III. Deficiencies

Deficiencies for individual students are determined in consultation with a graduate program adviser, and completed prior to placement on planned program.

HOSPITALITY MANAGEMENT CONCENTRATION

I. Department courses (19-27 hours)
A. Required courses (7 hours)
   - HM 609 Advanced Topics in Food Systems Management (2)
   - HM 610 Advanced Topics in Hospitality Management (2)
HECR 678 Research Design and Methods (2)
HECR 693 Research Applications (2)
HECR 694 Seminar (1)

**B. Supporting courses (12 hours)**
- HECR 520 Development of Educational Programs (2)
- HM 500 Hospitality Program Administration (2)
- HM 519 Management in Hospitality and Nutrition Service (2)
- HM 560 Service Strategies for Hospitality Industry (2)
- HM 626 Productivity Management in Hospitality and Foodservice Facilities (2)
- HM 655 Cost Control Strategies for Hospitality Operations (2)

**C. Options within the department**
- HM 590/591/592 Special Topics (1/2/3)
- HM 679/680/681 Special Topics (1/2/3)
- HECR 683 Workshop (2)
- HECR 686/687/688/689 Practicum (1/2/3/4)
- HECR 690/691/692 Thesis (1/2/3)
- HECR 697/698/699 Independent Study (1/2/3)

**II. Cognates (outside the department) (3-11 hours)**

**III. Deficiencies**
Deficiencies for individual students are determined in consultation with a program adviser, and completed prior to placement on planned program.

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**IV. Interior Design Concentration**

**I. Department courses (23 hours)**

**A. Required courses (7 hours)**
- IDE 501 Problems in Interior Design (2)
- HECR 678 Research Design and Methods (2)
- HECR 693 Research Applications (2)
- HECR 694 Seminar (1)

**B. Supporting courses (16 hours)**
- FM 644 Recent Developments in Textiles (2)
- HECR 520 Development of Educational Programs (2)
- IDE 502 Facility Programming and Postoccupancy Evaluation (2)
- IDE 503 Physical Environments for Aging (2)
- IDE 504 Computer-Aided Design for Interiors (2)
- IDE 601 Interior Design Research Methods (2)
- IDE 602 Barrier-Free Design (2)
- IDE 603 History of Furniture and Contemporary Trends (2)
- IDE 604 American Interiors (2)

**C. Options within the department**
- IDE 590/591/592 Special Topics (1/2/3)
- IDE 679/680/681 Special Topics (1/2/3)
- HECR 683 Workshop (2)
- HECR 686/687/688/689 Practicum (1/2/3/4)
- HECR 690/691/692 Thesis (1/2/3)
- HECR 697/698/699 Independent Study (1/2/3)

**II. Cognates (outside the department) (7 hours)**

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**V. Human Nutrition Concentration**

**I. Department courses (20-28 hours)**

**A. Required courses (13 hours)**
- DTC 548 Metabolic Nutrition Care I (2)
- DTC 608 Advanced Topics in Foods (2)
- DTC 618 Advanced Topics in Nutrition (2)
- DTC 619 Metabolic Nutrition Care II (2)
- HECR 678 Research Design and Methods (2)
- HECR 693 Research Applications (2)
- HECR 694 Seminar (1)

**B. Supporting courses (17 hours)**
- DTC 508 Behavioral and Cultural Aspects of Nutrition (2)
- DTC 509 Enteral and Parenteral Nutrition (2)
- DTC 518 Interdisciplinary Team Functions (2)
- DTC 538 Nutrition Care Management (2)
- DTC 649 Nutritional Ecology (2)
- DTC 668 Proteins, Lipids, and Carbohydrates (2)
- DTC 669 Vitamins and Minerals (2)
- HM 519 Management in Hospitality and Nutrition Service (2)

**C. Options within the department**
- DTC 590/591/592 Special Topics (1/2/3)
- DTC 679/680/681 Special Topics (1/2/3)
- HECR 683 Workshop (2)
- HECR 686/687/688/689 Practicum (1/2/3/4)
- HECR 690/691/692 Thesis (1/2/3)
- HECR 697/698/699 Independent Study (1/2/3)

**II. Cognates (outside the department) (7 hours)**

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**VI. Human Nutrition Courses**

**DTC 508 Behavioral and Cultural Aspects of Nutrition.**

2 hrs

Critical investigation of beliefs about food and consequent behaviors with an emphasis of their impact on nutritional status.

**Prereq:** Six hours in undergraduate foods and nutrition, or department permission.

**DTC 509 Enteral and Parenteral Nutrition.**

2 hrs

Advanced study of the art and science of nutrition support, application of principles of delivery, discussion of biochemical, psychological, and physiological aspects of enteral and parenteral nutrition support.

**Prereq:** Human physiology, biochemistry, nutrient metabolism, six semester credit hours in undergraduate clinical nutrition.

**DTC 518 Interdisciplinary Team Functions.**

2 hrs

Exploration of the purpose, structure, and functions of interdisciplinary health care teams. Application of decision making process, integration of professional values and ethics.

**Prereq:** Four hours of graduate-level coursework or department permission.
### DTC 538 Nutrition Care Management 2 hrs
Comprehensive examination of assessment/screening, planning, implementation, counseling, and monitoring techniques used in the nutrition care management process. Development of nutrition care plans for assigned case studies.  
**Prereq:** Six hours in undergraduate nutrition.

### DTC 548 Metabolic Nutrition Care I 2 hrs
Integration of principles of physiology and nutritional biochemistry in relation to the metabolism of essential nutrients at cellular and intact levels of the human body.  
**Prereq:** Undergraduate biochemistry, nutrient metabolism, and human physiology.

### DTC 590/591/592 Special Topics 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study.  
**Prereq:** Department permission.

### DTC 608 Advanced Topics in Foods 2 hrs
Analysis of selected advanced topics in food science with application to current issues of practice.  
**Prereq:** DTC 211 Food Science or equivalent.

### DTC 618 Advanced Topics in Nutrition 2 hrs
Analysis of selected advanced topics in human nutrition with application to current issues of practice.  
**Prereq:** Six hours of credit in nutrition or department permission.

### DTC 619 Metabolic Nutrition Care II 2 hrs
Continuation of the integration of physiology and nutritional biochemistry in relation to the metabolism of essential nutrients at cellular and intact levels of the human body.  
**Prereq:** DTC 548.

### DTC 649 Nutritional Ecology 2 hrs
Examination of issues in the political, physical, and social environments that impact the availability of food and nutrients in the US food supply. Analysis of how individuals and populations interact with their nutritional environments.  
**Prereq:** Six semester hours in undergraduate nutrition or department permission.

### DTC 668 Proteins, Lipids, and Carbohydrates 2 hrs
Investigation of the macronutrients and their properties, functions, and appropriate contribution to energy and growth requirements in health and disease.  
**Prereq:** DTC 402 Nutrient Metabolism or equivalent.

### DTC 669 Vitamins and Minerals 2 hrs
Emphasis on interrelationships of minerals and vitamins in human metabolism.  
**Prereq:** DTC 402 Nutrient Metabolism or equivalent; physiology recommended.

### DTC 679/680/681 Special Topics 2 hrs
An experimental course designed to investigate specific topics of concern in the specialization area of study.  
**Prereq:** Department permission.

### CLOTHING AND TEXTILES COURSES

### FM 504 History of Textiles 2 hrs
Study of textiles from ancient times to 20th century; fibers, fabric construction, dyes, finishes, design of textiles from various world regions; emphasis on the development of American textiles.

### FM 590/591/592 Special Topics 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study.  
**Prereq:** Department permission.

### FM 625 The Fashion Field 2 hrs
The nature of fashion, the psychology of fashion, general definitions and background, fashion movements, the fashion centers, fashion trends, and the major fashion designers.

### FM 634 Consumer Problems in Clothing and Textiles 2 hrs
Investigation of the sociological, psychological, and economic facts involved in the selection and use of textiles and clothing.  
**Prereq:** FM 235 Textiles for Consumers, FM 302 Fashion Manufacturing Techniques, or department permission.

### FM 635 History of Costume 2 hrs
The costume from ancient times to present day; major characteristics; social, economic, and aesthetic influences; recurring styles; influence on present fashion.  
**Prereq:** A course in history.

### FM 644 Recent Developments in Textiles 2 hrs
The nature of textile fibers; economic, chemical, and physical problems related to their manufacture and use; technological advances to overcome these problems.  
**Prereq:** FM 235 Textiles for Consumers.

### FM 645 Clothing Design and Construction 2 hrs
Principles of flat pattern design, with application to a variety of styles and fabrics. Special problems in fitting, adaptations of design, and processes of construction.  
**Prereq:** FM 235 Textiles for Consumers, FM 302 Fashion Manufacturing Techniques, or department permission.

### FM 667 Fabric Design for the Home 2 hrs
Advanced work in experimental design with fabrics, with emphasis on use in the home.  
**Prereq:** Department permission.

### FM 675 Textile Analysis 2 hrs
The chemical and physical analysis of fibers, yarns, fabrics, and finishes; equipment and techniques used; interpretation of data; presentation of findings to the consumer; textile standards; current textile literature.  
**Prereq:** HECR 644 or department permission.

### FM 679/680/681 Special Topics 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study.  
**Prereq:** Department permission.
**HOSPITALITY MANAGEMENT COURSES**

**HM 500 Hospitality Program Administration.** 2 hrs
Concepts used by hospitality faculty and administrators to become competent academic advisors for students. Includes discussion of articulation agreements, program accreditation requirements, cooperative education, the role of alumni, student organizations and advisory committees, plus development strategies and grantsmanship.

**HM 519 Human Resource Management in Hospitality and Nutrition Service.** 2 hrs
Emphasis on skills and techniques used to manage foodservice personnel. Analysis of interpersonal relationships that impact employee motivation and morale, the emerging role of women in foodservice management and current developments in unionized foodservice operations.
*Prereq: Introductory foodservice management course and basic management course.*

**HM 560 Service Strategies for Hospitality Industry.** 2 hrs
A review of current service strategies used to provide total guest satisfaction in customer contact areas, facilities provided and marketing/promotion of lodging properties and foodservice operations.
*Prereq: Two hospitality/foodservice management courses.*

**HM 590/591/592 Special Topics.** 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study.
*Prereq: Department permission.*

**HM 609 Advanced Topics in Foodservice Management.** 2 hrs
Evaluation of recent trends in food service management, including food service systems, food and equipment innovations and personnel relationships.
*Prereq: A course in food service/meal management or department permission.*

**HM 610 Advanced Topics in Hospitality Management.** 2 hrs
Review of specialized topics of concern to hospitality management professionals today in areas of human resource management, consumer trends, legal issues, marketing strategies, product and equipment advances, maintenance and energy management, security and housekeeping management.
*Prereq: Two courses in hospitality/foodservice management or department permission.*

**HM 626 Productivity Management in Hospitality and Foodservice Facilities.** 2 hrs
Review of productivity as related to human resource management, work methods, supplies and equipment, technology innovations, work environments and worker wellness while maintaining cost and quality standards.
*Prereq: Two hospitality/foodservice management courses or department permission.*

**HM 655 Cost Control Strategies for Hospitality Operations.** 2 hrs
A review of current cost control strategies used to manage food and beverage operations, human resources, facility maintenance/engineering, and marketing of lodging properties and foodservice operations.
*Prereq: Two hospitality/foodservice management courses.*

**HM 679/680/681 Special Topics.** 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study.
*Prereq: Department permission.*

**HUMAN, ENVIRONMENTAL, AND CONSUMER RESOURCES COURSES**

**HECR 520 Development of Educational Programs.** 2 hrs
Organization, development, and assessment of educational programs in clothing, foods, housing, interiors, nutrition, and textiles in community settings (adult education, agencies, colleges, governmental agencies and health care facilities) for identified audiences (preschool, adult, agency clients, health care patients, parents, college students).
*Prereq: Department permission.*

**HECR 587 Cooperative Education.** 3 hrs
Provides practical experience in the student's concentration for four to six months of full-time employment with an individual employer. May not be used on 30 hour program plan for the master's degree. Offered on a credit/no credit basis.
*Prereq: Department permission.*

**HECR 590/591/592 Special Topics.** 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study within the department.
*Prereq: Department permission.*

**HECR 607 Colloquium.** 2 hrs

**HECR 678 Research Design and Methods.** 2 hrs
Study of designs and methods utilized in understanding and conducting research.
*Prereq: One course in statistics.*

**HECR 679/680/681 Special Topics.** 1/2/3 hrs
An experimental course designed to investigate specific topics of concern in the specialization areas of study within the department.
*Prereq: Department permission.*

**HECR 683 Workshop.** 2 hrs
*Prereq: Department permission.*

**HECR 686/687/688/689 Special Topics.** 1/2/3 hrs
Completion of research problems and writing of a thesis under the direction of a departmental adviser and committee. A minimum of six semester hours in thesis credit must be earned.
*Prereq: Department permission.*
### HECR 690/691/692 Thesis.  1/2/3 hrs
Prereq: Department permission.

### HECR 693 Research Applications.  2 hrs
Application of the research process will pertain specifically to the student's program concentration.
Prereq: HECR 678 and department permission. Must be on a planned master's degree program.

### HECR 694 Seminar.  2 hr
Presentation and evaluation of research projects with emphasis on oral and written presentation methods and techniques.
Prereq: HECR 693.

### HECR 697/698/699 Independent Study.  1/2/3 hrs
An intensive study of a selected professional problem under the direction of a faculty adviser.
Prereq: Department permission.

#### Interior Design Courses

**IDE 501 Problems in Interior Design.**  2 hrs
Analyzing and solving the problems of interiors with regard to social, psychological, and economic concerns of families.
Prereq: Department permission.

**IDE 502 Facility Programming and Postoccupancy Evaluation.**  2 hrs
An examination of the techniques and concepts used in facility programming and post occupancy evaluation, their interrelatedness, and their application in facility management.

**IDE 503 Physical Environments for Aging.**  2 hrs
The course will explore the interrelationship between the physical and psychosocial changes that occur with normal aging and the designed environment. Environmental assessments and recommendations to accommodate normal aging and the related physical impairments will be addressed.

**IDE 504 Computer-Aided Design for Interiors.**  2 hrs
An examination of CAD applications in interior design research and practice. Emphasis on interactive programming, simulation, computer-aided planning (CAP), and computer aided facility management.
Prereq: IDE 312 Computers for Interior Design or equivalent.

**IDE 505 Advanced Lighting Design for Interiors.**  2 hrs
An examination of current technologies and techniques for lighting interiors. Emphasis on solving complex interior lighting problems.
Prereq: IDE 211 Lighting for Interiors or equivalent.

**IDE 506 Social and Psychological Aspects of Housing.**  2 hrs
Concerns for adequate family housing with an evaluation of physical, social, and psychological aspects, including analysis of local, state, and federal legislation.
Prereq: IDE 269 Housing for Consumers.
The Master's program builds on the knowledge and competencies of baccalaureate nursing education. The structure and process of the master's program provides for the attainment of advanced knowledge and provides a curriculum that focuses on the present yet analyzes trends to keep pace with evolving needs of the community for health care and for nurses with advanced practice knowledge and skills.

The Master's program prepares graduates for clinical practice in the specialty area of adult health nursing, with the advanced knowledge and skill to function as clinical managers in the health care setting of their choice. The arenas of practice are hospitals, community agencies, clinics and home health care agencies.

The program of study consists of 39 to 41 credits depending on whether or not the student elects to write a thesis or a field study as the major research paper. The program is organized with 8 credits of core courses; 9 credits of the clinical major in adult health; 9 credits course work related to the clinical management role; 7-9 credits of course work related to scholarly inquiry and 6 credits of cognate courses.

Nursing core courses consist of one 4 credit advanced assessment course, two 2 credit courses related to theoretical foundations of nursing practice. The clinical major consists of a sequence of three, 3 credit hour courses in adult health nursing, all of which include a clinical practice component. The last course in the sequence (NURS 665) is a preceptored clinical practicum that requires a total of 35 clinical contact hours.

The advanced functional role component consists of a sequence of three, 3 credit hour courses related to clinical systems management. The last course in this sequence (NURS 675) also is a clinical practicum with a total of 35 clinical contact hours. The course objectives for this practicum are formulated jointly by the student, the academic faculty and the clinical preceptor. The specific clinical time frames are negotiated among the individual student, the academic faculty, and the clinical preceptor responsible for directing the practicum.

The 7-9 credits of scholarly inquiry consist of one 3-credit hour course focused on research design and methods and one 2-credit hour seminar on proposal development in which students develop a research proposal related to a problem of choice. Students have the option of a 2-credit hour field study or 4 credits of thesis work. Students select appropriate graduate faculty for field study or thesis direction, based on the fit between the faculty expertise and the particular problems selected for study.

This program allows the student a choice of cognates that may include management, physiology, psychology, or education. Students choose the cognate that best supports their particular career direction.

Full-time and part-time options based on calendar year scheduling are offered. Courses are taught in the evening to meet the needs of applicants to the program.

ADMISSION REQUIREMENTS
Admission to the Graduate School of EMU
Graduation from an NLN accredited baccalaureate program
GPA of 3.0 or above (applicants can petition for conditional admission with a GPA of 2.8-2.99)

- Graduate Record Examination (GRE) taken within the past 5 years
- Current license to practice as a professional nurse in Michigan or eligibility to obtain a license
- 3 references that document professional competence in nursing
- Personal Interview
- 2-3 page narrative statement of personal goals for graduate study
- Evidence of computer literacy
- Successful completion of an approved basic statistics course that includes descriptions and inferential statistics

Successful completion of a basic health assessment course

ACCREDITATION
The program will seek National League for Nursing accreditation at the earliest eligibility.

Nursing Core Courses

NURS 500 Pathophysiological and Psychosocial Dimensions of Adult Health. 4 hrs
Provides the advanced knowledge base from an holistic perspective. It examines the interrelatedness of physiologic, pathophysiologic, psychosocial, cultural, and spiritual dimensions of adults as a way to understand the influences these interacting subsystems have on adult experiences with responses to, and self definition of, health and illness.
Prereq: Course in basic health assessment.

NURS 504 Theoretical Foundations of Nursing Practice. 2 hrs
Provides a basis for graduate study through analysis of nursing theory and selected other theories used by nurses. Examines the development of the science of nursing and the application of theoretical and conceptual models to advanced nursing practice. Students will complete a paper analyzing a selected theory, and its proposed use in nursing practice.

NURS 600 Advanced Theoretical Concepts of Clinical Practice. 2 hrs
Provides the opportunity for the student to select and test a specific nursing theory for its relevance to and use in nursing practice. The course enables in-depth appreciation of nursing process and other critical processes within selected nursing theory frameworks. 1 credit seminar, 1 credit clinical.
Clinical Major Courses

NURS 650 Advanced Adult Health Nursing I. 3 hrs
This course focuses on application of selected knowledge derived from nursing theory and nursing research to the development of a repertoire of advanced nursing interventions in significant life stressors of the adult. Relevant concepts addressed in the course are stress and coping, grief and loss, crisis, pain, comfort, and disuse phenomenon. 2 credit seminar; 1 credit clinical.

NURS 660 Advanced Adult Health Nursing II. 3 hrs
This course focuses on application of selected knowledge derived from nursing theory and nursing research to the development of a repertoire of advanced nursing interventions in significant life stressors of the adult. Relevant concepts addressed in the course are health belief systems, health promotion, advocacy, caring, phenomenon of uncertainty, and quality of life. 2 credit seminar; 1 credit clinical.

NURS 665 Practicum in Adult Health Nursing. 3 hrs
This clinical practicum focuses on delivery of advanced nursing care to adults. Students will focus on systems, such as case management, “managing” care for groups of clients with similar health concerns in given health settings. The course emphasizes the synthesis of knowledge related to client care. The student selects her/his own setting based on individual goals and objectives, and works under the mentorship of a selected clinical preceptor. 3 credit clinical, 9 clock hours per week.

Systems/Role Function Courses

NURS 605 Health Status Trends and Health Care Delivery Systems. 3 hrs
Focuses on organizations as complex social systems. Health care delivery systems will be emphasized. The student will explore national health status trends and their impact at the local level. It will include advanced assessments, analysis and evaluation of the physical, legal, ethical, political and technical dimensions of health care systems as environments for delivery of client services.

NURS 607 Evolving Roles of Nurses in Health Care Delivery Systems. 3 hrs
This course focuses on professional development for advanced nursing roles. It includes advanced leadership and collaborative skills, strategic planning, financial management, total quality management, various models of nursing governance and competing power paradigms. Students utilize this knowledge in the development of strategies for clinical systems management. The course provides a forum to explore ways to facilitate client care within various organizational environments. 2 credit seminar; 1 credit clinical.

NURS 675 Practicum in Systems Management. 3 hrs
This clinical practicum focuses on the management of clinical systems within health care organizations under the mentorship of a selected preceptor. The student will apply knowledge synthesized from organizational theory, nursing theory, nursing research, nursing systems, human resource management and financial management. Students select her/his own setting based on courses and individual goals and objectives. 3 credit clinical, 9 clock hours per week.

Research Courses

NURS 610 Research Design, Methods, and Analysis. 3 hrs
This course focuses on types of design, methods, sources of knowledge and analyses useful to consideration of selected nursing research problems. It builds on the foundations of research critique and utilization studied at the baccalaureate level. Students develop a beginning proficiency in designing nursing research studies. Students critique and consider the usefulness of both clinical and systems research in nursing.

NURS 614 Seminar: Proposal Development. 2 hrs
This course focuses on the application of the research process in nursing. Students will develop a research proposal. It includes development of practical skills related to the coding of data, analysis of research data, and use of a computer statistical analysis package.

NURS 658 Field Study. 2 hrs
Development of a major research project completed under the direction of a research adviser.

NURS 693 Thesis. 4 hrs
Development and defense of an important study that contributes to nursing knowledge. Done under the guidance of a major professor and thesis committee.

Additional Graduate Courses

NURS 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.

NURS 596 Chronic Illness and Aging. 2 hrs
Introduction to common chronic disease entities which may occur in the elderly person. Problems related to “who are the caregivers,” the “healthy” state or quality of life, multiple therapeutic drug usage, and the issues of compliance and control will be discussed. Seminar method will be used. Prereq: Senior or graduate standing.

NURS 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other department offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program. Prereq: Department permission.
MASTER’S DEGREE IN SOCIAL WORK

The Master’s Degree in Social Work (MSW) prepares graduates for advanced social work practice. Specifically, the program educates people to meet the needs of families in poverty, neglected and abused children, those persons made vulnerable due to severe and persistent mental illness and/or chemical dependency, and older persons experiencing problems related to aging.

The intent of the program is to enhance the quality of services provided to populations through strengthening the skills of those committed to providing these populations with innovative and empowering services.

The MSW program will prepare graduates for working at both the practice and leadership levels, with individuals, families, groups and communities.

A special feature of the program is to provide graduate education in social work to human service providers who cannot leave their current employment to attend graduate school full-time. The program offers course work in the evenings and on week-ends, opportunities for both full-time and part-time study, as well as the possibility of field placements in the students current employment settings. Both BSW’s and non-BSW’s with a demonstrated commitment to oppressed populations in the specialty areas mentioned above are eligible for admission.

The Masters in Social Work (MSW) Program is fully accredited by the Council on Social Work Education.

GENERAL ADMISSION INFORMATION

Admission to the graduate program in Social Work will be limited to students showing high promise of success in post-baccalaureate study. Applicants must (a) meet the Graduate School degree admissions requirements, (b) demonstrate commitment through prior work experiences in human services (paid or volunteer). Priority will be given to those with experience in working with oppressed populations such as women, people of color and people in poverty, (c) show interest in developing skills for working with children and families, mentally ill, chemically dependent and/or aging people (d) have a 2.75 or better undergraduate GPA.

Students who have an undergraduate GPA below 2.75 may be considered for “Nondegree Status.” This may later be changed to “Degree Status.” Modification of degree status is based on the students ability to successfully complete course work designated by the department. Completion of course work does not guarantee degree admission status.

Students must make an application to the Graduate School in addition to submitting supplemental information to the Social Work department.

LENGTH OF PROGRAM

The length of time required to complete a Master’s Degree in Social Work depends upon the undergraduate preparation of the student. For those with a non-social work bachelors degree, the program can be completed in 63 credits which includes both foundation and advanced level courses. Students who do not have their bachelors degree in social work can complete their MSW in approximately 2 years providing they attend classes full-time.

Those students with a BSW from a program accredited by the Council on Social Work Education can complete the MSW program in approximately 1 year provided they enroll in 12 credit hours per semester during the academic year. Both non-social work bachelors degree students and BSW students can elect to complete their MSW on a part-time basis provided their degree is completed within 4 years.

Foundation Level .................................................. 30 hours

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SWRK 502</td>
<td>Social Work Profession and Services</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 506</td>
<td>Human Behavior and the Social Environment</td>
<td>3</td>
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<tr>
<td>SWRK 510</td>
<td>Communication Skills for Professional Practice</td>
<td>3</td>
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<tr>
<td>SWRK 520</td>
<td>Generalists Social Work Practice</td>
<td>3</td>
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<tr>
<td>SWRK 521</td>
<td>Policy Analysis and Change</td>
<td>3</td>
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<tr>
<td>SWRK 526</td>
<td>People of Color: The Nondeficit Perspective</td>
<td>2</td>
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<tr>
<td>SWRK 528</td>
<td>Practice with Women</td>
<td>2</td>
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<tr>
<td>SWRK 530</td>
<td>Social Work Research Methodology</td>
<td>3</td>
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<tr>
<td>SWRK 550</td>
<td>Working with Aging People</td>
<td>3</td>
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Advanced level .................................................. 35 hours

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SWRK 610</td>
<td>Empowerment: Social Justice and Social Change</td>
<td>2</td>
</tr>
<tr>
<td>SWRK 630</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 688, 689</td>
<td>Field Experience I, II</td>
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Select one of the following three concentrations:

Family and Children’s Services

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SWRK 540</td>
<td>Policies and Issues in Services to Families</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 542</td>
<td>Family-Centered Practice</td>
<td>3</td>
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<tr>
<td>SWRK 592</td>
<td>Special Topics: Family and the Social Environment</td>
<td>3</td>
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Mental Health and Chemical Dependency

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SWRK 650</td>
<td>Policy Issues in the Health Care Setting</td>
<td>3</td>
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Services to the Aging

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SWRK 550</td>
<td>Working with Aging People</td>
<td>3</td>
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<tr>
<td>SWRK 552</td>
<td>Policy Issues and Older People</td>
<td>3</td>
</tr>
<tr>
<td>GERT 512</td>
<td>Applied Psychosocial Aspects of Aging</td>
<td>3</td>
</tr>
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</table>

Electives in area of concentration ........................................9
SWRK 502 Social Work Profession and Services. 3 hrs
Designed to provide students with an overview of social work, socialization to the profession and an understanding of social work ethics. Content includes history and analysis of the profession, its scope, methods, values, and organization of services. It will focus on practice in a variety of settings with oppressed populations. The ecological systems and nondeficit approaches will be introduced.

SWRK 506 Human Behavior and the Social Environment. 3 hrs
Knowledge regarding human behavior and the social environment will be examined and related to social work practice. An ecological systems framework will guide analysis of human behavior through the life cycle, in families, small groups, organizations, and communities. The focus will be on the ways in which the social worker uses this knowledge. An emphasis will be on knowledge relevant to work with vulnerable groups in society, such as the indigent, cultural and racial minorities, and other oppressed populations.

SWRK 510 Communication Skills for Professional Practice. 3 hrs
The focus will be on relationship building and communication skills to engage and assess different size systems (e.g. families, individuals, groups, organizations, communities). Emphasis will be on the helping process; information gathering, assessment, and contracting. Written skills common to social work will also be emphasized.
Prereq: Social work students only.

SWRK 520 Generalists Social Work Practice. 3 hrs
This course introduces the student to a generalists ecological systems approach to practice in which the social worker is seen as a change agent, the client is seen as a client system, and the two work together to effect change with a target system that may or may not be synonymous with the client system. The student will learn ways of assessing various size systems, how to develop a plan of action, and how to negotiate a contract for service. A variety of intervention strategies will be introduced. Termination, follow-up and evaluation complete the phases of the sequential helping process covered in this course.
Prereq: SWRK 510.

SWRK 521 Policy Analysis and Change. 3 hrs
This course focuses on current social policy and its intended and unintended effects on client populations. Students will develop skills in both analysis and strategies for policy development and change. A major focus will be development of human service programs.
Prereq: Social work students only or department permission.

SWRK 526 People of Color: The Nondeficit Perspective. 2 hrs
Examines the social realities in which people of color function and how these interact with developmental processes to establish the sense of identity. Provides students with nondeficit model explaining behavior and integrates this into an ethnic sensitive approach for practice.
Prereq: Graduate social work students only.

SWRK 528 Practice with Women. 2 hrs
Focuses on women’s unique experience in society and women’s issues including violence, sexual exploitation, mental health, poverty, homelessness, and chemical dependency.
Prereq: Graduate social work students only; SWRK 506.

SWRK 530 Social Work Research Methodology. 3 hrs
This course is designed to provide beginning graduate students, with a limited knowledge of statistics or research methodologies, the basic knowledge of quantitative and qualitative methodology in the human services field. Students will be introduced to the use of the computer in data analysis and management.
Prereq: SWRK 506.

SWRK 540 Policies and Issues in Services to Families. 3 hrs
The course will examine in depth the field of family and children’s services through the process of identifying and analyzing issues crucial to the field analyzing policies and legislation, and critically examining processes integral to the service delivery structure.
Prereq: Advanced-level MSW social work students or department permission.

SWRK 541 Specialized Services for Families with Children in Placement. 3 hrs
This course provides practice knowledge and skills in working with families where out of home placement has become necessary, and children are in foster care, group residential or adoptive settings. Emphasis will be on preventing placement and planning for permanence for children. The social worker’s role in serving families where placement has occurred and children in placement will be the primary focus.

SWRK 542 Family-Centered Practice. 3 hrs
Students will deepen their understanding of the family as a social psychological system which must meet the needs of both adults and children. In developing and implementing services to families and children, the prevention of placement whenever possible is seen as a primary goal. The course will enhance practice knowledge and skills in delivering preventive, supportive, therapeutic and supplementary services to families in need of help. Particular attention will be given to working with so called vulnerable families in which children have been identified as neglected or abused.
Prereq: SWRK 610.

SWRK 543 Practice with Children and Youth. 2 hrs
This course enables students to engage, assess and intervene on behalf of maltreated children and youth. Special developmental issues and needs will be examined. Strategies and roles of practice with children in their own families, foster and adoptive homes and residential settings will be addressed.
SWRK 544 Divorce and Remarriage in Families. 2 hrs
Social Work with Families of Divorce and remarriage focuses on social work roles and intervention strategies in enhancing positive adaptation to divorce, especially in those families where interactions were dysfunctional and high risk before divorce. The long term impact of divorce on children will be examined, with emphasis on developing interventions to maximize their competence and health development.
Prereq: SWRK 542 or department permission.

SWRK 546 Law and Family. 3 hrs
Social workers and lawyers frequently find themselves operating together around issues and problems involving individuals and families, as in cases of divorce, child abuse and neglect, child custody, delinquency, and mental health. The student will examine both the legal and social work perspectives, in terms of client rights, needs, and professional goals. Particular attention will be paid to areas of possible conflict. Use of the court and legal authority in family affairs will be explored. Racism and sexism in relationship to the law and to the social work component of legal institutions will be considered.

SWRK 548 The Family and Sexuality. 3 hrs
This course is designed to help students understand human sexuality and the role of the family in the development and maintenance of its member's sexual attitudes and modes of expression. The family can help foster healthy sexual development or inadvertently promote sex-related interpersonal problems. The course will allow for examination of these and other social determinants of sexual behavior and attitudes. Students will be helped to become more knowledgeable about human sexuality by looking at their own sexual attitudes, beliefs, and behavior and at how sexual misinformation and stereotyping impacts social work and social services.

SWRK 550 Working with Aging People. 3 hrs
This course is designed to provide social work students and students in related disciplines with sensitivity, knowledge, and skills necessary to enhance their understanding of the pleasures, problems and needs of aging people and develop their effectiveness in providing services to and working with aging individuals, families, groups, agencies, and communities. This course will focus on the role of the human service provider in relation to the direct provision of services. It will examine the political and psychosocial factors which effect the availability, provision, and acceptance of such services.

SWRK 552 Policy Issues and Older People. 3 hrs
This course is designed to introduce students to basic policy concepts and to familiarize them with major aging policies including the Older Americans Act, Social Security, and Medicare. Also, the student will explore various key policy issues such as housing, health care, retirement, and pensions. Program and services that evolve out of aging policy initiatives will be considered.
Prereq: Advanced social work or gerontology students or department permission.

SWRK 553 Ethnicity and Gender Issues among the Aged. 2 hrs
This course will examine research pertaining to gender and minority group differences in the aging process, and the implications for social work practice.
Prereq: SWRK 502 or admission to the Gerontology Graduate Certificate program.

SWRK 558 Intergenerational Dynamics of Individuals in the Later Stages of the Life Cycle. 3 hrs
This course emphasizes modern ego psychology and cognitive theories in the analysis of the individual and family dynamics. It also uses an ecological framework to study development in adulthood, middle years, and the aged adult within an intergenerational family context for review of the later stages of the life cycle.

SWRK 560 Case Management. 3 hrs
The course is based on a six stage model of case management which includes: engaging, assessing, planning, accessing resources coordinating and disengaging. It is designed to provide an understanding of the theoretical basis of the model and to discuss a context for the main focus of the course which is on methods that can have practical application to case management in a variety of fields. The course offers a variety of hands-on experiences in a variety of techniques.

SWRK 570 Supervising Staff and Volunteers. 3 hrs
Models of supervision and the roles of the social services supervisor will be examined. Attention will be given to the basic knowledge, skills, and values required for effective supervision and mid-level management of social services agencies. The course will review supervisory and managerial activities, such as planning, program implementation, marketing, program evaluation, budgeting, leadership, conflict resolution, and consultation. The role of the supervise in utilizing supervision will also be examined.

SWRK 588, 589 Field Experience I, II. 4 hrs each
The field placement agency in consultation with the Social Work department provides learning experience and supervision that are appropriate to the objectives of the graduate program and to the level of the student's knowledge and capacity. Students spend 16 hours per week in the field placement setting. A weekly seminar relating field learning to classroom content is an integral part of this course.

SWRK 590/591/592 Special Topics. 1/2/3 hrs
Special topics integral to contemporary social work will be presented. The content and form of this course will vary, and will typically consider topics not given in usual course offerings. Since the topics change, students may take the course more than once.
Prereq: Department permission.

SWRK 592 Special Topics: Family and the Social Environment. 3 hrs
This course covers basic human behavior theory related to families and children in their social environment. It will examine the diverse forms and structures of families, and also issues facing families in contemporary society.
Prereq: Department permission.
SWRK 610 Empowerment: Social Justice and Social Change. 2 hrs
Focuses on the societal forces contributing to oppression and the resulting impact on individuals, communities and society. Concepts of social justice and empowerment as they relate to gender, race, class, age, sexual orientation, mental and physical status will be organizing themes. Skills will be developed in the range of social change intervention.

SWRK 630 Action Research. 3 hrs
This covers procedures for conducting quantitative and qualitative research to social program evaluation and social practice. Planning will take place for a research project which will be initiated and eventually completed in SWRK 692.

SWRK 650 Policy Issues in the Health Care Setting. 3 hrs
This course will cover historical developments in the formation of mental health and substance abuse policy in the United States. Current policy directives will be analyzed with a focus on their impact on society in general and specifically on the severely mentally ill, those with dual problems of mental illness and substance abuse, people of racial and ethnic minorities, children, the elderly and women.
Prereq: Advanced social work students only.

SWRK 651 Practice in Mental Health and Chemical Dependency Settings. 3 hrs
This course will prepare students for practice within the settings that specialize in mental health care to the severely and persistently mentally ill and to substance abusers. The emphasis will be on acute care and psychosocial rehabilitation for the mentally ill, treatment for persons with dual disorders (mental illness and substance abuse), and both acute and long term care for substance abuse. For both populations, issues relate to helping the family of identified ill person will be addressed.
Prereq: Advanced social work students only; SWRK 610 and SWRK 681.

SWRK 654 AIDS: Practice and Policy Issues. 3 hrs
This course is designed to help students become knowledgeable about HIV infection and those affected by it. The focus will be on the psychosocial and biological implications of the illness for practice and policy. The course will cover medical realities of AIDS, psychosocial treatment, methods of prevention, and policy relevant to persons who have AIDS or who test antibody positive to HIV and their significant others.

SWRK 656 Crisis Intervention. 2 hrs
This course will give the student an introduction to the history and theory of crisis intervention, characteristics of being in a crisis state or a condition that puts the person, group or community in a crisis or at risk for crisis, and detailed information on specific crisis situations. The class will view crisis from an ecological systems and nondeficit perspective. Instructions for intervention methods will draw on individual strengths and environmental systems.

SWRK 658 Chemical Dependency. 3 hrs
Critical examination of current approaches for treatment and prevention of drug and alcohol dependency in the context of culture and gender. The physiological, psychological, and social impact of chemical dependency will be explored.

SWRK 662 Grant Writing and Resource Development. 3 hrs
Resource development strategies will be examined for implementing creative human services programs. Students will learn to assess resources within a community, plan and develop networks to address unmet needs, locate funding opportunities and complete a grantwriting and/or fundraising project.

SWRK 679/680/681 Special Topics. 1/2/3 hrs
Special topics integral to contemporary social work will be presented. The content and form of this course will vary and will typically consider topics not given in usual course offerings. Since the topics change, students may take the course more than once.
Prereq: Department permission.

SWRK 680 Special Topics: Social Work Practice in Kinship Care. 2 hrs
This course examines the role of kinship care as part of the continuum of child welfare services. Students will come to understand diverse family structures and the importance of the kinship network, particularly for families of color. A major focus of the course will be on practice skills such as assessment, community resources, and effective case management.
Prereq: Department permission.

SWRK 681 Special Topics: American Indian World Past, Present, and Future. 3 hrs
The plight of American Indians will be examined through law and history. By assessing the Indian “World-view,” students will discover the chasms between European and Indian concepts. This course provides knowledge of America’s least known minority.
Prereq: Department permission.

SWRK 681 Special Topics: Dynamics of Mental Illness and Chemical Dependency. 3 hrs
This course will cover basic human behavior theory related to both mental illness and chemical dependency. This will include biological, psychological, and social factors in etiology. Diagnostic categories of psychopathology and the major categories of drugs typically abused will be examined.
Prereq: Department permission.

SWRK 681 Special Topics: Social Work Administration. 3 hrs
This course is an administrative practice course focusing on task groups and organizations. Practice methods in leadership and management grounded in group and organization theory will be emphasized. The course will address specific skills in forming and working with committees and boards of directors, organizational leadership, marketing, personnel, and conflict resolution.
Prereq: Department permission.
SWRK 688, 689 Field Experience III, IV. 4 hrs each
Students are required to take two successive semesters in field placement (SWRK 688 and SWRK 689) involving 16 hours per week in a placement supervised field setting. A two-hour field seminar designed to integrate field experience and the theoretical base for practice will be held weekly. The focus of the field experience courses will be to sharpen practice knowledge for skills related to client populations who have been victimized or discriminated against in their personal lives or by society. Students will be placed in field situations that work with these populations. Field sites will be set up in three ways: (1) A traditional field placement will have students for 30 hours per week with an agency-based qualified field supervisor for two semesters. A variation on this model will be the part-time placement in which a student will work fewer hours in the agency and extend the length of the placement in order to attain the requisite 480 hours. (2) Students who are employed in agencies serving oppressed clients may use these agencies as field sites providing a suitable learning experience can be worked out with the agencies and supervision given by a qualified social worker. (3) Students may be part of a student unit made up of five or six students placed in an agency serving one of the concentration areas with an EMU faculty member with the assistance of agency social workers, field instructors and clients. The underlying philosophy of the seminars is to establish a process in which agency personnel, faculty, students, and clients can all be both teachers and learners.
Prereq for SWRK 688: SWRK 610, SWRK 622. Prereq for SWRK 689: SWRK 688 (B average or better)

SWRK 692 Research Project. 2 hrs
Provides an opportunity for practitioner to gain experience with research competencies which are both quantitative and qualitative. The completion of an action research project culminates the graduate experience.
Prereq: SWRK 630 (must be taken concurrently with SWRK 692).

SWRK 697/698/699 Independent Study. 1/2/3 hrs
Intensive study in areas not provided in other courses or advanced study in areas of special interest to the student under the direction of a social work faculty person.
Prereq: Department permission.

Other Courses

A maximum of nine hours of approved 400-level coursework may be permitted in the earning of any graduate degree. The following undergraduate courses may be taken for graduate credit.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must come to the Graduate School for written permission before enrolling in the course; otherwise you will receive undergraduate credit.

GERT 488/489 Gerontology Practicum 2/3 hrs

SWRK 463 Social Work Practice with Legal Offenders 3 hrs

GRADUATE CERTIFICATE IN GERONTOLOGY

Elizabeth Oates Schuster
Coordinator/Adviser
421 King Hall
487-0393

The Gerontology program, located within the College of Health and Human Services, is administered by the Social Work department through an interdisciplinary coordinating committee composed of faculty from at least twelve departments and programs throughout the University. The program offers an 18 hour multidisciplinary graduate certificate. It is intended for students who have a bachelor’s degree from an accredited institution of higher education, and have an interest in specialized study in aging but do not wish to pursue a program as extensive as a master’s degree. The program is targeted to those working in the field of aging who would like to gain formal educational experiences in gerontology and to persons considering a career change. The certificate also is intended for students interested in increasing their understanding of the aging process in order to enhance their own aging experience.

The certificate in gerontology is unusual in that it does not require the student to enroll in a graduate degree program. The certificate may be used, however, as a cognate or concentration to other graduate programs including clinical behavioral psychology, public administration, occupational therapy, leadership and counseling, sociology, the masters of liberal studies in technology, and the master’s degree in individualized studies.

To accommodate busy lifestyles, most of the courses are offered in the evenings or weekends. The program must be completed within three years. It is possible, however, to complete all of the requirements within one and a half years.

ADMISSION REQUIREMENTS
1. A Baccalaureate degree from an accredited institution with a minimum 2.5 GPA.
2. Acceptance in the Graduate School.
3. An interview with the gerontology program coordinator. Students must be admitted to the graduate certificate program before enrolling in required course work.

GRADUATE CERTIFICATE REQUIREMENTS
1. The program shall consist of at least 15 graduate level credit hours.
2. Not more than one 400-level course may be used on the graduate certificate program.
3. A minimum grade point average of 3.0 (“B”) must be achieved to obtain the certificate.
4. Credits earned for the graduate certificate may apply, subject to applicability, to a graduate degree.
5. All requirements for the certificate must be completed within three years from the time of first enrollment.
**Basic courses** ......................................................... 10 hours
- GERT 512 Applied Psychosocial Aspects of Aging 3
- BIOL 511 Biological Aspects of Aging or NURS 596
- Chronic Illness and Aging 2
- SWRK 552 Policy Issues and Older People 3
- SWRK 553 Ethnicity and Gender Issues among the Aged 2

**Gerontology Practicum** ..................................... 2-3 hours
- GERT 688/689 Gerontology Practicum 2/3

**Elective Courses** .................................................. 5-6 hours
- GERT 417 Work and Retirement 2*
- GERT 514 Caregiving and the Elderly 2
- GERT 516 The Elderly and the Law 1
- GERT 518 Introduction to Dementia 2
- GERT 590/591/592 Special Topics 1/2/3
- GERT 697/698/699 Independent Study 1/2/3
- GDCN 573 Counseling Older Persons 2
- FCS 642 Family in the Middle and Later Years 2
- PSY 551 Psychology of Death and Dying 2
- SWRK 413 Women and Aging 3*
- SWRK 552 Policy Issues and Older People 3

Additional applicable courses may be used in the elective area with prior approval of the coordinator of the program.

**Total** .................................................................................... 18

*The student is allowed to take one approved 400-level course toward the certificate if it is taken for graduate credit.

**Approved 400-level Courses**
- GERT 417 Work and Retirement (2)
- SWRK 413 Women and Aging (3)

**Gerontology Courses**

**GERT 512 Applied Psychosocial Aspects of Aging.** 3 hrs
An interdisciplinary overview of the gerontological aspects including psychological, social/psychological, sociological, and political and economic issues. Application will be made in such areas as leisure, education, housing, and intergenerational issues.

*Prereq: Senior undergraduates, graduate level.

**GERT 514 Caregiving and the Elderly.** 2 hrs
This course introduces issues affecting families who care for frail or dependent older relatives. Students learn practical interventions with families and examine policies that impact on them.

**GERT 516 The Elderly and the Law.** 1 hr
This course discusses the legal issues and implications surrounding health care, long term care, public entitlement programs, termination of life support, guardianship and alternatives, and intergenerational family issues.

**GERT 518 Introduction to Dementia.** 2 hrs
An introductory course on dementia for senior students, graduates, and practitioners. An overview of dementing illnesses and their impact on the individual, family, and society will be discussed. Interactive seminar with field work requirements.

**GERT 590/591/592 Special Topics.** 1/2/3 hrs
Content will change from semester to semester. An experimental course for subject matter not yet provided in other program offerings. Students may elect this course more than once as long as different topics are covered.

**GERT 679/680/681 Special Topics.** 1/2/3 hrs
Content will change from semester to semester. An experimental course for subject matter not yet provided in other program offerings. Students may elect this course more than once as long as different topics are covered.

**GERT 688/689 Gerontology Practicum.** 2/3 hrs
Integration and synthesization of knowledge and skills gained from other gerontology courses and life experiences. Also, the humanities perspective in regard to gerontology and career opportunities, including visits to potential places of employment. Students who have not completed a field placement in a gerontology service setting will be required to complete a field placement.

*Prereq: Graduate standing and final semester of study.

**GERT 697/698/699 Independent Study.** 1/2/3 hrs
This course will provide the opportunity for the selection and the completion of an individual study under the direction of University faculty members.
COLLEGE OF TECHNOLOGY

THOMAS K. HARDEN, DEAN
150 SILL HALL
487-0354

DEPARTMENTS
BUSINESS AND INDUSTRIAL EDUCATION
INDUSTRIAL TECHNOLOGY
INTERDISCIPLINARY TECHNOLOGY
The College of Technology offers four master’s degree programs with differing philosophies and objectives. The Master of Business Education is designed to meet the needs of education, business, government, and other organizations and agencies for workforce educators. The planned program qualifies business and marketing educators for advanced roles in curriculum, instruction, assessment, and research for secondary and post-secondary teaching. The Master of Arts in technology education is planned to qualify students for careers in industrial/vocational and technology education. The Master of Science degree is offered with a major in industrial technology and polymer technology. The major in industrial technology is available with concentrations in construction management, manufacturing, or quality. The polymer technology major prepares students for careers in either polymer research and development or in polymer manufacturing. The Industrial Technology department also offers a graduate certificate in quality technology.

The College of Technology also offers a Master of Liberal Studies degree with a concentration in technology. The MLS in technology focuses on the technical as well as sociocultural aspects of technology in its past, present, and future dimensions.
The Business and Technology Education department offers programs leading to the Master of Business Education and the Master of Arts in Technology Education.

MASTER OF BUSINESS EDUCATION (MBE)

The Master of Business Education program recognizes the need for broadly educated business teachers in a rapidly changing global economy and technological world. The program emphasizes the importance of a clear mission and a strong philosophy about the role of basic business education and the preparation of a highly educated business workforce. This program is intended for business and marketing teachers and other workforce educators who will assume leadership in curriculum and instruction in schools and other workforce education settings, and in the professionals organizations and processes which shape business education. The MBE degree provides a program for teachers of basic business and economic education, business services and technology education, marketing education, and other workforce educators providing business education at secondary, adult, and postsecondary levels in a variety of settings.

PROGRAM OBJECTIVES

The goals of the Master of Business Education program are to:

1. strengthen the teacher's commitment to the philosophical foundations of business education as it relates to developing business, economic, and technological education and to developing a highly educated business workforce;
2. develop professional involvement and leadership in business education through the organizations, agencies, and other processes which operate on a local, regional, national, and international basis;
3. develop and restructure curricula which reflect sound educational principles and reflect the expressed needs of the economy and education/business/industry community;
4. provide research foundations which enable the teacher to apply the findings of contemporary research to teaching and learning and to foster the spirit of inquiry and the ability to develop new knowledge for the improvement of instruction;
5. develop advanced teaching approaches for the business education classroom;
6. expand the teacher's knowledge of business and economic concepts, relevant technologies, occupational clusters, and workplace trends.

MBE PROGRAM ADMISSION

Candidates for admission must meet the following requirements:

1. have a bachelor's degree from an accredited institution, with a grade point average of at least 2.5 overall or at least 2.75 for the last half of the program.
2. have completed a minimum of 30 semester hours in business.
3. hold or be eligible for a secondary teaching certificate in business or a waiver of certification. A waiver of certification can be made for individuals with two or more years of teaching at the postsecondary level or other equivalent experience.
4. complete all Graduate School requirements. All students applying for degree admission for fall 1993 and beyond are required to submit a Graduate Record Examination score that is not more than five (5) years old.
5. international students must meet requirements 1-4 above and meet the Graduate School requirements on the TOEFL and TWE or the MELAB.

Candidates must submit an application which includes a statement of goals for the graduate program. Upon review of the application, transcripts, and other qualifications by the graduate faculty, the candidate will be notified by the Graduate School of the admission recommendation. The candidate must then meet with the graduate adviser to design the program.

MIDPOINT CHECK

Midway through the program, the candidate and adviser will meet to discuss general progress and the candidate's plan for professional development and leadership activities. At this time, the candidate will also discuss options for the capstone research experience.

EXIT FROM THE PROGRAM

As part of the capstone course, the candidate must provide a review and evaluation of the program in terms of his/her educational goals, including continuing goals for professional growth and development. The candidate must report the results of the professional development and leadership plan. The candidate must also complete a study which demonstrates the ability to select and research a significant question in business education and draw conclusions for the educational environment. The capstone course which must be completed by candidates is the professional seminar (BEDU 694). Candidates are encouraged to add the thesis (BEDU 691) to this seminar.
MBE PROGRAM REQUIREMENTS

A minimum of 30 semester hours of graduate work which include:

Required Courses:
- BEDU 569 Foundations of Business Education .... ... 2
- BEDU 611 Curriculum Models in Business Education ........................................... 3
- BEDU 661 Evaluation in Business Education .... ... 2
- BEDU 678 Research in Business Education: Analysis and Application ........................................... 3
- One advanced methods course .................. 2-3

Program Emphasis
A minimum of 6 semester hours of study which focus on the candidate's specific teaching area such as basic business and economic education, business/office education, marketing education or other area defined by the candidate in consultation with an adviser.

Capstone Experience:
- BEDU 694 Business Education Professional Seminar (2)

Electives
Business Education electives selected in consultation with the graduate adviser.

Cognate Area
At least six hours but not more than 10 from offerings outside Business Education selected in consultation with the graduate adviser.

MASTER OF ARTS IN TECHNOLOGY EDUCATION

The program leading to a Master of Arts degree in technology education provides advanced preparation in professional, technical, and related fields as a foundation for career advancement and professional upgrading. The curriculum consists of regular class work, field experiences in industry and education, research activities, technical laboratory work, and cognate courses. As a result of this advanced preparation, technology and industrial-vocational educators should develop an understanding of the philosophical, social, psychological, and economic foundations as a basis for developing and implementing industrial education programs.

The student's program of study is planned with a graduate adviser in technology education. Each graduate program is customized to meet the needs, interests and abilities of the individual students.

PROGRAM OBJECTIVES
The program in technology education is designed to:
1. provide advanced preparation in professional, technology, and cognate areas;
2. develop an awareness and understanding of the philosophical, social, and economic foundations as bases for technology and industrial-vocational programs;
3. produce professional personnel who have the appropriate knowledge and competencies to promote and develop comprehensive and viable technology and industrial-vocational education programs;
4. enable a student to acquire and manage a broad knowledge of the literature in technology and industrial-vocational education;
5. provide a strong foundation for student and program evaluation;
6. develop a basic competence in applied research; and
7. provide a strong foundation for professional participation and leadership.

ADMISSION REQUIREMENTS
An applicant for admission must:
1. meet the Graduate School degree admission requirements. All students applying for degree admission for fall 1993 and beyond may be required to submit a Graduate Record Examination score that is not more than five (5) years old;
2. have completed an undergraduate major or minor in technology education, vocational education, industrial arts education, industrial technology, or other technically related field;
3. hold, be eligible for, or have a waiver for a valid teaching certificate. The teaching certificate requirement may be waived for prospective or currently employed community college personnel;
4. have at least a 2.75 undergraduate grade point average or a 3.0 in the last half of the bachelor's program;
5. receive the recommendation of the Graduate Committee in the Business and Technology Education department;
6. international students must meet requirements 1-5 above and meet the Graduate School requirements on the TOEFL and TWE or the MELAB.

MIDPOINT CHECK
Midway through the program, the candidate and adviser will meet to discuss general progress and the candidate's plan for professional development and leadership activities. At this time, the candidate will also discuss options for the capstone research experience.

EXIT FROM THE PROGRAM
To complete the degree program, the candidate must provide a review and evaluation of the program in terms of his or her goals, including continuing goals for professional growth and development. The candidate must report the results of the professional development and leadership plan. The candidate must complete a capstone experience which demonstrates the ability to select and research a significant question and draw conclusions for the educational setting.

PROGRAM REQUIREMENTS
An applicant for the master's degree must:
1. have earned a minimum of 30 semester hours of graduate credit applicable to the program. All courses are selected in consultation with the graduate adviser. The program of study must be planned with the adviser and submitted within the first 12 hours of the program;
2. have completed a concentration of no fewer than 24 semester hours in one of the following areas:
   - Technology Education
   - Industrial-Vocational Education
Included in the 24 hours are the following:

Eight hours in the required core:
- TEDU 551 Philosophy of Technology Education ... 2
- TEDU 562 Curriculum Development in Technology Education ... 2
- TEDU 661 Evaluation in Business and Technology Education ... 2
- TEDU 678 Research in Technology Education ... 3

Capstone Experience:
Choose one: ................................................. 2-6
- TEDU 694 Seminar (2)
- TEDU 690, 691, 692 Thesis (6)

Six to ten hours of professional electives in technology education. A maximum of four hours of application courses.

3. have earned a minimum of six semester hours in cognate courses from offerings other than technology education;
4. have a minimum of a 3.3 (B+) grade point average in the core courses in the major;
5. have a minimum of a 3.0 (B) grade point average for all graduate courses applicable to the master's degree program;
6. receive the recommendation of the student's advisor, the Graduate Committee in the Business and Technology Education department, and the Graduate School of the University.

COOPERATIVE PROGRAMS WITH EDUCATIONAL LEADERSHIP
Candidates for the advanced degree in either business education or technology education who have interests in educational administration may select cognate courses from educational leadership which meet some of the requirements for administrator certification. They may, following completion of the degree, work with the Educational Leadership department to complete these requirements.

Business Education Courses

BEDU 520 Current Issues in Marketing Education. 2 hrs
Major contemporary issues in marketing education will be identified, researched, and discussed. Potential issues emanating from social, economic, and political forces will be addressed. Position and reaction papers will be developed.

BEDU 524 Microcomputers in Business Education. 2 hrs
Hands-on experience using software with applications for classroom management (such as grade records and test banks) and classroom instruction (such as simulation).
Prereq: Graduate standing; senior standing (2.5 grade point average) with permission of department and Graduate School.

BEDU 525 International Business Education. 2 hrs
Study of global factors which influence Business Education curricula and an analysis of comparative curricula of several countries. May involve experiences in foreign environment, including attendance at annual ISBE/SIEC conferences.

BEDU 526 Basic Business and Economic Education for Teachers. 2 hrs
Current economic concepts and issues with applied teaching methodology. Topics such as personal resource management, economic principles and marketplace decisions, environmental and energy conservation, international trade, and health care.
Prereq: Six semester hours of economics or department permission.

BEDU 530 Teachers Exploring Marketing. 2 hrs
Marketing occupations will be studied with emphasis on major areas of employment. Business field trips, speakers, and publications will be utilized to investigate selected areas. Course may be repeated as selected areas rotate.

BEDU 531 Business and Technology Education. 2 hrs
Provides orientation to the entrepreneurial process and development of a philosophical base for teaching. Curriculum and methods appropriate to the participants' school setting are identified. Plans for implementation are designed.

BEDU 568 Coordination of Cooperative Education Programs. 2 hrs
Analyzes the duties and responsibilities of the cooperative education coordinator. Focus on human public relations, related instruction, and program development. Required of all potential coordinators. Recommended for school administrators and vocational teacher education students.

BEDU 569 Foundations of Business Education. 2 hrs
Principles and developments in business education for school administrators and business teachers. The objectives and curricular patterns in business for different types of educational institutions, professional leadership, and current research in the field.

BEDU 587 Cooperative Education. 3 hrs
A cooperative education experience integrating classroom theory with a paid work experience in an area related to the student's field of study. Work sites must be approved by the coordinator of Cooperative Education and the Business and Technology Education department. Additional assignments may be required. Credit/no credit.
Prereq: Department permission.

BEDU 590/591/592 Special Topics. 1/2/3 hrs
Provides for intensive study of selected topics drawn from current developments in the total field of business education.
Prereq: Admission to graduate study.

BEDU 607 Colloquium. 2 hrs

BEDU 611 Curriculum Models in Business Education. 3 hrs
Objectives, levels, and patterns of business education programs will be studied and comparisons made with recent research.
BEDU 614 Advanced Approaches to Marketing Education Curriculum and Instruction. 2 hrs
Advances in (a) curriculum, (b) methods, (c) DECA, (d) school store, and (e) coop will be evaluated. Plans, procedures, and products will be developed for implementation and utilization. Emphasis will be on areas of primary concern to enrollees.

BEDU 615 Information Processing. 2 hrs
Centers on office functions and the role of information processing, information processing concepts and careers, information processing skills (basic and advanced), and alternatives for information processing education.

Prereq: Graduate standing or department permission.

BEDU 626 Contemporary Office. 3 hrs
Research-based approach to the contemporary office with emphasis on changing work, work tasks, and personnel responsibilities. Students will undertake research activities in examining the contemporary office from varied perspectives.

BEDU 651 Administration of Vocational-Technical Education. 2 hrs
Focuses on the legislation, programs, planning, and regulations that are unique to vocational education and the administrative functions which are directly related. Recommended for school administrators and vocational teacher education students.

BEDU 661 Evaluation in Business and Technology Education. 2 hrs
Principles and methods of student and program evaluation, standards as they relate to evaluation, and instructional effectiveness, program evaluation, and the application of standards in secondary and postsecondary education.

BEDU 675 Advanced Curriculum and Instruction in BST. 3 hrs
Curriculum and instructional developments of the restructured business education program at the secondary school level. Focus on technology, business and education impacts on curriculum.

BEDU 677 Research in Business and Technology Education. 3 hrs
A review of basic research techniques applied to business, marketing and technology education areas. Studies are analyzed in light of research processes and conclusions. Students become involved in the design and application of research methodology to projects appropriate to classrooms.

BEDU 679/680/681 Special Topics. 1/2/3 hrs
Provides for intensive study of selected topics drawn from current developments in the total field of business education.

Prereq: Admission to graduate study.

BEDU 682/683 Workshop. 1/2 hrs
Modern methods, procedures, and materials for improving the effectiveness of the classroom teacher in the areas of shorthand, typewriting, bookkeeping, and basic business.

BEDU 690/691/692 Thesis. 1/2/3 hrs
Intensive research into a problem in business or marketing education under the direct supervision of a graduate faculty member. Credit/no credit.

Prereq: Department permission.

BEDU 693/694/695 Business Education Professional Seminar. 1/2/3 hrs
This course provides a culminating experience for students completing the master’s degree in business education. It will include discussion and experiential activities that encourage students to apply academic achievements to functional professional situations.

Prereq: Must have completed 24 hours on MBE degree program.

BEDU 697/698/699 Independent Study. 1/2/3 hrs
An intensive study of a problem or group of problems under the direction of a University faculty member.

Prereq: Department permission.

Technology Education Courses

TEDU 500 Crafts. 2 hrs
Basic craft ideas of wood, metal, graphics, plastics, leather, and ceramics are explored. Additional elective areas also are available. Not open to departmental majors.

TEDU 501 Crafts for Special Education. 2 hrs
The development of craft activities to supplement the curriculum, provide therapeutic manipulative experiences and leisure activities in the special education classroom. Emphasis is given to the identification of industrial employment opportunities. Not open to departmental majors.

TEDU 502 Career Education for the Elementary Child. 2 hrs
A study of the concepts and methods used to develop an awareness of the careers of society with elementary school children. Emphasis is on individual and group activities relevant to integrated curriculum studies. Also open to departmental majors.

TEDU 504 Career Exploration and Preparation. 2 hrs
Practical applications of experience-based career education will be examined as related to secondary school industrial education. Field visitations and public school resource personnel will illustrate to the experienced teacher practical applications of the exploratory and preparatory concepts of career education. Also open to departmental majors.

TEDU 524 Computer Applications for Vocational-Technical Instruction. 2 hrs
Description and illustration of computer hardware and software for vocational-technical education. Mainframe and microcomputer systems will be reviewed. Opportunity to prepare and develop computer instructional materials for the microcomputer.

Prereq: Technology education majors or minors or department permission.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEDU 525</td>
<td>Robotics Applications in Technology Education</td>
<td>2 hrs</td>
<td>An overview of the history, principles of operation, manufacture, and use of robots and robotic systems. Emphasis provided to the analysis of these topics for programs of study in technology and industrial-vocational education.</td>
<td>Technology education majors or minors or department permission.</td>
</tr>
<tr>
<td>TEDU 530</td>
<td>Technology in the Workplace</td>
<td>2 hrs</td>
<td>The applications of technology in business, industrial, and service institutions will be viewed through a series of field visitsations. Implications for educational programs that prepare employees for those institutions will be defined.</td>
<td>Technology education major or minor or department permission.</td>
</tr>
<tr>
<td>TEDU 550</td>
<td>Development of Technology Education</td>
<td>2 hrs</td>
<td>The historical development of industrial education programs; the influence of industrial, technological, and societal change; institutions, professional associations, movements, and leaders in the field.</td>
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</tr>
<tr>
<td>TEDU 551</td>
<td>Philosophy of Technology Education</td>
<td>2 hrs</td>
<td>Philosophical viewpoints concerning technology education and industrial-vocational education; historical development and philosophical justification of modern programs.</td>
<td></td>
</tr>
<tr>
<td>TEDU 552</td>
<td>Technical Programs in Community Colleges</td>
<td>2 hrs</td>
<td>Nature, scope and functions of vocational and technical programs in community colleges; recent developments.</td>
<td></td>
</tr>
<tr>
<td>TEDU 555</td>
<td>Administration of Vocational-Technical Education</td>
<td>2 hrs</td>
<td>Principles and problems involved in the improvement of instruction in technology education. Open to majors in technology education and to majors in administration.</td>
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</tr>
<tr>
<td>TEDU 561</td>
<td>Evaluation in Business and Technology Education</td>
<td>2 hrs</td>
<td>Principles and methods of student and program evaluation. Standards as they relate to evaluation and instructional effectiveness. Program evaluation and the application of standards in secondary and postsecondary education.</td>
<td></td>
</tr>
<tr>
<td>TEDU 562</td>
<td>Curriculum Development in Technology Education</td>
<td>2 hrs</td>
<td>Development and current status of curriculum in technology and industrial-vocational education, principles and procedures for curriculum development, criteria for content selection, contemporary curriculum patterns, and factors involved in curriculum change.</td>
<td></td>
</tr>
<tr>
<td>TEDU 568</td>
<td>Coordination of Cooperative Education Programs</td>
<td>2 hrs</td>
<td>Analyzes the duties and responsibilities of the cooperative education coordinator. Focuses on human and public relations, laws and regulations, student placement, related instruction, and program development. Required of all potential coordinators. Recommended for school administrators and vocational teacher education students.</td>
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</tr>
<tr>
<td>TEDU 578</td>
<td>Cooperative Education</td>
<td>3 hrs</td>
<td>A cooperative education experience integrating classroom theory with a paid work experience in an area related to the student's field of study. Work-sites must be approved by the coordinator of Cooperative Education and the Business and Technology Education department. Additional assignments may be required. Credit/no credit.</td>
<td>Department permission.</td>
</tr>
<tr>
<td>TEDU 590/591/592 Special Topics.</td>
<td>1/2/3 hrs</td>
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</tr>
<tr>
<td>TEDU 594/595/596/597 Workshop.</td>
<td>1/2/3/4 hrs</td>
<td></td>
<td>An examination and evaluation of a variety of instructional methods. Direct experiences are provided in developing and utilizing instructional materials.</td>
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</tr>
<tr>
<td>TEDU 650</td>
<td>Industrial Education in Colleges and Universities</td>
<td>2 hrs</td>
<td>The philosophy, history, and development of industrial teacher education programs; current trends in selected institutions.</td>
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<tr>
<td>TEDU 651</td>
<td>Administration of Vocational-Technical Education</td>
<td>2 hrs</td>
<td>Focuses on the legislation, programs, planning, and regulations that are unique to vocational education and the administrative functions that are directly related. Recommended for school administrators and vocational teacher education students.</td>
<td></td>
</tr>
<tr>
<td>TEDU 655</td>
<td>Supervision of Technology Education</td>
<td>2 hrs</td>
<td>Principles and problems involved in the improvement of instruction in technology education. Open to majors in technology education and to majors in administration.</td>
<td></td>
</tr>
<tr>
<td>TEDU 661</td>
<td>Evaluation in Business and Technology Education</td>
<td>2 hrs</td>
<td>Principles and methods of student and program evaluation. Standards as they relate to evaluation and instructional effectiveness. Program evaluation and the application of standards in secondary and postsecondary education.</td>
<td></td>
</tr>
<tr>
<td>TEDU 662</td>
<td>Laboratory Planning</td>
<td>2 hrs</td>
<td>Analysis of space and equipment requirements of technology and industrial-vocational education laboratories. Consideration of specific functions, safety, efficiency, location, and design as they relate to educational philosophy and objectives.</td>
<td></td>
</tr>
<tr>
<td>TEDU 678</td>
<td>Research in Business and Technology Education</td>
<td>3 hrs</td>
<td>A review of basic research techniques applied to business, marketing and technology education areas. Studies are analyzed in light of research processes and conclusions. Students become involved in the design and application of research methodology to projects appropriate to classrooms.</td>
<td></td>
</tr>
<tr>
<td>TEDU 679/680/681 Special Topics.</td>
<td>1/2/3 hrs</td>
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</tr>
<tr>
<td>TEDU 682/683/684/685 Workshop.</td>
<td>1/2/3/4 hrs</td>
<td></td>
<td>An examination and evaluation of a variety of instructional methods. Direct experiences are provided in developing and utilizing instructional materials.</td>
<td></td>
</tr>
</tbody>
</table>
TEDU 688 Internship in Technology Education. 2 hrs
A supervised experience in education. Opportunities are provided for directing a variety of teaching-learning experiences contracted with a University faculty member. Credit/no credit.

TEDU 690/691/692 Thesis. 1/2/3 hrs
A research-based study conducted under the supervision of a University graduate faculty member and departmental graduate committee, under the guidelines described in the EMU Technology Education Thesis Manual. Credit/no credit. 
Prereq: Department permission, 3.5 GPA.

TEDU 693/694/695/696 Seminar. 1/2/3/4 hrs
A discussion of problems and issues in technology education and industrial-vocational education with emphasis on literature review and appraisal. To be taken during last semester before graduation. 
Prereq: Topics must be approved by the department during the semester prior to the study.

TEDU 697/698/699 Independent Study. 1/2/3 hrs
Opportunities are provided for the selection and completion of an individual study under the direction of a University faculty member. An approved written proposal is required. Both “Independent Study” (technical study without the prerequisite of TEDU 677) and “Research Proposal Format” guideline sheets are available from the department. 
Prereq: Department permission. Topics must be approved by the department during the semester prior to the study.
INDUSTRIAL TECHNOLOGY

(Vacant)
Department Head
118 Sill Hall
487-2040

Max Kanagy
Coordinator of Advising
118 Sill Hall
487-2040

Graduate Faculty Advisers:
Construction management concentration: John Weeks
Manufacturing concentration: Max Kanagy, Jonathon (Sui-Chen) Lin, and Erik Lokensgard
Quality concentration: Robert Chapman, Daniel Fields, Thomas Soyster, and Walter Tucker
Graduate certificate in quality technology: Daniel Fields

MASTER OF SCIENCE IN INDUSTRIAL TECHNOLOGY

The Master of Science in Industrial Technology (MSIT) is a program designed to extend the undergraduate degree in industrial technology or develop new career options for other majors. The program is intended to increase the student's understanding of industrial processes, production techniques, design functions, and research and management methods.

The program is designed for managers, production supervisors, and other related industrial personnel. It also is planned for upgrading individuals or providing advancement opportunities for employees already established with a company.

PROGRAM OBJECTIVES
The industrial technology program is designed to:
1. develop advanced competencies associated with technical, supervisory, and related positions in industry;
2. broaden the career potential of individuals through experiences in construction, manufacturing, or quality;
3. provide advanced preparation in construction, manufacturing, or quality in relating the technical and human components of industry; and
4. develop a broad perspective needed for those employed in or aspiring to mid-management industrial positions.

ADMISSION REQUIREMENTS
All applicants for admission must:
1. meet degree admission requirements of the Graduate School;
2. possess a minimum undergraduate grade point average of 2.50; and
3. possess a baccalaureate degree in industrial technology, engineering technology, related fields of engineering, or become admitted under a conditional provision.
4. Conditional students may be required to complete undergraduate course work in construction, manufacturing, or quality to meet prerequisite requirements.

5. International students must score at least 550 on the TOEFL or 85 on the MELAB before starting the graduate degree program;
6. a student may not earn two graduate degrees in the Industrial Technology department.

REQUIREMENTS FOR COMPLETING THE PROGRAM
An applicant for the master's degree must:
1. complete all conditional requirements before starting the degree program;
2. have earned a minimum of 30 semester hours of graduate credit applicable to the program;
3. have earned a minimum of 16 semester hours with a 3.0 GPA ("B") in Industrial Technology Departmental courses;
4. have earned a 3.0 GPA ("B") to qualify for graduation;
5. have completed all of the requirements for a program concentration in either construction, manufacturing, or quality;
6. have completed a thesis/development option if elected or required as part of the graduate program; and
7. have received the recommendation of the program adviser and the Graduate School.
8. 400-level courses may not be taken for graduate credit.

Construction Management Concentration Requirements
1. Develop a 30-semester-hour approved program with assistance from a graduate adviser;
2. complete all University Graduate School requirements;
3. earn 30 semester hours in 500- and 600-level courses; or
4. if admitted conditionally, complete all of the required conditional undergraduate courses totaling not more than 24 semester hours.

Construction Management Concentration .... 30 hours

Industrial Core ......................................................... 4 hours
CNST 645 Occupational Safety and Health ......... 2
CNST 648 Principles of Construction Technology. 2

Construction Core ................................................ 14-18 hours
CNST 501 Project Estimating (2)
CNST 502 Project Scheduling (2)
CNST 503 Construction Delays and Claims (2)
CNST 504 Project Management (2)
CNST 591 Special Topics (2)
CNST 616 Analysis of Commercial Structures (3)
CNST 624 Project Productivity and Cost Control (3)
CNST 626 Construction Processes (2)
CNST 691 Development Project (4)
CNST 698/699 Independent Study (2/3)

Business Core ....................................................... 9-12 hours
ACC 501 Accounting Principles (3)
FIN 502 Financial Principles (3)
INS 586 Risk and Risk Management (3)
*MGMT 501 Management: Concepts, Principles, and Practice (3)
MGMT 568 Managerial Communication (3)
MGMT 576 Corporate Social Policy (3)
MGMT 580 Management of Organizational Behavior (3)
Conditional requirements for the construction management concentration:
1. conditional coursework is to be completed before starting the degree program;
2. develop a sequence of prerequisite needs in consultation with an adviser;
3. conditionally admitted students may validate the required competencies by taking undergraduate courses, testing out of courses, or by well-documented experiences;
4. conditionally admitted students may be required to complete some or all of the following undergraduate courses:
   - CNST 125 Introduction to Construction (2)
   - CNST 201 Construction Systems (3)
   - CNST 228 Construction Drawing (3)
   - CNST 229 Analysis of Commercial Prints (3)
   - CNST 301 Planning and Scheduling (3)
   - CNST 302 Contract Documents, Regulations, and Specifications (3)
   - CNST 401 Construction Estimating and Bidding (3)
   - CNST 403 Production Control (2)
   - CNST 406 Construction Law (2)
   - CNST 450 Fundamentals of Construction Project Management (2)

*Minimum competency level required for graduate degree program.

Manufacturing Concentration Requirements:
1. The manufacturing concentration includes two options: a process engineering option and a CAD/CAM option. The option selected determines prerequisite courses;
2. Complete all University Graduate School requirements;
3. Earn 30 semester hours in 500 - and 600 - level courses;
4. If admitted conditionally, complete the required conditional undergraduate courses totaling not more than 27 semester hours.

**Manufacturing Concentration ................. 30 hours**
- Manufacturing Technology Core Courses ........ 16-18 hours
  - INTE 505 Managing Engineering and Technology 2
  - INTE 556 Human Factors in Continuous Improvement ........................................ 2
  - INTE 636 Analysis of Manufacturing Processes ... 2
  - INTE 647 Industrial Research .......................... 2
  - INTE 649 Manufacturing Process Planning ........ 2
  - INTE 650 Computer-Aided Manufacturing .......... 2
  - INTE 691 Development Project/Thesis .............. 4-6
**Process Engineering Option Courses .............. 4 hours**
  - INTE 550 Advanced Statistical Process Control ... 2
  - INTE 641 Materials of Industry ..................... 2

**CAD/CAM Option Courses ................................ 10 hours**
  - INTE 535 3-D CAD Modeling ......................... 2
  - INTE 553 Metrology, Inspection, and Testing ...... 2
  - INTE 565 Mechanical System Design .............. 2
  - INTE 585 Advanced Finite Element Analysis ...... 2
  - INTE 675 CAD/CAM/CNC .............................. 2

*Minimum competency level required for graduate degree program.

Manufacturing Concentration Requirements:
1. conditional coursework is to be completed before starting the degree program;
2. develop a sequence of prerequisite needs in consultation with an adviser;
3. conditionally admitted students may validate the required competencies by taking undergraduate courses, testing out of courses or by well documented experiences;
4. conditionally admitted students may be required to complete some or all of the following undergraduate courses:
   - INTE 123 Manufacturing Processes and Methods I (3)
   - INTE 124 Manufacturing Processes and Methods II (3)
   - INTE 316 Manufacturing Tooling (3)
   - INTE 420 Industrial Quality Control (3)
   - INTE 425 Advanced Manufacturing Methods (3)

*Minimum competency level required for graduate degree program.

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**Manufacturing Concentration Requirements:**

1. **Conditional requirements for the manufacturing concentration with Process Engineering and CAD/CAM Options:**
   1. conditional coursework is to be completed before starting the degree program;
   2. develop a sequence of prerequisite needs in consultation with an adviser;
   3. conditionally admitted students may validate the competencies by taking undergraduate courses, testing out of courses or by well documented experiences;
   4. conditionally admitted students may be required to complete some or all of the following undergraduate courses:
      - INTE 106 Industrial Computer Applications for Manufacturing (3)
      - INTE 123 Manufacturing Processes and Methods I (3)
      - INTE 124 Manufacturing Processes and Methods II (3)
      - INTE 316 Manufacturing Tooling (3)
      - INTE 420 Industrial Quality Control (3)
      - INTE 425 Advanced Manufacturing Methods (3)

*Minimum competency level required for graduate degree program.

**CAD/CAM Option Prerequisites:**

- conditional admitted students may be required to complete some or all of the following undergraduate courses:
  - INTE 316 Manufacturing Tooling (3)
  - INTE 324 Industrial Drawing (3)
  - INTE 325 Applied Mechanics, Kinematics, and Design (3)
  - INTE 361 Computer Numerical Control (3)
  - INTE 420 Industrial Quality Control (3)
  - INTE 435 Finite Element Analysis (3)

*Minimum competency level required for graduate degree program.
Quality Concentration Option Requirements

1. Develop a 30-semester-hour approved program with assistance from a graduate advisor;
2. complete all University Graduate School requirements;
3. earn 30 semester hours in 500- and 600-level courses;
4. satisfactorily complete a development project or thesis;
5. if admitted conditionally, complete all of the required conditional undergraduate courses totaling not more than 24 semester hours.

Quality Concentration Program ........................................ 30 hours

Core 22-24 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>INTE 550 Advanced Statistical Process Control</td>
<td>2</td>
</tr>
<tr>
<td>INTE 551 Quality Assurance Experiments</td>
<td>2</td>
</tr>
<tr>
<td>INTE 552 Quality Planning</td>
<td>2</td>
</tr>
<tr>
<td>INTE 553 Metrology, Inspection, and Testing</td>
<td>2</td>
</tr>
<tr>
<td>INTE 554 Reliability, Maintainability, and Product Safety</td>
<td>2</td>
</tr>
<tr>
<td>INTE 555 Quality System Appraisal</td>
<td>2</td>
</tr>
<tr>
<td>INTE 556 Human Factors in Continuous Improvement</td>
<td>2</td>
</tr>
<tr>
<td>INTE 647 Industrial Research</td>
<td>2</td>
</tr>
<tr>
<td>INTE 651 Advanced Quality Assurance Experiments</td>
<td>2</td>
</tr>
<tr>
<td>INTE 691 Development Project/Thesis</td>
<td>4-6</td>
</tr>
</tbody>
</table>

Cognate (6-8 hours required outside the INTE department)
courses in either Management or Operations Research and Information Systems are recommended.

*MGMT 501 Management: Concepts, Principles, and Practice (3)
*MGMT 567 Business Communication: Specialized Organizational Report Writing (3)
*MGMT 576 Corporate Social Policy (3)
DS 501 Introductory Probability and Statistics for Business (3)
IS 502 Business Information Systems (3)
DS 565 Applied Linear Statistical Models (3)

Electives ............................................................... 0-2 hours

* Limited offerings.

Conditional requirements for the quality concentration

1. Conditional course work is to be completed before starting the degree program;
2. conditionally admitted students may validate the required competencies by taking undergraduate courses, testing out of courses, or by well-documented experiences;
3. develop a sequence of prerequisites in consultation with an adviser;
4. conditionally admitted students may be required to complete some or all of the following undergraduate courses:
   *INTE 105 Computer Applications for Industry (3)
   *INTE 122 Engineering Graphics I (3)
   *Manufacturing laboratory processing courses (6)
   *INTE 420 Industrial Quality Control (3)
   *Minimum competency level required for graduate degree concentration.

Graduate and Advanced Graduate Certificate Programs in Quality Technology

These programs were developed in cooperation with the American Society of Quality Control (ASQC). They are based on the body of knowledge required of the ASQC Certified Quality Engineer (CQE). Graduates are encouraged to seek the CQE through the ASQC upon completion of the EMU Graduate and Advanced Graduate Certificates. This body of knowledge and applied technologies include, but are not limited to: application and analysis of testing and inspection procedures; the ability to apply metrology and statistical methods to diagnose and correct improper quality control practices which assure product and service conformity to prescribed standards; an understanding of human factors and motivations; facility with quality cost concepts and techniques; the knowledge and ability to develop and administer management information systems and to audit quality systems for deficiency identification and correction.

Program Objectives

The quality certificate programs are designed to:
1. prepare personnel to assist organizations in meeting their need for continuous quality improvement in order to remain competitive;
2. provide education in quality to organizations geographically located in the state of Michigan and, in particular, the southeastern region;
3. facilitate the needs of quality professionals in attaining professional certification;
4. provide graduate- and advanced graduate-level education in quality to meet the needs of adult learners; and
5. help Eastern Michigan University meet its obligation of providing academic programs which represent state-of-the-art technology.

GCPQ Admission Requirements

All applicants for admission into the graduate certificate program must:
1. meet the graduate admission requirements of the University; and
2. meet the Industrial Technology Department's graduate certificate program in quality (GCPQ) admission requirements:
   a. possess a minimum undergraduate GPA of 2.5;
   b. have completed an undergraduate course in industrial quality control or be admitted under conditional provision;
   c. international students must score at least 550 on the TOEFL or 85 on the MELAB before starting the GCPQ program; and
   d. admission into the GCPQ is not to be interpreted as admission into any master's degree program.
AGCPQ ADMISSION REQUIREMENTS
All applicants for admission into the advanced graduate certificate program must:
1. have completed a master’s degree program;
2. have not completed a master’s degree program in quality; and
3. meet the Industrial Technology department’s advanced graduate certificate program in quality (AGCPQ) admission requirements:
   a. have completed an undergraduate or graduate course in industrial quality control or be admitted under conditional provision,
   b. international students must score at least 550 on the TOEFL or 85 on the MELAB before starting the AGCPQ program, and
   c. admission into the AGCPQ is not to be interpreted as admission into an advanced graduate degree program.

REQUIREMENTS FOR COMPLETING THE PROGRAM
An applicant for the GCPQ and AGCPQ must:
1. complete any conditional requirements of the program;
2. not complete any GCPQ or AGCPQ courses before being admitted into the program and without prior permission of the student’s adviser, or the courses will not count;
3. maintain a 3.0 GPA overall in the program;
4. have completed all courses in the program; and
5. receive the recommendation of the program adviser and the Graduate School for receiving the certificate.

Quality Technology Certificate Requirements
INTE 550 Advanced Statistical Process Control (2)
INTE 551 Quality Assurance Experiments (2)
INTE 552 Quality Planning (2)
INTE 553 Metrology, Inspection, and Testing (2)
INTE 554 Reliability, Maintainability, and Product Safety (2)
INTE 555 Quality System Appraisal (2)
INTE 556 Human Factors in Continuous Improvement (2)
INTE 651 Advanced Quality Assurance Experiments (2)
INTE 691 Development Project/Thesis (4)

CONSTRUCTION MANAGEMENT COURSES

CNST 501 Project Estimating. 2 hrs
An investigation into the estimating and bidding practices used within the construction industry in order to prepare, analyze, and submit an estimate of the costs for a project.
Prereq: CNST 401 Construction Estimating and Bidding.

CNST 502 Project Scheduling. 2 hrs
An investigation into advanced scheduling techniques and the application of these within the construction industry.
Prereq: CNST 301 Planning and Scheduling and CNST 403 Production Control.

CNST 503 Construction Delays and Claims. 2 hrs
An investigation into the risks, liabilities, and responsibilities involved in today’s construction industry. The areas of liability, contract interpretation, changes, changed conditions, delays, damages, documentation, and dispute resolution are addressed.
Prereq: CNST 406 Construction Law.

CNST 504 Project Management. 2 hrs
An investigation of the typical problems associated with construction projects and applicable management practices for solving managerial problems.
Prereq: Department permission.

CNST 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

CNST 616 Analysis of Commercial Structures. 3 hrs
An investigation into the construction industry practices associated with the use of working drawings to analyze project requirements for bidding, planning, scheduling, and controlling construction projects.
Prereq: CNST 301 and CNST 401.

CNST 624 Project Productivity and Cost Control. 3 hrs
An investigation into the contemporary problems related to construction productivity and methods to be employed to control construction costs.
Prereq: CNST 403 Production Control.

CNST 626 Construction Processes. 2 hrs
An investigation of the more accepted and standard practices associated with the process of construction.

CNST 645 Occupational Safety and Health. 2 hrs
An exploration of occupational safety and health from a human behavior perspective. Attention will be given to the development of safety management systems. Legislative safety and health policies will be analyzed to determine their effectiveness.

CNST 648 Principles of Construction Technology. 2 hrs
A study of the production system of the construction industries, utility systems, housing construction, and city and regional planning practices.

CNST 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.
INDUSTRIAL TECHNOLOGY COURSES

INTE 505 Managing Engineering and Technology. 2 hrs
An investigation of the functions and problems unique to managing engineering and technical operations. Topics include: engineering ethics and professionalism; managing research, design, and other technical operations; technology impact; and the role of the technical professional.

INTE 509 Manufacturing Project Planning. 2 hrs
A study of planning activities undertaken prior to the implementation of a manufacturing project. Topics include: identification and sequencing of events, time and cost estimating, resource utilization, and monitoring/evaluation plans.

INTE 535 3-D CAD Modeling. 2 hrs
Developing 3-D product models using solid modeling and parametric CAD software. Emphasis on interpretation of product specifications and development of solid models and surface models.

INTE 550 Advanced Statistical Process Control. 2 hrs
An advanced course in statistical process control. Topics will include special purpose control charts and procedures; analysis of runs, trends, and cycles; process and gage capability; and underlying distribution analysis.

Prereq: INTE 420 Industrial Quality Control or a course in introductory statistical process control.

INTE 551 Quality Assurance Experiments. 2 hrs
A study of the design and analysis of experiments to improve product quality. Topics include basic concepts applying to experiments, one and two or more factor experiments, and Taguchi methods.

Prereq: A course in quality assurance and an introductory probability and statistics course.

INTE 552 Quality Planning. 2 hrs
Procedures utilized to organize and implement the quality function including planning, budgeting information and test procedures, customer complaints, and quality function deployment.

Prereq: INTE 420 Industrial Quality Control.

INTE 553 Metrology, Inspection, and Testing. 2 hrs
A course in the technology of measurements related to the procedures for conducting inspection and tests: including control, gage capability, repair, and maintenance of measurement devices.

Prereq: INTE 420 Industrial Quality Control.

INTE 554 Reliability, Maintainability, and Product Safety. 2 hrs
A study of the long term performance of products concerned with failure and the ability to bring the products back into use. Product safety improvement and responsibility of manufacturers.

Prereq: INTE 420 Industrial Quality Control.

INTE 555 Quality System Appraisal. 2 hrs
Interpreting the effectiveness of an organization's quality system through proper information handling. Emphasis on analysis of prevention, appraisal and failure costs, and quality systems audit.

Prereq: INTE 420 Industrial Quality Control.

INTE 556 Human Factors in Continuous Improvement. 2 hrs
Employment of the human resource in the continuous improvement of the manufacturing system. Theory and practice of successful actions and programs implemented to remove attitudinal barriers and encourage participation in the problem-solving organization.

INTE 565 Mechanical System Design. 2 hrs
A study of mechanical system design. Emphasis on integrating strength of materials, failure theories, kinematics, mechanisms, component analysis and design, and product analysis to develop functional and safe mechanical systems.


INTE 585 Advanced Finite Element Analysis. 2 hrs
The study of the application aspects of employing FEA as a significant aid in the design and analysis processes. Topics will center on the practical considerations associated with the use of FEA packages in heat transfer, stress and strain analysis, and vibration analysis.

Prereq: INTE 435 Finite Element Analysis.

INTE 590/591/592 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.

Prereq: Department permission.
INTE 636 Analysis of Manufacturing Processes. 2 hrs
An advanced course in the technical aspects of manufacturing cast, formed, and machined products. Emphasis is on the determination of production parameters, such as shapes, forces, and temperatures required to process various materials.
Prereq: INTE 123 Manufacturing Processes and Methods I and INTE 124 Manufacturing Processes and Methods II.

INTE 641 Materials of Industry. 2 hrs
Selected industrial materials: sources, properties, characteristics, analysis, and testing.
Prereq: INTE 123 Manufacturing Processes and Methods I.

INTE 647 Industrial Research. 2 hrs
A study of the roles, purposes, and procedures for conducting research in technical fields.

INTE 649 Manufacturing Process Planning. 2 hrs
The design of the manufacturing as required by product design specifications. Selection of processes, tooling, workholding, gauging, routing, and material handling, as well as the development of human interface.
Prereq: INTE 316 Manufacturing Tooling and INTE 425 Advanced Manufacturing Methods.

INTE 650 Computer-Aided Manufacturing. 2 hrs
The use of the computer in planning manufacturing operations, solving manufacturing and related problems, and in controlling manufacturing processes for batch and continuous production.

INTE 651 Advanced Quality Assurance Experiments. 2 hrs
Advanced work in quality experiments with emphasis on in-plant applications relative to online and off-line investigation for the purpose of process and product improvement.

INTE 675 CAD/CAM/CNC. 2 hrs
An integration of various aspects of product and project design and manufacturing. Emphasis on geometry modeling, mechanical design, GD&T, FEA analysis, manufacturing processes, and CNC programming for developing a project.

INTE 679/680/681 Special Topics. 1/2/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

INTE 684 Workshop. 3 hrs
Students will be provided practical and theoretical study in a selected topic area. Offered on a credit/no credit basis.
Prereq: Department permission.

INTE 690/691/692 Development Project/Thesis. 1/2/3 hrs
Development Project: A theory application project conducted under the supervision of an adviser and departmental graduate committee.
Prereq: Department approval plus 12 prescribed credit hours in one's graduate concentration.
Thesis: A research-oriented study conducted under the supervision of an adviser and departmental graduate committee and under the guidelines described in the EMU Thesis Manual.
Prereq: A 3.50 graduate GPA and department permission.

INTE 693/694/695 Seminar. 1/2/3 hrs
A research-oriented course for graduate majors.
Prereq: Department permission.

INTE 697/698/699 Independent Study. 1/2/3 hrs
Opportunities are provided for the selection and completion of an individual study under the direction of a University faculty member. An approved written proposal is required. Both “Independent Study” and “Research Proposal Format” guideline sheets are available from the department.
Prereq: Department permission.

NOTE: Effective winter 1992, unless the course already appears on a student's program of study, the Industrial Technology department will no longer allow the following 400-level courses to be taken for graduate credit: CNST 401, 403, 406, 450; INTE 409, 410, 416, 417, 420, 421, 425, 427, 428, 431, 432, 433, 434, 485.
INTERDISCIPLINARY TECHNOLOGY

paul Kuwik
Department Head
Sill Hall
87-1161

Wayne Hanewicz
Coordinator of Advising
MLST Technology
Sill Hall
87-1161

Taki Anagnostou
Coordinator of Advising
MSPolymer Technology
Sill Hall
487-1235

The Interdisciplinary Technology department offers two graduate programs: Master of Liberal Studies in technology and Master of Science in polymer technology with a concentration in coatings.

MASTER OF LIBERAL STUDIES IN TECHNOLOGY

The MLS in technology addresses the social and economic impacts of technology. The main objective of this interdisciplinary degree program is to help prepare students for managerial, administrative or consulting positions with technology-based organizations. The master of liberal studies in technology is flexible in format. Students may tailor their program of study to meet specific educational and employment objectives.

In particular, MLS students will acquire:
1. comprehension of the central concepts and issues related to the study of technology and society;
2. knowledge of significant technical developments in history and the effects of these developments on individuals, societies, and the environment;
3. an understanding of technological systems and the present and future impact of such systems on the quality of life;
4. the ability to integrate information from a variety of sources and disciplines in solving social-technical problems; and
5. a knowledge of technology assessment techniques and the ability to identify, describe, discuss, and utilize the major tools and methodologies for assessing technology.

SPECIAL FEATURES

Flexibility — Students can custom design a program to suit their educational and employment objectives.

Evening classes — Mature students/career-changers can pursue their degree on either a full-time or part-time basis.

Internships — Placement within business or industry is an option for the final project.

Contact — with practitioners in business or industry. Lectures, seminars, and conferences with outside experts are an established part of this program.

ADMISSION REQUIREMENTS

Students with a bachelor’s degree from an accredited institution who have an overall GPA of 2.75 (or 3.0 in their final 60 hours of undergraduate study) are eligible to apply for admission. Individuals with degrees in business, technology, humanities, arts, and sciences are encouraged to apply. Two letters of recommendation are required as is a program planning interview with an adviser.

All students applying for degree admission for fall 1993 and beyond may be required to submit a Graduate Record Examination Score that is not more than five years old.

Conditional Admission

Conditional Admission Condition 1: Curriculum Deficiencies is a conditional admission for students who meet the degree admission requirements of the Graduate School, but have curricular deficiencies in their undergraduate program and/or other departmental standards and therefore do not meet departmental admission requirements.

Nondegree Admission Status

For those students who show promise but do not meet the undergraduate grade point average (2.5) requirement of the Graduate School or the departmental GPA requirements, whichever is higher, nondegree admission (status I: academic deficiencies) may be granted. (See Nondegree Admission Status, page xxx.) Students may not repeat courses to attain the required grade point average.

Students who successfully meet the probationary requirements of conditional or nondegree admission will be granted regular admission.

PROGRAM REQUIREMENTS

A total of 30-32 semester hours is required for the MLS:
14 semester hours of the core curriculum;
12 semester hours of complementary concentration; and
4 to 6 semester hours of final project work.

The core curriculum of the MLS degree consists of five courses in technology studies that are required for every student.

Core Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDT 500</td>
<td>Introduction to Interdisciplinary Technology</td>
<td>3</td>
</tr>
<tr>
<td>INDT 501</td>
<td>History of Technology</td>
<td>4</td>
</tr>
<tr>
<td>INDT 601</td>
<td>Multidisciplinary Seminar in Technology</td>
<td>2</td>
</tr>
<tr>
<td>INDT 602</td>
<td>Contemporary Issues in Technology</td>
<td>2</td>
</tr>
<tr>
<td>INDT 680</td>
<td>Technology Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Complementary Concentrations

Students can select two or more complementary concentrations in other fields. A minimum of four hours is required in each of the complementary areas of study (12 hours total required).

Possible complementary concentrations:
- Communication
- Computer science
- Economics
- Educational leadership
- Geography
- Technology education
- Industrial technology
- Information Security
- Labor studies
- Management
- Marketing
- Public administration
- Psychology
- Sociology
- Technical writing
- Training management

Other areas are available. For example, the School of Police Staff and Command allows graduates to apply their earned credits to their complementary concentrations. Students should consult with the MLS adviser for additional information and specific course approval.

Capstone Experience

Four to six hours of final project work are required. Students may elect Option I or Option II. Those contemplating doctoral study should elect Option I.

Option I - Thesis
- INDT 690, 691, 692 Thesis (6)

Option II - Independent Study
- INDT 697/698/699 Independent Study (4)

Additional information about the master of liberal studies in technology can be obtained from the program coordinator. Applications for admission should be submitted to EMU’s Graduate School office.

MASTER OF SCIENCE IN POLYMER TECHNOLOGY

The main objective of this program is to graduate chemists with a strong background in coatings who would either be employed by the coatings industry or who would continue their education at the PhD level. As such, graduates from this program receive the best possible training which implies that they must have an ACS approved chemistry degree, or equivalent, for admission into the program. The program is interdisciplinary in nature and utilizes courses from various departments. A faculty committee, composed of faculty from chemistry and interdisciplinary technology, will function as the graduate committee for the program.

ADMISSION REQUIREMENTS

All applicants for admission must:
1. meet degree admission requirements of the Graduate School;
2. possess a baccalaureate degree in chemistry (minimum 24 hours in chemistry);
3. have had one year of physical chemistry;
4. have had one year of organic chemistry;
5. have had an instrumentation class.

Exceptions can be made providing the student elects and passes the approved undergraduate course(s) at Eastern Michigan University.

PROGRAM DESCRIPTION AND REQUIREMENTS FOR THE DEGREE

A total of 30 semester hours is required for the MS in polymer technology: 10 semester hours of the core curriculum; 20 semester hours coatings specialization.

Core Curriculum .......................................................... 10 hours
- CHEM 562 Statistical Mechanics and Chemical Kinetics (2)
- CHEM 564 Physical-Chemical Characterization of Polymers (2)
- CHEM 610 Information Retrieval in Chemistry (1)
- CHEM 665 Physical Chemistry of Polymers (2)
- CHEM 675 Advanced Organic Polymer Chemistry (3)
- CHEM 693 Seminar (1)

Choose one:
- Option I Coatings Concentration ........................................... 12
  - INDT 400 Polymers and Coatings Technology I .............. 3
  - INDT 402 Polymers and Coatings Technology II ....... 3
  - INDT 403 Polymers and Coatings Technology II Laboratory ......................................................... 3
  - CHEM 572 Spectroscopic Organic Structure Determination .......................................................... 3
- Option II Management Concentration ................................... 12
  - MGMT 501 Management: Concepts, Principles, and Practice .......................................................... 3
  - MGMT 567 Business Communication: Specialized Organizational Report Writing ....................... 3
- MKTG 510 Marketing .......................................................... 3

Students who have already taken the 400 coating series may take Option II which may be graduate level courses in any other discipline. The example illustrated above is the business management concentration.

Capstone Experience ..................................................... 8-12
- INDT 590/591/592/593 Special Topics ......................... 4-6
- INDT 697/698/699 Independent Study .......................... 4-6

Total .................................................................................. 30-34

A non-thesis option may be elected by students from industry on the recommendation of the graduate advisory committee. These students may replace the research credits with approved graduate courses in any area approved by the graduate advisory committee.
This course addresses universal management functions. They are taught in the context of, and applied to, internal police administration, traffic, and criminal operations. The course also seeks to improve the knowledge about the nature and importance of the total administrative function along with the principles and techniques for achieving effective management of people and operations.

INDT 530 Administration of Police Agencies. 2 hrs
This course examines the role of the police which begins with the evolution of the police concept. How the role is seen today and the communities involvement in establishing that role are examined.

INDT 535 Planning Skills for Police Agencies. 2 hrs
This course strives to develop the conceptual skills necessary for effective staff work and command-level management. The need for planning in an organization is presented and the nature and need for change is presented, with the individuals' role either as a change agent, or a responder to change.

INDT 540 Police Personnel Administration. 2 hrs
This course is concerned with the issues of personnel management that are problematic. Job analysis, career development, and labor discipline issues are covered in the context of personnel management.

INDT 545 Technical Skills for Effective Police Management. 2 hrs
An examination of the budgeting process including line item budgets, zero-base budgeting, performance-based budgeting, etc. Also included is an examination of human resource allocation and its impact on budgeting. The use of computers is introduced at this level for ease in developing and maintaining budgets and human resources.

INDT 550 Issues and Skills for Senior Command and Staff Officers. 2 hrs
This course deals with problems facing the senior commander. An analysis of positions within an organization and how best to accomplish organizational objectives. Methods for assuming command, use of time, and how to select and manage subordinate commanders and staff.

INDT 555 Technology and Organization. 3 hrs
Development, analysis, and theory of technological organizations as well as practical problems confronting technological managers at a time of transition as exemplified by leading US and Japanese corporations.

INDT 556 Introduction and Implementation of Technological Change. 3 hrs
The course will focus on principles and theories of technological innovation, overcoming resistance to change, participative management in theory and in practice. Case studies will be used and discussed intensively.

INDT 560 Technology and Labor Relations. 3 hrs
This course examines the dynamics of technological change from a labor-management perspective, using historical and contemporary examples of both confrontational and collaborative approaches.
INDT 565 Technology and Training. 3 hrs
This course examines the role of training in our national policy, and identifies training practices in today's "high-performance" workplaces.

INDT 587 Cooperative Education. 3 hrs
Co-op is an educational strategy that integrates classroom theory with a semester of paid work experience in an area related to the student's field of study. Work sites must be approved by the coordinator of Cooperative Education and the Interdisciplinary Technology department. Additional assignments may be required. Credit/no credit.
Prereq: Department permission.

INDT 590/591/592/593 Special Topics. 1/2/3/4 hrs
Content will change from semester to semester. An experimental course for subject matter not yet provided in other program offerings. Students may elect this course more than once as long as different topics are covered.

INDT 601 Multidisciplinary Seminar in Technology. 2 hrs
A multidisciplinary seminar which explores different philosophic and discipline-based perspectives of technology around a special topic. Usual format is a lecture series with outside speakers held at a conference center. May be repeated for credit if course content is different.
Prereq: INDT 500 or department permission.

INDT 602 Contemporary Issues in Technology. 2 hrs
An in-depth examination of a particular issue (or set of related issues) usually of topical interest related to technology and society. This course generally will take place in business and industry settings. May be repeated for credit if course content is different.
Prereq: INDT 500 or department permission.

INDT 617 Visual Communications. 2 hrs
Application of visual communication theories in the production of media including photography, photo mechanics, offset, and screen processes.

INDT 679/681 Special Topics. 1/3 hrs
An experimental course for subject matter not provided in other departmental offerings. The content will change from semester to semester. Students may elect this course several times as long as different topics are studied. Not more than six hours of special topics may be used on a degree program.
Prereq: Department permission.

INDT 680 Technology Assessment. 3 hrs
A survey of the field of technology assessment that includes theoretical bases, unique modes of inquiry, major assumptions, institutional activities, major problems, and future trends.
Prereq: Completion of INDT 500 and INDT 501.

INDT 690/691/692 Thesis. 1/2/3 hrs
Prereq: Department permission.

INDT 697/698/699 Independent Study. 1/2/3 hrs
Prereq: Department permission.

OTHER COURSES/PROGRAMS

The Interdisciplinary Technology department currently offers programs and courses in polymers and coatings technology, rubber technology, energy management, communication technology, coating finishes and wire technology. Among the courses offered are:

INDT 400 Polymers and Coatings Technology I (3)
INDT 401 Polymers and Coatings Technology I Laboratory (3)
INDT 402 Polymers and Coatings Technology II (3)
INDT 403 Polymers and Coatings Technology II Laboratory (3)
INDT 404 Photo Communication Workshop (3)
INDT 405 Coating Processes I (3)
INDT 406 Coating Processes I Laboratory (3)
INDT 407 Coating Processes II (3)
INDT 409 Emerging Technologies in Storage and Retrieval (3)
INDT 410 Mechanical and Physical Properties of Polymers (3)
INDT 411 Mechanical and Physical Properties of Polymers Laboratory (1)
INDT 413 Computers in Aviation (3)
INDT 414 Rubber Technology II (2)
INDT 420 Women and Technology (3)
INDT 422 Senior Seminar in Aviation Management (3)
INDT 425 Communication Technology and Social Change (3)
INDT 430 Senior Seminar in Energy Management Technology (3)
INDT 460 Advanced Coatings Topics (3)
INDT 495 Technology, Values, and the Future (3)

The above upper-division undergraduate courses may be taken for graduate credit. A maximum of nine hours of approved 400-level coursework may be permitted on the department's degree program. See the undergraduate catalog for course descriptions.

If you intend to enroll in any of the above undergraduate courses for graduate credit, you must complete a request form which you can pick up at the Graduate School before enrolling in the course; otherwise, you will receive undergraduate credit.
CAMPUS RESOURCES

COATINGS RESEARCH INSTITUTE

The Coatings Research Institute (CRI) was established in 1985 with the assistance of a major grant (totaling nearly one million dollars) from the state of Michigan. The institute is designed to conduct research and development efforts under contract to industry and government, and represents the formalization of research activities that started in 1980.

The CRI comprises a fully-equipped laboratory capable of conducting research ranging from the synthesis and modification of polymers to the formulation and testing of paints. Including the adjacent PRA (Paint Research Associates), the coatings effort comprises a microcosm of a large paint company including research, development, analysis, formulation, and testing capabilities.

The coatings effort occupies 12 thousand square feet of facilities with an additional three thousand under construction to house the Emissions Evaluation Center.

HURON INSTITUTE FOR CORPORATE LEARNING

Eastern Michigan University is in the forefront of education nationally, providing life-long learning opportunities in both its credit and non-credit programs. The Huron Institute for Corporate Learning delivers creative, cutting edge, learning opportunities to non-traditional, life-long learners. It is the non-credit service provider for Eastern Michigan University. The classroom setting for these tailored learning experiences can be the shop floor or the boardroom, whatever best fits the required learning outcome. It’s highly innovative, professional staff have at their disposal creative tools and mechanisms that facilitate and enhance opportunities for Eastern’s faculty to link with the educational needs of the public and private sectors. Conversely, the institute provides entities in the public and private sectors with easy access to University and national resources that can be utilized to meet continually changing, distinctive educational needs.

CENTER FOR CORPORATE LEARNING

Walter DiMontova
Director
2000 Huron River Drive
Ypsilanti, MI 48197
(313) 487-2977

The Center for Corporate Learning (formerly Center for Organizational Risk Reduction—CORR) is dedicated to providing innovative training, educational, research, development, and consulting services in all areas of risk reduction, including occupational health and safety, risk assessment and reduction, worker skills assessment and enhancement, and improved labor-management relations.

The center’s programs help large organizations assess, prepare for and respond to risks to their physical, financial, and human resources especially as a result of rapid technological or organizational change.

The new and evolving economic and industrial environment required that industries develop alternative ways of organizing work, training employees, increasing labor-management cooperation, and ensuring workplace safety. The center’s services are direct responses to these needs.

The center provides a broad spectrum of practical and professional services to large organizations from business, industry, and labor.

It has conducted a wide range of interventions for some of the largest corporations and labor organizations in the Midwest in areas such as emergency spill response and incident command for hazardous materials incidents, worker skills evaluation and enrichment, auto industry education, and the analysis of lifelong learning centers.

CENTER FOR PUBLIC SERVICE (INSTITUTE FOR COMMUNITY AND REGIONAL DEVELOPMENT (ICARD))

Charles M. Monsma
Director
34 N. Washington
487-0243

ICARD is a public service unit of Eastern Michigan University. Its purpose is to make the expertise and capabilities of the University available to governments, community agencies, and businesses. It is part of an overall effort by EMU to establish a closer working relationship with the communities it serves and to aid them in meeting their needs and in solving their problems.

Eastern Michigan University, through ICARD, can provide expertise and resources for the identification of problems, the assessment of needs and the development of solutions in a wide variety of settings. By drawing upon University-wide resources for project development and implementation, faculty, staff, and students with appropriate skills and experience are brought together from a variety of disciplines. When needs cannot be met within an organization or from outside commercial sources or private consultants, ICARD can fill the gap.

ICARD staff develops projects through personal and professional contacts and responds to requests from clients outside the University. Once a project has been identified, support staff and methodologies are determined. Individual faculty members serve as project directors, using additional faculty and student help in project implementation.

Examples of ICARD activities include economic development and planning efforts for local communities, economic and environmental impact assessments, management analysis, evaluation of personnel systems, and scientific analysis of environmental concerns. Twice a year, ICARD publishes an economic forecasting report, available by subscription, Regional Economic Forecasts for Michigan. Also published twice a year is the newsletter Michigan Economic Notes. Each spring,
ICARD hosts an Economic Forum on campus.

Since 1991, ICARD has offered training programs for public sector employees in cooperation with the Government Educational Institute. Through ICARD's Public Service Education Program, a monthly series of open subscription workshops has been offered. In addition, educational and training programs are customized under contract to meet the needs of specific communities or employee groups.

Another integral part of ICARD is the SER-GEM Center (Southeast Regional Groundwater Education in Michigan), funded in part by the Kellogg Foundation. SER-GEM's capabilities include environmental educational services, environmental audits, and computerized database assembly.

For further information, contact ICARD at 487-0243 or the Consortium at 487-0920.

**CORPORATE SERVICES/CENTER FOR QUALITY**

**2000 Huron River Drive**

487-2259

Corporate Services, established in 1988 through a consolidation of the college service centers, is an agency within the Executive Division. Its primary responsibility is to carry out the University mission of service through contract learning. Corporate Services provides business, industry, education, health, and human services agencies with short- and long-term assistance in training, research and development. Corporate Services' staff, including select University faculty and contracted outside experts, are involved in training both hourly and salaried personnel in a large number of diverse industries. To date this assistance has been provided in locations across the country as well as in Toronto, Canada; Sao Paulo, Brazil; London, England; and Cardiff, Wales. Contracts have ranged from one day to one year, with much of Corporate Services' activities relating to workforce training-on-site in manufacturing plants.

Major areas of programming include:
- Workplace literacy; basic skills enhancement
- Quality science consulting and training
- Environmental technology
- Computer training
- Hazardous waste management
- Nurse aid training
- Cross-cultural communication
- Health and safety training
- Technical writing
- Office automation and information technology
- JIT inventory systems
- Marketing and management training
- Communication skills

Corporate Services is currently regarded as one of the premier agencies capable of providing comprehensive training and consultation in workplace literacy, statistical process control (SPC), and experimental design/industrial statistics.

**CHILD DEVELOPMENT LABORATORY**

Lindy Bush

Director

209-213 Rackham (313) 487-0286

The Child Development Laboratory is the University's demonstration preschool for instruction and research. The laboratory classrooms are staffed and operated under the auspices of the Department of Human, Environmental, and Consumer Resources.

The purpose of the center is to provide comprehensive developmental programs for approximately 100 community-area children each year while also offering credit-producing and non-credit opportunities to approximately 350 University students. The children served are from three to five years of age and are enrolled in four half-day programs. Infants, toddlers, and two-year-olds attend on a semi-regular basis as University courses are scheduled.

Students enrolled in beginning courses learn to apply principles of growth and learning to individual children and groups of young children in 12 laboratory classes. Students in advanced child development, administration, and supervision learn to apply their knowledge to the management of preschool and child development centers.

The director and assistant director oversee the administration of the programs for the children and instruct the University students. Students are directed by staff lab supervisors and graduate assistants in child/family development. The laboratory was accredited by the National Academy of Early Childhood Programs in July 1987.

**THE HURON CENTER**

1275 Huron Street

Ypsilanti, MI 48197

The Eastern Michigan University Huron Center, a $36.1 million complex, consists of a 38,000-square-foot Corporate Education Center, an adjoining 243-room Ypsilanti Marriott situated on a bluff overlooking an 18-hole championship golf course and Ford Lake in Ypsilanti Township. The hotel is owned by Huron Shores Limited Partnership with Radisson as the franchise and is managed by Motel Hotel Management in Dallas, Texas. The Corporate Education Center (CEC) and Huron Golf Club are owned and operated by EMU. The CEC and Huron Golf Club were built without using any of the University's general fund, which contains such revenues as student tuition. Along with Eastern Michigan University and MHM, included in the Huron Center "team," are the City of Ypsilanti, Ypsilanti Township, and the Joint Ypsilanti Recreation Organization; other team members that have given grants and contributions to the project are the state of Michigan, Huron Shores Limited Partnership, Morgan Mitsubishi Development Company, General Motors, Ford Motor Company,
The idea for the Huron Center was the result of a recognized need for non-traditional educational programs in business and industry. With that recognition, the idea of a Corporate Education Center for contract learning programs materialized.

**CORPORATE EDUCATION CENTER**

Marcia D. Harrison  
Director  
1275 Huron Street  
487-0600

The Corporate Education Center is an entrepreneurial organization owned and operated by EMU that serves both the public and private sectors.

The center has 38,000 square feet of conference and seminar space designed to accommodate multiple meeting needs with advanced communications and audio-visual equipment. Such features include:

- Two auditoriums seating 100 and 200 respectively, complete with audiovisual systems including rear screen projection, a simultaneous translation system, and closed circuit teleconferencing.
- A networked computer laboratory with 15 stations.
- Seven conference rooms and five seminar rooms.
- An executive boardroom.
- An outdoor court area for informal gatherings during the spring, summer and fall seasons.

The center is located on Ford Lake at the Huron Street exit off I-94 in Ypsilanti. It is part of a 186-acre development that includes a 236-room Radisson hotel and the Eastern Michigan University Huron Golf Club, featuring an 18-hole championship golf course.

**LEARNING RESOURCES AND TECHNOLOGIES**

Morell D. Boone  
Dean  
Jennie Meyer McCafferty  
Associate Dean, Learning Technologies  
Sandra G. Yee  
Library Department Head  
487-3316

Learning Resources and Technologies, housed in the University Library building, has two major responsibilities: Learning Resources (including the Library, Media Services and Instructional Support Center) and Learning Technologies (academic computing activities for faculty and students). Learning Resources and Technologies supports the academic mission of the University through its services, collections, facilities, and equipment.

The Library is essential to the instructional programs of the University. It houses more than 600,000 volumes, 195,000 government documents and 665,000 microforms. The library is fully automated and provides a variety of electronic reference sources.

Special collections include an Instructional Materials Center in conjunction with the educational and psychology holdings, a map library in the science and technology unit, government documents and University archives. Special library features include small study rooms, faculty and student seminar rooms, and a Copy Services Center with rental typewriters, photocopy machines, and print from microforms. Reserve reading materials assigned for use in course work may be checked out at the Materials Access Services Desk. Each library unit maintains pamphlet files for ephemeral materials, such as newspaper clippings and pamphlets.

The Access Services Office (Room 214) provides an active orientation program designed to acquaint all students with basic and subject-oriented resources. Library instruction is given progressively to prepare students for life-long learning after their formal education has been completed.

The LOEX (Library Orientation/Instruction Exchange) Clearinghouse, a national office collecting and sharing data and materials on teaching library skills, was established at Eastern Michigan University over 10 years ago and currently provides services to more than 2,000 U.S. libraries.

The Media Services Center, on the first floor of the Library, assists departments and/or faculty in integrating media within their instructional programs. Consultation is usually followed by the selection of appropriate existing media.
and/or production of original media to achieve educational goals.

The center is responsible for the purchase, storage and circulation of non-print materials which include films and videocassette recordings. Other services include providing the equipment required to utilize the non-print materials, a pool of audio-visual machines to check out, preview rooms for viewing video materials, and a campus instructional television system.

The center is equipped to produce charts, graphs, photographic slides, mounted and laminated materials, overhead visuals, and computerized visuals.

The Instructional Support Center (Room 102) provides individual and group assistance to registered students with a well-equipped facility, including an expanded microcomputer laboratory. Through these services, students receive not only tutoring assistance for classes, but also training to master academic skills. More specifically, the Instructional Support Center offers:

1. Free tutoring in a variety of basic studies areas (current schedules are posted in Room 102).
2. Individualized academic assistance.
3. Audio-tape recordings and phonographic discs with available stereo and video equipment for personal use or class assignment.
4. A Foreign Language Laboratory equipped with audioral assignments for students taking classes in the Department of Foreign Languages and Bilingual Studies.

Learning Technologies provides support for research and instructional computing for students and faculty by managing mainframe and workstation services and facilities.

Learning Technologies operates computing labs open to all EMU students in the Library’s Instructional Support Center, the College of Business, Goddard Hall, and McKenny Union.

The CIC (Center for Instructional Computing), housed in Room 215 University Library, is a computing development center for use by faculty.

The Learning Technologies Resale Program, Room 208 University Library, offers discounted Apple Macintosh computers, IBM computers, and WordPerfect and Microsoft software. These programs are available to individual students, faculty, and staff.

Among the Institute’s patrons are students and faculty at this and other universities, classroom teachers (elementary through adult) and representatives of business, labor, government, clergy, and community groups. It also maintains networks with leaders in consumer affairs at the local, state, and national levels through advisory groups, newsletters, and professional associations, and is an affiliated center of the National Council on Economic Education.

Its objectives are to provide program development services, including courses, conferences and publications for educators; consultant and cooperative activities; and a clearinghouse of education resources in consumer and economic education.

The Institute houses the nation’s leading collection of consumer education resources. The publication Classification of Concepts in Consumer Education is distributed internationally for use by educators in program planning and curriculum development.

Program funding in excess of nearly $2 million has been received from external public and private sources since 1973.

OFFICES OF PUBLIC INFORMATION AND UNIVERSITY PUBLICATIONS

Director, Public Information (vacant)
18 Welch Hall
487-4400

Candace Webster
Director, University Publications
Lower Level, Dining Commons #1
487-3600

The Offices of Public Information and University Publications encompass the University news bureau and the University photographer. Staff members offer professional assistance and counsel to the campus community in public relations and media relations.

The news bureau is the focal point for all contact with the news media. University events and activities are publicized through this office, and inquiries of reporters generally are directed here. The news bureau also coordinates internal campus communication and is responsible for Focus EMU, a weekly bulletin for faculty and staff. For daily calendar events, call the News Information Line: 487-2460.

The University photographer provides black and white and color photographs and slides for news and sports releases, slide shows, displays, and various publications.

University publications are produced through the University Publications Office, located in the lower level of Dining Commons #1. Complete editorial, design, typesetting, copying, and printing services are available to University departments, faculty, staff, and students.

NATIONAL INSTITUTE FOR CONSUMER EDUCATION

Rosella Bannister
Director
207 Rackham
487-2292

The National Institute for Consumer Education, formerly called Michigan Consumer Education Center, was established in 1973 and is a professional development center in consumer and economic education. It provides an interdisciplinary program and involves faculty from all of the colleges within the University.
Under an executive director of University Computing, access to a VAX 650, VAX 11/785, and many microcomputers is available. Time-sharing systems with unrestricted use are available to faculty, students, and administrative offices.

Low to high speed printers, 150 computer terminals, and 10 graphics terminals are placed at strategic locations around campus. Optical scanning equipment also is used for tests, course evaluations, and research.

Students can develop skills from computer literacy to undergraduate and graduate computer science majors and minors.
SPECIAL STUDENT SERVICES

ADVISING

In an effort to provide guidance for all students who are granted admission to a graduate degree program, a system of advising has been established. Upon notification of admission to a degree program by the Graduate School, the student is given the name, office address and telephone number of the designated adviser. The advising program assists in the exploration of degree requirements, evaluation of applications for admission to a degree program, preparation of a plan of study, approval of program changes, and recommendation for graduation.

Each prospective degree student is therefore encouraged to make use of this service since a program of study is valid only when properly authorized by a designated adviser and when it conforms with the minimum requirements of the Graduate School. Students who desire advising prior to making a decision on a degree program should contact the assistant dean of the Graduate School. Students who are interested in completing a Provisional or Professional Certificate should contact the Office of the Registrar or the Office of Professional Certification for specific requirements. Because credits earned to satisfy certification do not apply automatically to a degree program, students seeking certification are also urged to contact a degree adviser if the completion of a master's program is contemplated for a later date.

COORDINATORS OF ADVISING BY PROGRAM AREA

College of Arts and Sciences

Applied Economics
Michael Vogt
703-C Pray-Harrold (487-0006)

Art Education, MA
Art Studio, MA; MFA
Christopher Bocklage
114 Ford Hall (487-3388)

Biology
Robert Neely
316-B Mark Jefferson (487-0441)

Chemistry
Krishnaswamy Rengan
B-106 Mark Jefferson (487-0086)

Communication and Theatre Arts
Kate Strand-Evans
121 Quirk (487-6846)

Computer Science
Ranjan Chaudhuri
512-A Pray-Harrold (487-3207, 487-1063)

Computer Science Teacher Education
Mildred D. Lintner
511-B Pray-Harrold (487-1104, 487-1063)

Criminology and Criminal Justice
Christina Johns
712-A Pray-Harrold (487-0012)

Development Trade and Planning, MA, MFA
Raouf S. Hanna
703-D Pray-Harrold (487-0003)

Drama/Theatre for the Young, MA; MFA
Karen Smith-Meyer
103 Quirk (487-0033)

Economics
Michael Vogt
703-C Pray-Harrold (487-0006)

English
E. Jay Jernigan
613-C Pray-Harrold (487-0135 or 487-4220)

Foreign Languages
219 Alexander (487-0130)
French: J. Sanford Dugan
German: Sharon A. Robertson
Spanish: William J. Cline

General Science
Jon K. Wooley
303 Strong Hall (487-4144)

Geography
Robert Ward
213 Strong Hall (487-3140)
C. Nicholas Raphael
118 Strong Hall (487-1480)

Historic Preservation Planning
Marshall McLennan
225 Strong Hall (487-0232)

History
Roger King
701-Q Pray-Harrold (487-0053)

Language and International Trade
William Cline
219 Alexander Building (487-0130)

Liberal Studies
Social Science and American Culture
JoEllen Vinyard
701-Q Pray-Harrold (487-0053)

Women's Studies
Rachel Harley
720 Pray-Harrold (487-1177)

Mathematics
Kenneth Shiskowski
614-R Pray-Harrold (487-1294, 487-1444)
Mathematics, Computer Science
Kenneth Shiskowski (Mathematics)
614-R Pray-Harrold (487-1294, 487-1444)
Ranjan Chaudhuri (Computer Science)
51 Pray-Harrold (487-3207, 487-1063)

Music
Diane Winder
N-101 Alexander (487-1044)

Nursing
Lorraine Wilson
234 King Hall (487-3274)

Physics
Richard Roth or Natthi Sharma
303 Strong Hall (487-4144)

Physics Education
Daniel Trochet
303 Strong Hall (487-4144)

Psychology, General
Sylvia VonKluge
510 Mark Jefferson (487-0104)

Psychology, Clinical
Kay Hodges
537 Mark Jefferson (487-1155)

Psychology, Clinical Behavior
James Todd
Marilyn Bonem
513 Mark Jefferson (487-0123)

Public Administration
Raymond A. Rosenfeld
601 J-K Pray-Harrold (487-2522)

School Psychology
Gary Navarre
227 Rackham (487-0026)

Social Science
JoEllen Vinyard
701-Q Pray-Harrold (487-0053)

Sociology
Patricia Ryan
712-S Pray-Harrold (487-0372)

Spanish (Bilingual-Bicultural Education)
Phyllis Noda
219 Alexander Building (487-0130)

TESOL (Teaching English to Speakers of Other Languages)
JoAnn Aebersold
219 Alexander Building (487-0130)

Women’s Studies
Rachel Harley
720 Pray-Harrold (487-1177)

College of Business

Accounting
Moshen Sharifi
406 Owen (487-1009)

Business Administration
William Whitmire
401 Owen (487-4444)

Computer-Based Information Systems
Wafa Khorsheed
411 Owen (487-0363)

Finance
William Whitmire
401 Owen (487-4444)

Human Resource/Management Organizational Development
Jean McEmery
466 Owen (487-3240)

College of Education

Teacher Education
Thomas Gwaltney
Graduate Coordinator
234-U Boone Hall (487-3260)

Social Foundations
Rebecca Martusewicz
714 Pray-Harrold (487-3186)

Educational Psychology
Kishor Wahi
201 Boone Hall (487-3260)

Education Media and Technology
Anne Bednar
234-O Boone Hall (487-1418)

Early Childhood Education
Leah Adams
234 Boone Hall (487-1433)

Elementary Education, Middle School Education, Secondary School Teaching, K-12 Curriculum
Marvin Pasch
714-C Pray-Harrold (487-3187)

Educational Leadership
James Berry
127 Hill Hall (487-0255)
Guidance and Counseling
Sue Stickel
127 Pitman (487-0255)

Physical Education
Terry A. Rupert
217 Warner (487-0092)

Special Education, General
Joan Quinlan
230 Rackham (487-3302)

Special Education - Speech and Language Pathology
Carole W. Gorenflo
123 Rackham (487-4413)

College of Health and Human Services
Human, Environmental, and Consumer Resources
Debra deLaski-Smith
108 Roosevelt (487-3311)

Occupational Therapy
Ben Atkinson
324 King Hall (487-3232)

Social Work
Crystal Mills or Marilyn Wedenoja
411 King Hall (487-0393 or 487-4206)

Social Work / Gerontology
Elizabeth Oates Schuster
416 King Hall (487-0393)

College of Technology
Business Education
Ann Remp
17 Sill Hall (487-4330)

Industrial Education
Jerry Jennings
20 Sill Hall (487-4330)

Industrial Technology
Max Kanagy
118 King Hall (487-2040)

Liberal Studies Technology
Wayne Hanewicz
122 Sill Hall (487-1161)

Polymer Technology
Taki Anagnostou
122 Sill Hall (487-1161)

CAREER SERVICES CENTER

J. Michael Erwin, PhD
Director
Fourth Floor, Goodison Hall
487-0400
Adjunct Office: 210 Owen
487-4099

The center offers active assistance to graduates and alumni in seeking employment after graduation and in professional advancement throughout their career. Notices of career opportunities are provided in business, industry, government, health and human services, and education from preschool through university level.

Such assistance includes (1) credential reference services, (2) resume and letter of application assistance, (3) interview preparation and technique, (4) the Education Bulletin, listing current vacancies, employers' addresses and method of contact, (5) on-campus interview appointments with employer representatives, (6) employer career literature, directories and job description materials and (7) a computerized candidate referral service.

It is recommended that each graduate register at the Career Services Center and develop a credential file for future reference use.

CENTER FOR RESEARCH SUPPORT

Stuart A. Karabenick
Director
215 Library
487-2254

The CRS provides a full range of support services for faculty and graduate students engaged in research and scholarly activity. Individual consultation is available at all project phases. Services include:

Research Design
Proposal Development
Sampling
Questionnaire Design
Data Management
Statistical Analysis
Presentation Graphics
Manuscript Editing

The CRS also presents workshops and demonstrations on topics relevant to the research process, and houses Inter-University Consortium for Political and Social Research (ICPSR) code books and the Sage Series: Quantitative Applications in the Social Sciences.
The University Children’s Institute offers a play-based, developmental child care program for children eighteen months through five years of age, as well as a kindergarten enrichment program. The program operates primarily as a service to students, faculty and staff, but also is open to community families. Hours are 7:30 a.m. to 5:30 p.m., Monday through Friday, year-round. Hours are reduced during University breaks and holidays. Evening care also is available Monday through Thursday from 4:45 p.m. to 9:45 p.m.

The toddler programs are housed in Snow Health Center, while the preschool and evening programs are housed on the lower level of the Rackham Building.

The kindergarten enrichment program will supplement regular public school kindergarten schedules. Children will attend the Children’s Institute mornings or afternoons to complement their kindergarten programs. EMU will provide transportation to and from Ypsilanti’s Perry Child Development Center for kindergartners who participate. Please call the University Children’s Institute office at 487-1126 for complete program, registration, and fee information.

The Office of Foreign Student Affairs operates to assist the nearly 1,100 foreign students at Eastern Michigan University to achieve their educational and career goals. The OFSA provides 28 specialized services for these students from 92 different countries. Included are pre-arrival contact, initial orientation, on-going advising on any matter that relates to their stay, the preparation of documents needed to verify enrollment and cost of studying at Eastern Michigan, as well as assistance in maintaining a favorable immigration status. The office regularly promotes cross-cultural programs and acts as a consultant on foreign student related questions.

The Office of Special Student Services utilizes resources of both the campus and the community and its agencies to meet the needs of handicapped students and to support them in meeting their educational goals. Michigan Vocational Rehabilitation and the Michigan Commission for the Blind are both used as supportive agencies in assisting some students.

Students may also request aid in finding note-takers, relocating classrooms, assistance with wheelchairs, special housing accommodations, and procedures for applying for interpreters. Since it is the intent of the office to respond to students’ unique needs, students are urged to contact the office personally for information and/or assistance.

University Housing and Dining Services offers a variety of housing and dining services as an aid to the academic achievement of both married and single graduate students.

Student families enjoy apartment style living offered in the University's three family housing communities that are convenient, low-cost, and offer an environment that shares an appreciation of the academic needs of the married student. One- and two-bedroom furnished apartments are available, as are a limited number of unfurnished units. Unmarried graduate students are welcome in any residence hall facility that appropriately meets their lifestyle needs. Many, however, choose the graduate floor in Walton Hall. Walton- Putnam Hall is open year round for the convenience of graduate students who may have a more independent lifestyle or who wish to pursue their studies during vacation breaks. Only double room occupancy is available. The unmarried graduate student interested in apartment-style living will be particularly pleased with the Brown-Munson apartments. These furnished one and two bedroom units, located in the heart of campus, have variable rental rates, depending on apartment size and number of occupants. All apartments are carpeted, air-conditioned, include basic utilities, and have security monitors for the exterior doors.

As space is limited, you should contact the University Housing/Dining Services Office for information on rental rates and food service fees as soon as you are admitted. University Housing and Dining Services is located on the lower level of Dining Commons #1 (313) 487-1300.

University Dining Services provide several options to meet the varying appetites and dining habits of today's on-
the-go lifestyles. Graduate students who wish to minimize food preparation time but not choose a board plan may purchase an A la Carte card that permits them to spend their prepaid balance at any dining commons, Eastern Enteries, and other designated eating establishments. Inquires should be directed to Housing/Dining Services.

**VETERAN SERVICES OFFICE**

Robert E. Teehan  
201-202 Goodison Hall  
487-3119

The Veterans Services Office coordinates all campus services for veterans entering or returning to the University to complete their education. It is the resource center for veterans’ benefits and the office where veterans must report successful academic progress to maintain benefits, class drops and adds, or changes in personal status affecting benefits. Students receiving benefits and not obtaining a satisfactory grade point average will be ineligible for further certification for such benefits at a point no later than one consecutive semester after the student initially failed to maintain satisfactory academic progress.

The office also assists veterans in obtaining housing and financial aid, and works closely with disabled veterans to provide full educational benefits. Any questions veterans may have should be directed to a representative in this office. For information regarding payment of tuition and other matters of interest to the veteran, please contact the Veterans Affairs Office, 201 Goodison Hall.

Eastern Michigan University provides information about students receiving educational assistance benefits to the Veterans Administration, in accordance with federal mandate and University policy.

**UNIVERSITY ADVANCEMENT**

**OFFICE FOR ALUMNI RELATIONS**

(Vacant)  
Director  
15 Welch Hall  
487-0250

Alumni are Eastern Michigan University’s lifeline to every community in the state of Michigan, to business and industry across the country, and to the world-at-large. The continuing interest of graduates and former students is a major investment in the progress and future of EMU.

The Office for Alumni Relations is the coordinating body for all alumni activity and the means by which personal relationships established during student days can be maintained and renewed.

It is responsible for updating the computerized list of 87,000 known alumni, assisting in special reunions of various constituent groups of alumni, providing programs for special alumni meetings and giving staff support to the Alumni Association and various other alumni groups. Special activities include Homecoming, a dinner dance honoring distinguished alumni, golf outings, concerts and an active outreach program.

In August 1983, it initiated a new alumni periodical, *Eastern Today*, published four times yearly in cooperation with the Offices of Public Information and Publications. Now called *Connection*, the magazine is designed to enhance communications about and among alumni, faculty, administration, and friends of EMU.

The Alumni Association plans programs of interest for alumni and serves as the vehicle for communicating to the University faculty and administration the concerns of EMU’s alumni as they relate to the development of the University.

Active in fund raising campaigns, the association is responsible for the Memorial Chimes and Pierce Hall clocks given in former years, and more recently for gifts to the University Library, various established funds and scholarships, and additional scholarships and aid to student organizations. Charles McKenny Union, completed in 1931 and built through the cooperative efforts of alumni and the University, stands as a visible symbol of the association’s ongoing service to EMU.

The association is governed by a 24-member board of directors elected in the spring of each year by a vote of all eligible association members. The president of the University and the executive vice president are ex-officio members of the board; the director of the Office for Alumni Relations serves as secretary.

**OFFICE OF DEVELOPMENT**

Beverly J. Farley  
Associate Director  
487-0252

The Office of Development was established in 1975 to create a new awareness of the University’s ever-increasing need for private support and to organize a University-wide development program.

Its primary functions include the identification, cultivation and solicitation of alumni, friends, parents, corporations, foundations, and civic and labor organizations; the design and implementation of direct-mail, telemarketing and personal solicitations to meet specific annual capital and endowment objectives; the receipt, acknowledgment and accurate recording of all gifts to the University; and the coordination of all fund-raising activities undertaken in the name of Eastern Michigan University.

**OFFICE OF RESEARCH DEVELOPMENT**

Robert Holkeboer  
Director and Associate Graduate Dean  
B-18 Goddard Hall  
487-3090

The Office of Research Development’s objectives are to stimulate, initiate, develop, and administer externally sponsored activities in the University by working with faculty, administration, and students interested in obtaining funds for research, demonstration programs, training, instruction, se-
vice, experimental projects, and other efforts directed toward expanding the scope and quality of the University.

Its activities include:

1. identification of funding sources through liaison with governmental and private agencies, screening of program announcements and requests for proposals, and personal contacts;
2. providing information on funding opportunities;
3. maintaining informational files on private, state and federal funding programs and updating changing priorities or funding levels of potential sponsors;
4. assisting faculty and staff in developing workable project plans and budgets;
5. assisting proposal writers in developing budgets and plans, editing, and preparing proposals for submission, obtaining all necessary University approvals, and formally submitting the completed application to the funding agency;
6. assisting in the administration of externally sponsored programs by providing post-award support services to grant recipients, including negotiation and writing of grant and contract agreements;
7. exercise oversight of research and other projects to assure compliance with applicable federal regulations such as those covering the use of human subjects, the care and use of animals, and scientific misconduct.
Official policies regarding student conduct and grade grievance procedures are established by the University’s Board of Regents. Copies of the Student Conduct Code may be obtained in the Dean of Students’ Office.

**CONDUCT CODE AND JUDICIAL STRUCTURE FOR STUDENTS AND STUDENT ORGANIZATIONS**

**Section I.**

**A. University-Wide Regulations**

The following conduct, should it take place on University owned or controlled property or at a University sponsored or supervised event, may result in disciplinary action by the University, including dismissal from the University.

1. **Use of alcohol**
   - Consumption or possession of alcoholic beverages by persons under 21 years of age. Consumption or possession of alcoholic beverages by any person at any place or at any time where not specifically permitted by University policy or regulation. NOTE: Transportation in sealed containers to and from an authorized area or place is permissible if the person in possession has attained the legal age as prescribed by Michigan law for the legal possession of alcoholic beverages.

2. **Drugs**
   - (a) Drug distribution. Distribution of narcotic or drug substance in violation of local, state, or federal drug or narcotic laws.
   - (b) Drug usage. Use or possession of any drug or narcotic in violation of local, state, or federal drug or narcotic laws.

3. **Property**
   - (a) Theft of University property or property of a member of the University or visitor.
   - (b) Damage, destruction, or defacement of University property or property of a member of the University or visitor.
   - (c) Wrongful appropriation of University property or property of a member of the University or visitor.

4. **University facilities**
   - (a) Unauthorized use: including entry to, occupation of, or blocking ingress or egress of University facilities such as but not limited to buildings, classrooms, hallways, entryways, conference rooms, campus grounds, as well as unauthorized use of vehicles, equipment, or services or University name or logo (including University Computing Center).
   - (b) Gambling: on campus for money or other things of value except as provided by law.
   - (c) Pets: Dogs, cats, reptiles, or other animals are prohibited in University buildings or on University grounds, except where properly authorized.

5. **Disruptive conduct**
   - (a) Active participation in or instigation of disruption or obstruction of any University activity.
   - (b) Disturbance of or harassment of any member of the University community or visitor.

6. **Physical abuse**
   - (a) Physical abuse or threat of physical abuse or unwarranted inflammatory provocation to physical abuse against any member of the University community or any person on University property or conduct which threatens or endangers the mental or physical health or safety of any such person.
   - (b) Sexual harassment: Sexual harassment means unconsented physical contact of a sexual nature, unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

7. **Discrimination and discriminatory harassment**
   - It is the policy of Eastern Michigan University to maintain an educational environment free from harassment, humiliation, and intimidation of students and other members of the University community. Discriminatory harassment, as defined herein, is prohibited and offenders are subject to disciplinary action under Section 3, infra (Judicial Structure for Students and Organizations). Speech or other expression constitutes discriminatory harassment under any of the following circumstances.
     - (a) If it:
       1. is intended to insult or otherwise injure an individual on the basis of personal characteristics such as, but not limited to, race, ethnicity, color, national origin, creed, religion, ancestry, age, handicap, or sexual orientation, and
       2. is addressed directly to the individual whom it insults, and
       3. amounts to “fighting words.”

     “Fighting words” are those personally abusive epithets which, when directly addressed to any ordinary person are, in the context used and as a matter of common knowledge, inherently likely to provoke a violent reaction, whether or not they actually do. Such words include, but are not limited to, derogatory references to the personal characteristics described in Section 1 above.

4. **This section (a) shall be construed as a proscription of all so-called “fighting words.”**
   - (b) If it:
     1. constitutes a violation of MCL 750.147b, prescribing criminal and civil penalties for ethnic intimidation. See PA 1988 No. 371-1, effective March 30, 1989.
     (c) If it:
        1. presents a clear and present danger of substantial disorder, violence, interruption of classes, or material interference with the operation of the University.
(d) If it:

1. consists of extreme or outrageous acts or communications intended to harass, intimidate, or humiliate the person to whom it is directed on account of the personal characteristics described in Section A-1 and reasonably causes such person or persons to suffer severe emotional distress.

Severability

Any part of the foregoing provisions of Section 7 which shall be found by a court of competent jurisdiction to unconstitutionally abridge a person’s rights to free speech and expression shall be severed, held for naught, and the balance of such Section 7 shall remain fully enforceable.

8. Falsification of records
   (a) Furnishing false information to the University.
   (b) Forging, alteration, or improper use of University documents, records, or identification.

9. Firearms, weapons, and explosives
   (a) Possession or use of firearms and other weapons.
   (b) Possession or use of firecrackers, gunpowder, explosives or incendiary devices, or other materials which endanger health or safety.

10. Fires or fire alarm systems and equipment
    (a) Tampering with or misuse of fire alarm systems or firefighting equipment.
    (b) Intentionally or recklessly burning or setting fire or in any building or starting unauthorized fire on University property.

11. Academic dishonesty
    Students are not to engage in any form of academic dishonesty including, but not limited to, plagiarism, alteration of records, substitution of another’s work representing it as the student’s own, and knowingly assisting another student in engaging in any such activity. For purposes of this section, plagiarism is defined as the knowing use, without appropriate approval, of published materials, expressions, or works of another with intent to represent the material(s) as one’s own.

12. Other University regulations:
    Violation of any of the following posted or published University regulations:
    (a) EMU policy manual(s);
    (b) Terms and conditions of the residence hall contract;
    (c) EMU published undergraduate and graduate catalogs;
    (d) Rules and regulations specific to University buildings.

B. Off-Campus Conduct

Individual or group conduct described in the regulations in Part A which occurs off-campus also may result in disciplinary action by the University when:
1. such conduct has or tends to have a substantial adverse impact on the interest of the University or an individual within the University community, and
2. there is a showing to that effect to the satisfaction of a University hearing board to which the case is referred.

Section II. Conduct Code for Student Organizations

Recognized student organizations have considerable freedom to accomplish their goals. However, they must conform to the policies, regulations, and procedures for student organizations and the Code of Conduct. Any group in violation of these standards is subject to disciplinary action. Original jurisdiction for conduct cases for all recognized student organizations is held by the Dean of Students Office.

A. University-Wide Regulations

The following conduct, should it take place on University owned or controlled property or at a University sponsored or supervised event, may result in disciplinary action by the University, including separation from the University.
1. Non-discrimination by organizations
   (a) Every student organization registered and approved by the University is expected to be free to select its membership upon the basis of individual merit. Any student organization selecting its membership upon the basis of restrictive clauses involving race, religion, color, national origin, sex, age, or handicap will be considered to be operating in conflict with University policy.
   (b) Exceptions to this policy include religious qualifications which may be required by organizations whose aims are primarily sectarian, and social fraternities and sororities that are permitted by federal and state law to discriminate on the basis of sex.
   (c) Should a student organization be in conflict with University policy in the selection of its members, the group will be asked to submit evidence that action has been or is being taken to remove such restrictive membership provision such as a request for a waiver of the restriction from the national organization. A reasonable period of time as determined by the Dean of Students Office may be granted to remove the restrictive provisions. Continued restriction of membership by constitutional requirements or other binding enactment contrary to University policy will result in withdrawal of University registration of the student organization.

2. Property
   (a) Theft of University property or property of a member of the University or visitor.
   (b) Damage, destruction, or defacement of University property or property of a member of the University or visitor.
   (c) Wrongful appropriation of University property or property of a member of the University or visitor.
   (d) Unauthorized possession of University property or property of a member of the University or visitor.

3. University facilities
   (a) Unauthorized use including entry to, occupation of, or blocking ingress or egress of University facilities such as but not limited to buildings, classrooms, hallways, entryways, conference rooms, outside grounds as well as unauthorized use of vehicles, equipment, services, or University name or logo (including University Computing Center).
   (b) Misuse of University facilities, vehicles, equipment, services, or University name or logo including but not limited to use for purposes other than intended for or authorized.

4. Falsification of records
   (a) Furnishing false information to the University.
(b) Forgery, alteration, or improper use of University documents, records, or identification.

Disruptive conduct
(a) Active participation in or instigation of disruption or obstruction of any University activity.
(b) Disturbance of or harassment of any member(s) of the University community or any person(s) on campus in an official capacity or visitor(s).

Physical abuse
(a) Physical abuse or threat of physical abuse or unwarranted inflammatory provocation to physical abuse against any member of the University community or any person on University property or conduct which threatens or endangers the mental or physical health or safety of any such person.
(b) Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state or federal statutes.
(c) In cases where the activity is performed by an individual member of a student organization, the total organization may be held responsible when those members not directly involved participate in said activity by encouraging, witnessing, or condoning the act in any manner.

Discrimination and discriminatory harassment
It is the policy of Eastern Michigan University to maintain an educational environment free from harassment, humiliation, and intimidation of students and other members of the University community. Discriminatory harassment, as defined herein, is prohibited and offenders are subject to disciplinary action under Section 3, infra (Judicial Structure for Students and Organizations). Speech or other expression constitutes discriminatory harassment under any of the following circumstances.
(a) If it:
1. is intended to insult or otherwise injure an individual on the basis of personal characteristics such as, but not limited to, race, ethnicity, color, national origin, creed, religion, ancestry, age, handicap, or sexual orientation, and
2. is addressed directly to the individual whom it insults, and
3. amounts to “fighting words.”

“Fighting words” are those personally abusive epithets which, when directly addressed to any ordinary person in the context used and as a matter of common knowledge, inherently likely to provoke a violent reaction, whether or not they actually do. Such words include, but are not limited to, derogatory references to the personal characteristics described in Section 1 above.

This section (a) shall be construed as a proscription of all so-called “fighting words.”
(b) If it:
1. constitutes a violation of MCL 750.147b, prescribing criminal and civil penalties for ethnic intimidation. See PA 1988 No. 371-1, effective March 30, 1989.
(c) If it:
1. presents a clear and present danger of substantial disorder, violence, interruption of classes, or material interference with the operation of the University.

(d) If it:
1. consists of extreme or outrageous acts or communications intended to harass, intimidate, or humiliate the person to whom it is directed on account of the personal characteristics described in Section A-1 and reasonably causes such person or persons to suffer severe emotional distress.

Severability
Any part of the foregoing provisions of Section 7 which shall be found by a court of competent jurisdiction to unconstitutionally abridge a person’s rights to free speech and expression shall be severed, held for naught, and the balance of such Section 7 shall remain fully enforceable.

8. Hazing
(a) Eastern Michigan University students as individuals or members of registered student organizations are expressly forbidden from engaging in hazing. Initiation into University organizations is permissible excluding any activities construed as hazing.
(b) Hazing shall be defined as the performing of an act or insisting that another, including the initiate, perform an act for initiation individually or with any student or other organization which may cause or create an unnecessary risk or cause mental or physical harm to any person or which is not deemed socially acceptable. Such acts include, but are not limited to: requiring an initiate to consume alcohol or any other substance, preventing an initiate from having at least six hours sleep in any 24-hour period, branding, paddling, causing excessive fatigue—mental or physical, expecting participation in acts which cause embarrassment, humiliation, discomfort, pain, fright, or injury or which violate any federal, state, or local statute, or University policy.

(c) In cases where the activity is performed by an individual member of a student organization, the total organization may be held responsible, when those members not directly involved participate in said activity by encouraging, witnessing, or condoning the act in any manner.
(d) Any individual and/or organization found guilty of hazing will be subject to a minimum penalty of suspension.

9. Other University regulations
Violation of any other posted or published University regulations, including but not limited to:
(a) EMU policy manual(s);
(b) Terms and conditions of the residence hall contract;
(c) EMU published bulletins (undergraduate and graduate catalogs);
(d) The Eastern Echo;
(e) Rules and regulations specific to University buildings;
(f) Campus Life Council regulations and guidelines for organizations;
(g) Student government monetary allocation guidelines.

B. Off-Campus Conduct
A. Procedural Rights of the Student/Student Organization

1. The student/student organization shall have the right to remain silent.
2. The student/student organization shall have a right to a voluntary adviser of their choice. Such adviser shall be selected from the University community and may participate in the disciplinary proceedings. The student also shall be informed by the dean of students that assistance is available through Student Government's Student Defender's Union. The student shall be informed of the availability of such assistance prior to the discipline process when applicable.

When criminal prosecution is pending on charges stemming from the same incident, the student/student organization shall have a right to engage an attorney, at their own expense, of their choice to be present at a University hearing. The attorney shall not represent the student/student organization nor be a participant in the hearing but shall be permitted to consult with the student/student organization at all stages of the proceedings.

3. The student/student organization shall be given a written statement of the charges against them prior to the commencement of the disciplinary process.
4. The student/student organization must be presented with a written list of their rights. Rights 1-4 shall extend to all judicial proceedings, all investigations conducted by the Dean of Students Office, and before any statement is made to the Dean of Students Office.
5. The student/student organization may confront their accuser and is guaranteed to the right to cross-examine all those testifying against them.
6. The student/student organization shall have the right to bring witnesses to testify in their defense. The University Judicial Board and the Judicial Appeals Board shall have the authority to limit the number of witnesses by a two-thirds (2/3) vote of those members present, in order to avoid dilatory tactics.
7. The student/student organization shall have the right to an open or closed hearing at their discretion. A hearing shall be deemed to have been open if provision for twenty (20) spectators was made in the hearing room and no person was excluded until the room’s capacity was reached except for sequestration or if such person’s behavior was disruptive of the atmosphere for the conduct of a fair hearing.

A closed hearing means participants only: student/student organization charged, adviser(s), dean of students and/or designee(s), witnesses, members of the board.
8. The student/student organization may submit to the dean of students, University Judicial Board, or the Judicial Appeals Board, in writing, a supportive report of any individual organization that chooses to intervene in their behalf.
9. The student/student organization shall have the right to challenge for cause any member of the University Judicial Board or Judicial Appeals Board. Each body shall determine the validity of such challenges.
10. No member of the University Judicial Board or Judicial Appeals Board who is involved with the investigation of a case or is a party to the case shall sit on the board while the case is being heard. Rights 5-10 shall extend to all cases before the University Judicial Board or Judicial Appeals Board.

11. With the assistance of the Dean of Students Office, the University Judicial Board and the Judicial Appeals Board must keep official records of each case which the student/student organization may examine.

B. Dean of Students Office

1. The dean of students shall have the power to investigate each student/student organization disciplinary case.
2. After investigation, the dean of students will make one of the following decisions:
   (a) charge the student(s)/student organization with misconduct and assign a penalty;
   (b) charge the student(s)/student organization with misconduct and refer the case to the UJB for action;
   (c) refer the case to the UJB for review and action;
   (d) not charge the student(s)/student organization.
3. In all cases where a student/student organization is charged, a written notice shall be prepared by the Dean of Students Office and served on the student(s)/student organization involved. It will satisfy this provision if such a notice is given to the student(s)/student organization's last known address registered with the University. The notice shall include the following:
   (a) A recitation of the facts which surround the violation giving, so far as possible, the date, time, and location of the behavior in question.
   (b) A recitation of the specific regulation violated.
   (c) Any penalty assigned or other action taken.
   (d) The student/student organization has ten (10) calendar days to appeal the finding in writing.
   (e) Failure to appeal the decision within ten (10) calendar days shall result in the penalty taking effect.
4. When a case is taken to the University Judicial Board (or Judicial Appeals Board), the complaint should be submitted in writing to the hearing board by a representative from the Dean of Students Office or by an appointee of the Dean of Students Office.
5. In case of a hearing before the University Judicial Board (or Judicial Appeals Board), the dean of students shall notify the student(s)/student organization involved of the date, time, and place of the hearing and/or pre-hearing conference. The date of the pre-hearing conference shall not be less than two (2) days prior to the date of the hearing—except by mutual consent.
C. Pre-hearing Conferences

At least two days prior to any hearing by the University Judicial Board or hearing officer, the dean of students shall schedule a pre-hearing conference for any student(s)/student organization charged with conduct violations. Such conference shall be attended by:

1. The presiding officer of the University Judicial Board or Judicial Appeals Board, or the hearing officer or a designee of one of these officers.
2. The dean of students or his/her designee and may be attended by:
   (a) Any employee of the University who may be designated to represent the University.
   (b) The student(s)/student organization involved.
   (c) Any member of the University community in good standing selected by the student(s)/student organization to serve as an adviser or representative.

The purpose of such conference shall be to identify those issues and facts which will be presented at the hearing, to exchange information as to witnesses likely to be called, to answer procedural questions so far as possible, and to settle those matters which may be agreeably concluded. This conference will not determine questions of innocence or guilt or recommendation of penalty. The failure of the student(s)/student organization or their adviser or representative to appear shall in no way affect any procedural rights of the student(s)/student organization in subsequent disciplinary proceedings and such failure will not prohibit a hearing from being set and a hearing being held.

D. The University Judicial Board

1. Composition
   (a) The University Judicial Board shall consist of five (5) enrolled students and two (2) alternates, two (2) full-time faculty members and one (1) alternate, and two (2) full-time members of the University community and one (1) alternate (which includes current faculty, staff, employees, and students).
   (b) No member shall be on any probationary status and no member shall have any pending disciplinary action which may lead to a change of status.
2. Selection of members
   (a) The student members shall be appointed by the Student Senate as directed by their constitution and by-laws, with one student member from the Office of Campus Life.
   (b) The faculty members shall be selected by the Faculty Council.
   (c) The president or his/her designee shall appoint the members from the University community.
3. Term of office
   (a) Members shall be appointed for up to a two-year period. They may be reappointed by the person or body who appointed them.
   (b) Members may be removed from the board for poor attendance by a simple majority vote of the total board.
4. The chief justice shall be elected from within the body by a majority of the body.

E. Jurisdiction of the University Judicial Board

1. The University Judicial Board shall have original jurisdiction in all cases involving violations of University regulations.
2. The University Judicial Board shall exercise supervising control if there is probable cause to believe that elementary principles of fairness and justice are being or will be violated.

F. Appeals to the University Judicial Board

All appeals to the University Judicial Board shall be governed by the following:
1. Appeal may be granted on any basis.
2. Appeals shall be made to the University Judicial Board in writing through the Dean of Students Office.
3. The University Judicial Board shall decide whether or not to hear the case by majority vote.
4. All cases shall be heard from the beginning.
5. Upon motion of the student(s)/student organization, any case may be removed directly to the Judicial Appeals Board, which shall assume original jurisdiction.

G. Procedure of the University Judicial Board

1. Prior to any discipline hearing, a pre-hearing conference will be held (see Item C, Pre-Hearing Conferences).
2. Quorum
   A quorum shall exist with the presence of any six (6) members.
3. Disposition of cases
   (a) A simple majority of the board members present shall be required for any action taken.
   (b) Decisions of the University Judicial Board shall be in writing. The decision shall be based on the evidence presented. The decision shall state what rule was violated, the behavior constituting the violation and, if known, the date, time, and place of the violation. Within forty-eight (48) hours, the decision will be submitted in writing to the dean of students for mailing to the student(s)/student organization's last known address. Also a copy will be sent to the Judicial Appeals Board.
   (c) All decisions of the University Judicial Board shall be final and shall be implemented after five (5) working days, unless appealed or as provided under Section 5, Item A. These decisions may be appealed by either party to the Judicial Appeals Board. The appeal must be in writing to the chair of the Judicial Appeals Board and delivered to the Dean of Students Office within five (5) working days from the date of the decision.
   (d) The University Judicial Board shall have authority to decide on penalties sanctioned by the University (see Section 4) and/or other action deemed appropriate.

H. Judicial Appeals Board

1. Composition
   (a) The Judicial Appeals Board shall consist of two (2) enrolled students, two (2) full-time faculty members, and two (2) full-time members of the University community.
(b) No members shall be on any probationary status, and no member shall have any pending disciplinary action which may lead to a change of status.

2. Selection of members
   (a) The student members shall be appointed by the Student Senate as directed by their constitution and by-laws.
   (b) The faculty members shall be selected by the Faculty Council.
   (c) The president or his/her designee shall appoint the members from the University community.

3. Term of office
   (a) Members shall serve for up to a three-year term. They may be reappointed by the person or body that appointed them.
   (b) Members may be removed from the board for poor attendance by a simple majority vote of the total board.

4. Chair
   The chair of the Judicial Appeals Board shall be elected by a majority vote of the board.

I. Jurisdiction of the Judicial Appeals Board
1. The Judicial Appeals Board shall have appellate jurisdiction in all cases heard before the University Judicial Board and shall have original jurisdiction on the motion of the student/student organization party in any case.
2. In the event the University Judicial Board fails to convene and decide any case within a reasonable time, the Judicial Appeals Board will have the power to assume jurisdiction.
3. The Judicial Appeals Board shall exercise supervising control over lower courts if there is probable cause to believe that elementary principles of fairness and justice are being violated or will be violated.

J. Appeals to the Judicial Appeals Board
1. Student/student organization appeals or administrative appeals shall be made in writing to the chair of the Judicial Appeals Board and submitted to the Dean of Students Office within five (5) working days. In case of administrative appeal, the student/student organization involved shall be notified at least five (5) working days prior to their hearing before the Judicial Appeals Board.
2. All cases on appeal will be heard from the beginning.

K. Procedure of the Judicial Appeals Board
1. Prior to any discipline hearing, a pre-hearing conference will be held (see Item C, Pre-Hearing Conferences).
2. Quorum
   A quorum shall exist with the presence of any four members.
3. Disposition of cases
   (a) A simple majority of those present shall be required for any action taken by this board.
   (b) Decisions of the Judicial Appeals Board shall be in writing. The decision shall be based on the evidence presented. The decision shall state what rule was violated, the behavior constituting the violation and, if known, the date, time, and place of the violation.
   (c) Decisions of the Judicial Appeals Board shall be submitted to the president for review with copies to the Dean of Students Office, University Judicial Board, and the student(s)/student organization.
   (d) The president will make the final decision by accepting, modifying or rejecting the Judicial Appeals Board decision. If the decision is modified or rejected, then the president shall provide the student(s)/student organization and the Judicial Appeals Board with the reason(s) for the modification or rejection in writing.
   (e) Judicial Appeals Board and/or presidential decisions shall be in writing with specific factual findings, citing rule(s) violated and setting forth discipline to be imposed, if any.
   (f) For cases on which there has been no presidential action within five (5) working days after submission, the Judicial Appeals Board decision is deemed to be approved.
   (g) All decisions approved and permitted to stand shall become effective immediately.
   (h) Decisions shall be made in writing and made available to the student(s)/student organization on the first day following Judicial Appeals Board action and following acceptance by the president or his/her designee. In cases permitted to stand without presidential action, the decision shall be made available to the student(s)/student organization no later than the sixth (6th) working day following the submission for review of the decision of the Judicial Appeals Board.
   (i) Application for additional review and modification of the Judicial Appeals Board and presidential decision may be made to the Board of Regents through the secretary of the Board of Regents. The Board of Regents, at its discretion, may agree to review the findings and decision of the president or the Judicial Appeals Board.

L. Alternate Hearing Procedure
1. In the event the University Judicial Board fails to convene and/or act within a reasonable time, the president shall be authorized to refer the case directly to the Judicial Appeals Board.
   In the event the Judicial Appeals Board fails to convene and/or act within a reasonable time, the president shall be authorized, after consultation with and approval by the Board of Regents, to appoint a hearing officer, not otherwise employed by the University, who shall conduct such hearings and perform the functions otherwise specified for the Judicial Appeals Board. The hearing officer shall submit his/her findings and recommendations to the president or his/her designee in the same manner and within the time as required for the Judicial Appeals Board.
2. Discipline by administrative action
   It is the policy and practice of the University to handle disciplinary cases administratively without involvement of the student/student organization judicial systems when the judicial bodies are not in sessions.
Section IV. Penalties for misconduct

Discipline is intended to be corrective and educational as well as punitive. It is intended that the students/student organization will learn from disciplinary experience and develop a more mature attitude toward group living problems. The penalties which may be incurred include, but are not limited to, the following:

A. Penalties for students
   1. Reprimand
      An official written statement of the University's disapproval of an individual or group action.
   2. Administrative warning
      Will be issued to students for lesser offenses than those subject to administrative probation. A breach of conduct will be viewed not only as the breach of conduct itself but a violation of this warning, which may result in dismissal.
   3. Administrative probation
      Defines the student's status to be conditional and may require exclusion from some programs and curricular or extracurricular activities. In each case, the length and nature of the exclusions, if any, shall be determined according to the nature of the offense. Any breach of conduct while on administrative probation will be viewed not only as the breach of conduct itself, but a violation of probation which may result in dismissal.
   4. Suspension
      Suspension is an involuntary separation of the student from the University which may extend for one semester, until a specified date, and/or until a stated condition is met.
   5. Dismissal
      Dismissal, like suspension, involves separation from the University but it is for an indefinite period of time. In case of a judicial decision requiring that a commitment or action or other stated condition be met by a student, the person or body setting this condition shall be responsible for making their expectations clear to the student and for superintending and monitoring its implementation.

B. Penalties for Student Organizations
   1. Reprimand
      An official written statement of the University's disapproval of an individual or group action.
   2. Administrative warning
      Issued to student organizations for lesser offenses than those subject to administrative probation. Any breach of conduct will be viewed not only as the breach of conduct itself, but a violation of this warning, which may result in suspension of said organization's status as a student organization. The misconduct may be reported to said organization's national office, if applicable.
   3. Administrative probation
      Defines the student organization's status to be conditional and may require exclusion from some programs and curricular or extracurricular activities, forfeiting of student monetary allocations, and withdrawal of Campus Life status for a minimum of one semester. Any breach of conduct while on administrative probation will be viewed not only as the breach of conduct itself, but a violation of probation that may result in suspension of probation status as a student organization.
   4. Suspension or termination
      The involuntary withdrawal of status of the student organization from the University permanently, for a specified period of time, and/or until a stated condition is met. During this period the University will not in any way recognize nor support the continued operation of said organization. The student organization must re-apply to the Office of Campus Life for renewed recognition following any period of suspension. The suspension action shall be reported to said organization's national office, if applicable.
      Action taken against a student organization also may result in separate action being taken against individual members of said group, when appropriate. In this case, the sections of the conduct code referring to student conduct will be applied.

Section V. Presidential Responsibility

A. Presidential Review
   1. The authority to suspend or dismiss a student/student organization from the University for conduct in violation of University rules and regulations is vested in the president as the chief executive officer of the University or in his/her designated representative.
   2. All disciplinary penalties assigned through the University judicial and review system that would result in suspension or dismissal of a student/student organization from the University shall be reviewed by the president or his/her designee.
   3. The president or his/her designated representative may:
      (a) Accept the decision of the judicial review system, or
      (b) Reject the decision. If the decision rejected is:
         1) A dean of students decision, the rejection will constitute an automatic appeal to the University Judicial Board.
         2) A University Judicial Board decision, the rejection will constitute an automatic appeal to the Judicial Appeals Board.
         3) A Judicial Appeals Board decision, the procedure stated in Procedure of the Judicial Appeals Board, Item K, 3, b, c, will be followed.

B. Interim Suspension
   The president, as the chief executive officer of the University, is directly responsible to the Board of Regents for the enforcement of the University policies, rules, and regulations and is charged with the maintenance of that degree of order and safety necessary to the successful continuation of the University's lawful mission, and he/she is further charged with the authority to protect the members of the University community and University property.
   Although such authority has always existed in the Office of the President, it is herein made explicit that the president or his/her designated representative is authorized to suspend a student/student organization prior to a hearing and procedure through the University judicial process when in the judgment of the presi-
2. Curtail or suspend services.
3. Close the University or portions of the University entirely for the period of emergency.
4. Suspend student(s)/student organizations and forbid their presence on campus if they have been sufficiently identified to him/her as participants in activities violative of University policy leading to the conditions described above. Suspensions shall continue for the period of emergency.
5. Appoint a hearing board on an ad hoc or extraordinary basis to make a recommendation as to whether individual interim suspension shall be continued. Such a hearing board shall convene and make its recommendations within ten (10) days from the effective date of the interim suspension.

In making more explicit the authority of the president to take necessary actions in the interest of the University, the Board of Regents in no way restricts its own powers and prerogative to carry out its obligations and duties as imposed by the constitution and laws of the State of Michigan.

GRADE GRIEVANCE PROCEDURE

The grade grievance procedure provides each student with the opportunity to appeal formally a final grade in a course because he or she believes that the grade has been awarded capriciously or unfairly. This procedure is not intended to handle disputes that may arise about the grading of individual exams or assignments during the semester. When such disputes arise, the student should contact the instructor immediately, rather than waiting until the end of the semester. Each grade grievance submitted according to this procedure must be an individual action by an individual student. Class action grievances by one student on behalf of several students or an entire class are not permitted.

STEP I

If a student wishes to appeal a final grade, the student must contact the instructor within five (5) working days after the start of the next semester; i.e., the semester following the one in which the disputed grade was given (see General Notes for the spring-summer policy). If the instructor is teaching on campus the next semester, but is temporarily unavailable or simply cannot be reached during this five-day period, then the student should deliver a written request for an appointment with him/her, stating the reason, to the department head no later than the final day of the five (5) day period. With the aid of the department head in scheduling an appointment, the instructor and student must then meet as soon as possible and discuss the disputed grade privately. In the event that the department head has difficulty in assisting the student in scheduling the appointment, a detailed written record of communication or attempts to communicate between the department head and the instructor will be maintained by the department head. Whenever possible, conflicts over grades should be resolved informally between the instructor and the student as a result of this Step I discussion.

If the instructor has left the University permanently or
is not available for a period of sixty (60) days or more (e.g., if the instructor is away on sabbatical leave, medical leave, or is in his/her off semester on a Plan C appointment), then the department head shall act in his/her behalf and make a decision either in support of or against the grievance. In making this decision, the department head shall review all available grade records, discuss the matter with the student, and with the written consent of the student, request and evaluate a written statement submitted within ten (10) working days by the instructor concerning the disputed grade. The department head cannot act in this manner on behalf of the instructor during the spring-summer period simply because the instructor is not teaching during either the spring or summer session, unless the disputed grade affects the student’s plans to graduate that year.

STEP II

If the grade dispute is not resolved in Step I to the student’s satisfaction and he or she still believes that the grievance has merit based on the facts of the case, the student has the right to file a formal written grievance with the department head who will forward it immediately to the Department Grade Grievance Committee. Guidelines for filing a formal grievance are as follows:

1. A grievance must be based on evidence that the instructor has been capricious and/or unfair in awarding a grade. The written grievance must describe specifically the perceived capricious or unfair action of the instructor. The student also should present all other evidence or documentation in support of his or her allegations. Disagreement with an instructor’s judgment in and of itself is not a basis for a grievance, nor is disagreement with an instructor’s grading standards, if such standards have been described in advance for the class and have been applied fairly to all students in the class.

2. A grievance must be filed within fifteen (15) working days after the start of the next semester following the one in which the disputed grade was given.

Within ten (10) working days after receipt of the written grievance, the department head must schedule a hearing before the Department Grade Grievance Committee. The department head cannot simply make a personal judgment that the grievance is without merit, and thus refuse to give it to the Department Grade Grievance Committee. However, after scheduling the hearing, the department head may request a closed three-person meeting in his/her office with just the instructor and the student, to discuss informally the disputed grade one final time. If either the instructor or the student refuses to attend such a meeting, the department head cannot require his/her attendance, and the grievance hearing is then held as previously scheduled. If a closed meeting is held, the department head shall act only as a facilitator or mediator. His/her role is restricted solely to promoting further discussion, not to imposing his/her judgment and/or making a decision in the case. If the dispute is resolved in this meeting, the written grievance shall be withdrawn and the scheduled hearing cancelled. If the dispute is not resolved, the grievance hearing is then held as previously scheduled. In such cases, the department head shall not communicate his/her opinions/judgments regarding the grievance and/or the discussions in the closed meeting to the members of the Department Grade Grievance Committee.

The Department Grade Grievance Committee shall be composed of three (3) faculty members and two (2) students. The faculty members shall be selected by appropriate department procedures. The students shall be selected from the list of representatives designated annually (no later than October 15 each year) by Student Government for that particular college. It is preferred that one student on the committee be a graduate student in those departments that offer graduate courses. In graduate student grievances, at least one of the student committee members must be a graduate student.

The student grievant may, however, request in advance in writing that the two (2) students be excused and that his or her grievance be heard only by the three (3) faculty members. The committee shall conduct a hearing according to the following guidelines:

1. Prior to the hearing, any written information of support for either the student or the instructor should be distributed to committee members.

2. A detailed record shall be kept of the hearing, preferably a taped sound recording. If a written record is kept, that record should be signed by the Grievance Committee, asserting that the written record is a true record of the hearing proceedings. If a tape serves as the hearing record, the Grievance Committee shall sign a statement attesting that the tape is the true record of the hearing proceedings. Written or recorded records of any Step II Grievance shall be kept on file in the college dean’s office and copies shall be provided, upon request, to the student who has filed the grade grievance or the faculty member against whom the grievance was filed. Costs associated with duplicating grade grievance records shall be borne by the individual(s) requesting copies.

3. The hearing shall be open unless the student or instructor requests a closed hearing. This request should be conveyed in writing to the department head prior to the hearing.

4. Both the student and instructor shall be permitted an adviser. Advisers must be members of the University community, i.e., students or full-time faculty or staff members.

5. The department grade grievance chair shall begin the hearing by beginning the tape recorder (or announcing the name of the person who will be taking minutes) and reviewing the guidelines and procedures under which the hearing shall be conducted. The committee chair will then announce, “This Step Level II Grade Grievance Hearing is being held on (date). (Name of student) is grieving the grade of (grade) received during the (semester) in (class prefix, number, and section I.D. taught by (instructor). The following committee members are in attendance today: (members give their names).”

6. In order, the student and the instructor will present their cases. Both the student and the instructor may call witnesses, and the student, instructor, adviser(s), and committee members all have the right to question any witnesses that are called. The student and the instructor
should be asked for brief closing statements.

7. The chair will then close the hearing with “This Step Level II Grade Grievance Hearing is now concluded.” The committee will meet in executive session and will present its findings, in writing, to the department head within (5) working days. The written decision/recommendations will contain a numerical report of the vote and will be signed by the members of the committee. The department head will notify the student and the instructor of this committee’s decision/recommendation."

8. Either the student or the instructor may appeal the decision/recommendations of the Department Grade Grievance Committee to the University Grade Grievance Committee under the conditions listed below. This appeal must be filed within five (5) working days of receipt of the decision.

STEP III

Either the instructor or the student grievant may submit a written appeal of the prior decision at Step II by the Department Grade Grievance Committee within five (5) working days of written receipt of that decision, if one of the following conditions is met:

1. The Office of the Provost determines that there is evidence that established procedures for Step II were violated; or
2. There was at least one dissenting vote at the Step II level; or
3. New evidence or new witnesses not previously considered or heard at Step II become available.

In the absence of 1, or 2, or 3 above, simple disagreement with the decision rendered at Step II is not sufficient basis for an appeal. In other words, there is no automatic right of appeal in every case requiring that the University Grade Grievance Committee reconsider the entire grievance case. If the appeal is based on new evidence or new witnesses, the written appeal statement must explain precisely how this evidence or testimony relates directly to the alleged unfair or capricious awarding of the disputed grade. If said evidence or witnesses had been available prior to the Step II hearing, the hearing shall be remanded back to the Step II departmental committee. Only newly discovered evidence and/or witnesses may be introduced at the Step III hearing level (it shall be the responsibility of the petitioner to demonstrate that the evidence and/or witness were not available at Step II).

The appeal shall be submitted to the Associate Provost, (or a substitute designated by the Provost) with a copy to the dean of the appropriate college. The University Grade Grievance Committee shall be chaired by the Associate Provost or designee and shall have the following additional members: the dean of the involved college or his/her designee; two (2) faculty members, one of whom is from the involved college, but not from the department in which the grievance originated; and one (1) student, appointed by Student Government. The two faculty members shall be selected by the Associate Provost from an available pool of nominees representing all the colleges.

The University Grade Grievance Committee shall review all written documents that were available to the Depart-
the instructor is teaching on campus during the spring or summer session and the student is enrolled on campus during the same session, then with their mutual agreement, the grievance can be pursued during the spring or summer. However, should either the instructor or the student prefer to wait, then action of the grievance will be postponed until the fall semester. The only exception in which the grievance shall be pursued during the spring or summer session without the consent of the instructor who is teaching on campus is for any case in which the disputed grade affects the student’s plans to graduate that year. In such cases, if the instructor is unwilling to participate, the department head may act on his/her behalf.

5. Throughout this procedure, the title department head shall be interpreted to include program directors or program coordinators for appropriate academic units in which there is no administrator with the title of department head.

6. Students are encouraged to seek advice from the REACT office.

**STUDENT ADMINISTRATIVE GRIEVANCE PROCEDURE**

STUDENTS MAY FILE A GRIEVANCE over a dispute arising from allegations of improper or incorrect interpretation or application of University policy, including any alleged discrimination in the application of such policy based upon race, religion, sex, age, national origin or any other illegal discrimination as established by the state or federal regulation or law. Traditionally, those matters have been handled in the following manner:

**Step I. Administrator and Student (Informal)**

Any student who is considering filing a grievance must first discuss the problem with the administrator or staff member whose responsibility it is to enforce the regulation or policy.

**Step II. Department Supervisor (Formal)**

If unable to resolve the dispute at this level, the student shall, if he or she wishes, carry the grievance forward by first reducing the grievance to writing, stating the nature of the grievance and what policy allegedly has been violated or incorrectly interpreted, and the date of the alleged violation or misinterpretation. This written grievance shall be presented to the head of the department, or immediate supervisor of the staff member or administrator enforcing the policy. The University shall not be expected to consider any grievance that is not submitted in writing to the department head or supervisor within 21 calendar days of the alleged violation. Upon receipt of the written grievance, the supervisor or department head shall meet with the student (normally within one week of the receipt of the written grievance) to attempt to resolve the grievance and following such a meeting, promptly provide a written answer. No such written answer may be contrary to University policy.

**Step III. Division Vice President**

If the grievance is not resolved at Step II, then it shall be forwarded to the vice president in charge of the division in which the grievance has been filed. Usually within a week of receipt of the grievance, the vice president shall meet with the student filing the grievance and discuss the grievance. Following the discussion, the vice president shall render a decision in writing to the student.

**Step IV. Presidential Appeal**

If the grievance is not resolved in Step III, the student may appeal to the president of the University. As chief executive officer of the University, the president will make the final decision and he or she may consult with the Executive Council prior to making this decision. Also, the president, if he or she chooses, may elect to conduct an informal hearing with the student.

The Student Administrative Grievance Procedure is to be used for administrative decisions only and is not to conflict with established procedures in the areas of student employment, student discipline, academic affairs, and other published University student grievance procedures.

STUDENT GOVERNMENT provides services for students seeking to file a student grievance or encountering any other problems. Information must be submitted in writing to its office in Goodison Hall.
THE UNIVERSITY

Eastern Michigan University occupies 420 acres on the northwestern side of the city of Ypsilanti on high ground overlooking the Huron River valley.

The 217-acre main campus encompasses historic and new academic buildings, residence halls and physical education facilities including Bowen Field House and Olds Student Recreation Center. Nearby outdoor general recreational fields include the equivalent of four softball diamonds or two football fields—all under light for nighttime use—17 tennis courts, eight of which are lighted, and softball playing fields for women’s sports.

The Clarence M. Loesell Field Laboratory, a 21-acre tract west of the main campus, was dedicated in 1958 in honor of the longtime head of the Natural Science Department (now the Biology Department). It provides an undeveloped, natural habitat for the study of wildlife, flora and fauna for teaching of natural sciences.

The west campus was created in 1965 and 1967 by the addition of 142 acres of land to allow expansion of the academic campus into the site of athletic areas. It includes a baseball stadium, football stadium, all-weather running track, six intramural fields, two practice football fields, apartment complexes and paved parking.

The Kresge Environmental Education Center at Fish Lake in Mayfield Township, Lapeer County, was created in 1965 as a resident field study center for experimentation and dissemination of environmental education programs. The 241-acre site is surrounded on three sides by 4,000 acres of the Lapeer State Game Area and has a wide variety of topography, a natural lake, a man-made impoundment and a bog for aquatic studies. Facilities include a 64-person dormitory, a dining commons that can feed 200, a remodeled one-room schoolhouse, and four modular units that house the center office, provide staff housing and a lab-classroom.

UNIVERSITY BUILDINGS

University buildings continue to increase in number to serve the needs of educational growth and change. Remodeling of old buildings is continuous to update facilities and to accommodate departmental reorganization as well as growth. Almost all of EMU’s major classroom, administration, and residence halls are dedicated in memory of early administrators and dedicated faculty who laid the foundation for educational advancement or for donors who have assured the University’s future.

Frederick M. Alexander Music Building, completed in 1980, houses the departments of Music and Foreign Languages and Bilingual Studies. It features three large rehearsal rooms (band, choir, and orchestra), a 150-seat recital hall, an organ teaching recital facility, and 64 individual practice rooms. Designer/architect Robert C. Wakely, Sr. employed the latest in acoustical and sound isolation techniques to provide for music instruction.

The Business and Finance Building, adjacent to Pease Auditorium, is utilized by the Division of Business and Finance to administer the business operations of the University.

Richard G. Boone Hall, built in 1914 as an administration building, now houses the College of Education offices and classrooms. It is named for the ninth president of the Normal College (1893-1899).

Wilbur P. Bowen Field House, completed in 1955 and named for the founder and long-time head of the Department of Physical Education, is the home of the Eagle basketball teams. It also has an eight-laps-to-the-mile track, locker facilities, and a hard surfaced infield. Additions in recent years to both the south and north ends of the building have added to its ability to serve the needs of the University community.

Walter O. Briggs Hall was the first unit of the University's field house. The $150,000 grant that provided the initial building was given by Briggs when he was owner of the Detroit Tigers baseball team. The building was recently renovated for the Art department.

The University Library, opened in 1967, has provided the University with more than five times the floor space and double the book capacity of the original Mark Jefferson Library (in what is now Ford Hall). The seating capacity is 1,800 and most library materials are on open shelves. The lower floors house the Media Services Center and the Instructional Support Center and include a computer laboratory for student use.

R. Clyde Ford Hall, created as the Mark Jefferson Library, bears the name of the modern literature professor who headed the library during his tenure from 1903-1940. It has been remodeled twice and since 1982 has provided office and classroom space and art galleries for the Art Department. The Department of Communication and Theatre Arts also holds most of its production classes in this building to utilize two television studios on a lower floor. The building was opened in 1929 and first remodeled in 1967.

Bertha M. Goodison Hall, dedicated in memory of the 1900-1937 Department of Art professor and head, houses the offices of Campus Life, Career Services, Continuing Education, Dean of Students, Faculty Council, Foreign Student Affairs, International Studies, Minority Affairs, Special Student Services, Student Government, student organizations, Student Media, Upward Bound, Veteran Services, and the Women’s Commission.

J. M. Hover Laboratory, completed in 1941 and honoring the head of the Department of Natural Sciences and dean of admissions (1919-1940), holds the Department of Biology laboratories, a greenhouse and plant laboratory, plus the Biology Career Center.

Mark Jefferson Hall, new in 1970 and named for the internationally-known professor of geography (1896-1928), has completely equipped modern laboratories for the departments of Chemistry, Biology and Psychology, as well as classrooms and offices for teaching personnel.

Julia Anne King Hall, is the base of operations for the College of Health and Human Services, which uses a limited number of classrooms in this building as well as classrooms in Roosevelt Hall. It houses the offices of the dean of the College of Health and Human Services and the departments and programs of Nursing Education, Occupational Therapy, Social Work, Health Administration, Clinical Laboratory Sciences, and Gerontology. Other offices are those of the Institute for the Study of Children and Families, the National Center of Teaching and Learning, the director of Affirmative Ac-
tion and the administrative offices of Human Resources. University Radio Station WEMU also is in this building.

Charles McKenny Hall, also named for a past president of EMU, is the student union and social center of the University. Completely remodeled in 1964-65, it is double its original size and now includes cafeteria and dining services, a snack bar, the Eastern Michigan University Bookstore, a bowling alley, a ballroom, offices for student organizations, lounges, meeting rooms, and a large ballroom. A major renovation to the building was completed in Fall 1992.

The Olds-Robb Student Recreation Center was dedicated in the fall of 1982. The $18.2 million facility was named for the former faculty member and HP/ERD department head who founded the intramural program on campus in 1921, and former Regent Richard Robb. It is funded by student fees and provides recreation and intramural facilities for the entire campus community. Its most distinctive feature is the 50-meter swimming pool which is one of the largest indoor pools in Michigan and has 7-, 8- and 10-meter diving platforms.

The Paint Research Laboratory, completed in 1987, is utilized by the Paint Research Association for scientific paint research activity.

The Parking Structure, west of Bowen Field House, will accommodate 800 cars and houses the University Public Safety Department offices. It has direct access to Washtenaw via Oakwood Avenue, is adjacent to Pittman and Ford roads, which bisect the campus, and is accessible from North Huron River Drive via West Tower Drive and Oakwood Avenue. Numerous parking lots for students and faculty surround the campus.

Frederick H. Pease Auditorium, completed in 1914 and named for the long-time head of the Conservatory of Music, is the center for many University and civic activities as well as music events. In the auditorium is the $100,000 Frederick Alexander Memorial Organ.

John D. Pierce Hall, which in 1948 replaced the original building on campus, honors the first superintendent of public instruction in the state of Michigan. It houses Admissions and Financial Aid, the Office of the Registrar, Equity Programs, Cashier's Office, and Student Accounting.

Pray-Harrold Hall provides classrooms and offices for the departments of English Language and Literature, History and Philosophy, Mathematics, Computer Science, Sociology, Economics, Political Science, and Women's Studies in the College of Arts and Sciences. The Administrative Computer Center is located on the first floor. Pray-Harrold recognizes the services of Carl E. Pray, head of the History Department from 1913-1927, and Charles F. Harrold, professor of English literature from 1925-1943.

Daniel L. Quirk Jr. Dramatic Arts Building, original funds for which were made available by the Quirk family of Ypsilanti, opened in 1969. The building provided an instructional theatre seating 381, a flexible laboratory theatre, scene and costume shops, radio facilities, an outdoor amphitheater, classrooms and offices for drama, speech and radio activities. In 1966, a classroom-office wing was added to accommodate increased needs in all areas, especially TV broadcasting and film. In 1983, the Department of Communication and Theatre Arts and the University launched a major capital fund raising campaign to enclose the 200-seat outdoor amphitheater and expand the capabilities of technical studios, costume and scene shops. Construction of these additions was completed in the summer of 1985. The Sponberg Theatre, named for former EMU President Harold Sponberg, was added a few years later.

The Horace H. Rackham School of Special Education, constructed in 1938 as one of many educational projects of the Detroit lawyer and philanthropist, became the first building of its kind in the state dedicated to the needs of special children. The Special Education department, a speech and hearing clinic, a diagnostic prescriptive clinic for learning-disabled children and their families, and facilities for physical therapy are located in the building.

Roosevelt Hall, built on campus in 1925 as a laboratory school for training student teachers and providing private education for children of area residents, has been remodeled to house the departments of Human, Environmental and Consumer Resources, Military Science and Health Administration. It was named for President Teddy Roosevelt.

The Sculpture Studio, located on the west campus, is utilized by the Art Department.

William H. Sherzer Hall, erected in 1908 and named for the professor of geology and head of the Department of Natural Sciences (1892-1932), now provides offices and classrooms for the Art Department and contains the University's observatory.

J. M. B. Sill Hall houses classrooms and offices of the College of Technology, founded in 1980. Its large lecture halls are available to other departments. The Art department retains offices and facilities for the ceramics program.

Glenadine C. Snow Health Center, named for the first medical director of health services (1915-1947) who created the plans for the building, opened in 1959, includes a pharmacy, medical laboratory, X-ray department, physicians' clinical offices, nurses' consulting rooms, examination and treatment areas, mental health counselors' offices, and the Employee Assistance Program. The Children's Center is on the lower level.

Mary Ann Starkweather Hall, erected in 1897 and designated as a student Christian center by the Ypsilanti donor, was remodeled and modernized in 1981. It currently houses the Graduate School.

The Edwin A. Strong Physical Science Building, opened in 1957, houses the departments of Physics and Astronomy and Geography and Geology, providing both laboratory and large lecture halls. Strong was head of the Physical Science Department between 1885-1919.

The Joseph E. Warner Physical Education Building, completed in 1964, is immediately adjacent to Bowen Field House and connected to the Olds Student Recreation Center. It houses offices of the Department of Health, Physical Education, Recreation and Dance, classrooms, gymnasiums, special purpose rooms, and a swimming pool designated for intramural use. Warner, for whom the building is named, was state representative for Washtenaw County, 2nd District.

Adonijah S. Welch Hall, erected in 1896 and the oldest standing building on campus, is named for the first head of the University. It was originally a training school for teachers and a public school and until 1982 housed University busi-
ness offices. This facility now houses the main administrative offices of the University, Alumni Relations, University Development, Public Information, and State/Federal/Community Relations.

The Corporate Education Center opened in May 1989. The Corporate Education Center has 38,000 square feet of conference and seminar meeting space, is designed to serve multiple needs, and has the most advanced communications and audio-visual equipment available. The development includes a 133-acre, eighteen-hole championship golf course.

The Gary M. Owen Building, located on Michigan Avenue in downtown Ypsilanti, houses the College of Business and provides classrooms and offices for the departments of Accounting, Finance, Management, Marketing, and Operations Research and Information Systems. The building also contains a library, computer laboratories, and facilities for other programs operated by the College of Business. The building is named for Gary M. Owen, who was Speaker of the Michigan House of Representatives at the time of the building's construction.

Athletic Fields

Two major athletic facilities, in addition to main campus physical education buildings, attract students to the west campus for football and baseball events. Both stadiums also are sites of community, state, and national events such as annual drum corps competitions, Special Olympics, and state high school baseball and football playoffs.

Rynearson Stadium, named for Elton J. Rynearson, Sr., who coached football for 26 years, is the football stadium. Rynearson was renovated in 1992 when additional seats were added to bring the capacity to 30,000. A new locker room and an addition to the press box were also completed.

The Ronald E. Oestrike Stadium, which in 1968 replaced Briggs Field (now the parking lot adjacent to McKenny Union), has a covered grandstand seating 2,500. It is among the finest baseball facilities in intercollegiate competition.
ADMINISTRATIVE OFFICERS

THE CABINET

President ................................................. William E. Shelton
Provoast and Vice President for Academic Affairs ........................................ Ronald W. Collins
Vice President for Business and Finance and Treasurer to the Board of Regents ... Patrick J. Doyle
Vice President for Enrollment Services Courtney O. McAnuff
Vice President for University Marketing and Student Affairs ......................... Laurence N. Smith
Vice President for University Relations .... Juanita H. Reid
Executive Director, University Planning, Budgeting, and Analysis ................. George A. Johnston
University Attorney .......................... Kenneth A. McKandies

UNIVERSITY PLANNING, BUDGETING, AND ANALYSIS

Director of Budget Management ......................... Alvin S. Levett
Director of Institutional Analysis and Reporting ........................................ Paul N. Moniodis
Coordinator of Management Information Systems .......................................... John Senko

ACADEMIC AFFAIRS DIVISION

Academic Administration
Associate Provost, Interim ...................... David L. Clifford
Associate Vice President for Academic Affairs ............................. Donal H. Bennion
Administrative Associate to the Provost ........ Mary C. Lilley
Academic Budget Analyst ........................ David Costanza

Graduate School/Office of Research Development
Dean ......................................................... Ronald E. Goldenberg
Associate Dean ........................................ Patrick K. Melia
Assistant Dean ........................................ Aiko Nakatani
Associate Dean and Director, Office of Research Development .... Robert Holkeboer
Associate Director ...................................... Brian Anderson

College of Arts and Sciences
Dean ......................................................... Barry Fish
Associate Dean, Interim ....................... Ellene Tratras Cons
Associate Dean, Interim ....................... James Waltz
Administrative Associate II ...................... Velma C. Clarke

Departments
American Studies, Head ...................... Ronald C Woods
Art, Head .............................................. Roy E. Johnston
Biology, Head ......................................... Douglas Y. Shapiro
Chemistry, Head ........................................ Judith Levy
Communication and Theatre Arts, Head .. Dennis M. Beagen
Computer Science, Head ...................... George E. Haynam
Economics, Interim Head ..................... Raouf S. Hanna
English Language and Literature, Head ... Marcia A. Dalkey
Foreign Languages and Bilingual Studies, Head ............................ Steven D. Kirby
Bilingual Bicultural Program, Director .......................... Phyllis A. Clemens Noda

Geography and Geology, Head ........................ Andrew A. Nazaro
History and Philosophy, Head .................. Margot Duley
Mathematics, Head ................................. Don R. Lick
Music, Head ........................................... Gordon D. McQuere
Physics and Astronomy, Head .................... Dan Trochet
Political Science, Head ............................. Edward Sidlow
Psychology, Head ................................. Kenneth Rusimak
Sociology, Anthropology, and Criminology, Head ............................ Gregg Barak

College of Business
Dean ......................................................... Stewart L. Tubbs
Associate Dean, Interim ...................... Susan Moeller
Assistant Dean ............................................ Amelia S. Chan

Departments
Accounting, Interim Head ........................ S. Thomas Cianciolo
Finance and Computer Information Systems, Head .................. Asrat Tessema
Management, Head ................................ Sahab Dayal
Marketing, Head ................................. H. Robert Dodge

College of Education
Dean ......................................................... Jerry R. Robbins
Associate Dean ........................................ Robbie A. Johnston
Associate Dean ........................................ Martha Tack

Departments
Health, Physical Education, Recreation, and Dance, Head ........................ Michael Bretting
Leadership and Counseling, Interim Head ...... John Waidley
Special Education, Head ........................ Kathleen S. Quinn
Teacher Education, Head ........................ James D. Riley
National Institute for Consumer Education .... Rosella Bannister

College of Health and Human Services
Dean ......................................................... Elizabeth C. King

Departments
Associated Health Professions, Head .. Stephen A. Sonstein
Health Administration, Director ........................ Richard L. Douglass
Clinical Laboratory Sciences
Director ............................................... Sandra Drake
Occupational Therapy, Director ........................ Ruth Hansen
Human, Environmental, and Consumer Resources, Head ......................... George Liepa
Dietetics, Head ............................... Annette Neil Fashion Merchandising, Head ........................ Sarah Moore
Hospitality Management, Head .................. Pauline Buchanan
Interior Design, Head ............................. Virginia North
Nursing Education, Head ........................ Regina Williams
Social Work, Head ................................. Donald M. Loppnow

College of Technology
Dean ......................................................... Thomas K. Harden

Departments
Business and Technology Education, Interim Head ... Earl C. Meyer
Industrial Technology, Head ....................... (Vacant)
Interdisciplinary Technology, Head ........................ Paul D. Kwik
Military Science, Head ............................. Lt. Col. David R. Klubeck
Continuing Education
Dean .................................................. Paul T. McKelvey
Director, Academic Programs Abroad .......... George J. Klein
Director, Marketing and Special Programs Neeta M. Delaney
Coordinator, Independent Study ............ Michael McPhillips
Coordinator, Adventures in Education ...... Karen Cline
Director, Upward Bound .................. Hildred J. Lewis
Associate Director, Upward Bound ......... Laura Foster
Coordinator, Weekend University ............. Arthur Hoover

Learning Resources and Technologies
Dean .................................................. Morell D. Boone
Associate Dean, Learning Technologies ........ Jennie M. McCafferty
Learning Resources, Head ..................... Sandra G. Yee

World College
Director ........................................... Raymond E. Schaub
Associate Director ............................ Geoffrey M. Voght

National Institute for Consumer Education
Director .............................................. Rosella Bannister

Business and Finance Division
Controller ........................................... Edward Jolley
Assistant to the Vice President ............... Lee Lein
Assistant Controller .............................. John Beaghan
Assistant Controller ............................. Dan Cooper
Director, Physical Plant ...................... William Smart
Principal Plant Engineer ....................... Glen Bolling
Project Manager, Construction and Design  Daniel Klenczar
Manager, Facilities Maintenance ............. Ray Sowers
Director, Public Safety ....................... John McAuliffe
Associate Director, Public Safety ............ John McCuliff
Director, Purchasing and Telecommunications Gary Reffitt
Manager, Parking ............................ Albert A. Robinson
Resident Director, Kresge Environmental
Education Center, Lapeer, Mich ............ Ben Czinski
Director, Risk Management .................. Mary Brooks

Enrollment Services Division

Academic Advising Center
Associate Director ......................... Patricia Williams
Assistant Director .......................... Charles Fulford
Assistant Director .......................... Kevin Hurlahe

Academic Records and Registration
Director, Interim ............................. Joy Garrett
Assistant Director .......................... Sherry Winterson

Equity Programs
Director .............................................. Lynette Findley
Coordinator .................................... Patrick Pieh

Financial Aid
Director .............................................. Bernice Lindke
Associate Director .......................... Denise Ostrander
Assistant Director, Operations ............... Elaine Kinloch

Graduate Admissions
Assistant Dean .......................................... Aiko Nakatani

Undergraduate Admissions
Director ............................................. Judy Benfield Tatum
Associate Director, Management Operations........ Michael O'Connor
Assistant Director, Internal Operations ........ MaryAnn Schichtman
Assistant Director, Outreach Operations ...... Alberto Perales

University Marketing and Student Affairs Division

Assistant Vice President ......................... Jim Vick

Campus Life
Director ............................................. Glenna Frank Miller
Program Coordinators ................. William Barnett, Melissa Ginotti,
                                   Shelley Wilson

Career Services Center
Director ............................................. J. Michael Erwin
Associate Director ............................ Karen Simpkins
Career Planning Manager ................. Joanne Burns
Career Development Associates ...... Gayle Reuter-Alm, Theo
                                     Hamilton, Alicia Ortez, Horace Thomas
Corporate Relations Manager .............. Barbara Jones
Computer Systems Network Administrator II James Locke

Dean of Students
Dean .................................................. (Vacant)
Associate Dean ................................. Gregory A. Peoples
Coordinator, Foreign Student Affairs ...... Paul Dean Webb
Veterans Affairs Officer .................... Robert Teehan

Health Services
Director .............................................. Ellen Gold
Assistant Director ............................ Linda Vengroff

Health Care
Clinical Administrator ...................... Diane Sobell
Staff Physician ................................ Kimberly Keller, M.D.

Counseling
Associate Director ............................ Rosalyn Barclay

Children's Institute
Director ............................................. Lindy Buch
Coordinator of Services .................... Lorraine Paffenroth

Housing
Director .............................................. Rebecca J. Figura
Associate Director ............................ Brian Fitzgerald
Manager, University Apartments .......... Michael Constant

Dining Services
Director .............................................. Michael Crabb
Purchasing ..................................... Ann Klaes
Senior Manager .............................. Larry Gates
McKenny Union/Conferences
Director ........................................ Ceil Paulsen
Manager, Operations ........................... Keith Kowalka
Manager, Sales/Scheduling ...................... P.J. Moffett
Auxiliary Enterprises
Director ........................................ Sandra Williams
Recreation/Intramurals
Director ........................................ Robert England
Associate Director ............................. James Olsen
Assistant Directors ......................... Lou Gianino, Kristi Jacobs, Randy Saffold
Public Information
Director, Interim ................................. (Vacant)
Student Media
Director ........................................ Paul C. Heaton
University Marketing
Director ........................................ R. Abent
Associate Director ............................. Dennis Lefond
Manager, Video Production ...................... John Rice
University Publications
Director ........................................ Candace Webster

UNIVERSITY RELATIONS DIVISION
Assistant Vice President ........................... Kathleen Tinney
Director, Business and Finance ................. (vacant)
Alumni Relations
Director ........................................ George Beaudette
Assistant Director .............................. Vicki Reaume
Institute for Community and Regional Development (ICARD)
Director ........................................ Charles Monsma
Development
Director, Major Gifts and Development
  Programs ........................................ Beverly J. Farley
Director, Planned Giving ........................ Ina Martin Rexford
Director, Campaign for Scholars ................ (vacant)
Development Officers ........................... Dennis Howie, Alice Preketes, Jeffrey Freshcorn
Manager, Gift Processing ...................... Billie Allbright
Legal Affairs
General Counsel .............................. Kenneth A. McKanders
State, Federal, and Community Relations
Director ........................................ Doris A. Komblevitz
University Computing
Director ........................................ Alan McCord
Assistant to the Executive Director .......... Glenda Walters
Manager, Applications Development and
  Support ................................. Gary Carlson
Manager, Applications Development .......... Lynn Dorendorf
Manager, Operations Services .............. Lee Hancock
Manager, Production Services ............... Paul Toth
Manager, Technical Services .................. Sam Creciun
Manager, User Support Services ............ Wayne Starr
WEMU Radio
Director ........................................ Arthur J. Timko
News and Public Affairs Manager ............. Clark Smith
Marketing and Development Manager ...... Mary Motherwell
Music Program Manager ...................... Linda Yohn

INTERCOLLEGIATE ATHLETICS DIVISION
Director ........................................ Tim Weiser
Associate Director ............................. Carole Huston
Assistant Director-Business ..................... Phil Goldstein
Sports Information Director ..................... James L. Streeter
Please address specific inquiries to the following offices:

DEAN OF THE COLLEGE OF ARTS AND SCIENCES
411 Pray-Harrold Building .............................................. 487-4344

DEAN OF THE COLLEGE OF BUSINESS
473 Gary M. Owen Building ........................................... 487-4140

DEAN OF THE COLLEGE OF EDUCATION
117 Boone Hall ............................................................ 487-1414

DEAN OF THE COLLEGE OF HEALTH AND HUMAN SERVICES
212 King Hall .............................................................. 487-0077

DEAN OF THE COLLEGE OF TECHNOLOGY
150 Sill Hall ................................................................. 487-0354

DEAN OF THE GRADUATE SCHOOL
Starkweather Hall ......................................................... 487-0042

DEAN, DIVISION OF CONTINUING EDUCATION
321 Goodison Hall ........................................................... 487-0407

Off campus and in-service courses; speakers for special occasions; adult education; consultation services to schools.

DEAN OF STUDENTS
205 Goodison Hall .......................................................... 487-3118

General welfare of individual students.

REGISTRAR'S OFFICE - ACADEMIC RECORDS AND CERTIFICATION
Third Floor, Pierce Hall .................................................... 487-4111

Certification requirements and transcripts.

ACADEMIC PROGRAMS ABROAD
332 Goodison Hall .......................................................... 487-2424

UNDERGRADUATE ADMISSIONS OFFICE
401 Pierce Hall .............................................................. 487-3060

AFFIRMATIVE ACTION OFFICE
302 King Hall ............................................................... 487-0016

ALUMNI RELATIONS OFFICE
13 Welch Hall ................................................................. 487-0250

ATHLETICS OFFICE
200 Bowen Field House .................................................... 487-1050

Athletic information and tickets.

CAMPUS LIFE, OFFICE OF
11 McKenny Union .......................................................... 487-3045

Student Government; Residence Hall Association; University Judicial Board; Eastern Echo.

CAREER SERVICES CENTER
Fourth Floor, Goodson Hall ................................................ 487-0400

Teaching vacancies; registration of applicants for teaching, business and industrial positions; opportunities for earning a portion of University expenses.

COUNSELING SERVICES
Snow Health Center .......................................................... 487-1118

EQUITY PROGRAMS, OFFICE OF
204 Pierce Hall .............................................................. 487-2133

Support services to African American, Hispanic American, Native American, and Asian American students. The programs and services provided range from College Days to doctoral scholarships. Information; counseling; tutoring; assistance with grievance procedures for minority students.

FINANCIAL AID OFFICE
403 Pierce Hall .............................................................. 487-0455

Loans and grants-in-aid; Graduate Assistantships funded by College Work-Study.

FOREIGN STUDENT AFFAIRS
208-209 Goodison Hall ..................................................... 487-3116

GRADUATE SCHOOL
Starkweather Hall
Ronald E. Goldenberg, Dean ............................................ 487-0042
Patricia Melia, Associate Dean .......................................... 487-0042
Aiko Nakatani, Assistant Dean ........................................... 487-0048

Graduate Applications ..................................................... 487-3400
Graduate School Admissions ............................................. 487-3400
Graduate Records ............................................................ 487-0093
Graduate Advising
See pages 274-276 for coordinators of advising listed by program areas.

HOUSING OFFICE
Basement Dining Commons #1 ............................................. 487-1300

LEARNING RESOURCES AND TECHNOLOGIES
(Library) ........................................................................ 487-0020

McKENNY BOOKSTORE
McKenny Union ............................................................... 487-1000
Textbooks; educational materials; class rings.

PARKING CONTROL
Parking Structure .............................................................. 487-3450

PUBLIC SAFETY DEPARTMENT
Parking Structure .............................................................. 487-1222
Police and fire.

REGISTRATION OFFICE
303 Pierce Hall .............................................................. 487-2300

Registration of students for on/off campus classes.

SNOW HEALTH CENTER ..................................................... 487-1122

Physician and nursing services; professional counseling; TB testing.

STUDENT ACCOUNTING
203 Pierce Hall .............................................................. 487-3335

University fees.

UNIVERSITY CHILDREN'S INSTITUTE
Snow Health Center .......................................................... 487-1126
Child care for preschool children of students; summer and evening program through age 12.

VETERANS AFFAIRS OFFICE
211 Goodison Hall ........................................................... 487-3119
GRADUATE FACULTY

Graduate Faculty Status
Full (F)
Temporary Full (TF)
Associate (A)
Temporary Associate (TA)

ACCOUNTING
Baldwin-Morgan, Amelia A. (1991) Associate Professor; PhD, Virginia Polytechnic Institute and State University (TF)
Burilovich, Linda J. (1991) Associate Professor; PhD, University of Michigan (F)
Cianciolo, S. Thomas A. (1985) Professor; PhD, Michigan State University; CPA, State of Michigan (F)
Clark, George S. (1973) Associate Professor; LLM, Wayne State University; CPA, State of Michigan (F)
Devine, Elton A. (1976) Professor; PhD, Louisiana State University (F)
Ellis, Wayne C. (1979) Associate Professor; PhD, University of Michigan (A)
Gledhill, Roger C. (1976) Associate Professor; PhD, Virginia Polytechnic Institute (A)
Kattelus, Susan C. (1990) Assistant Professor; PhD, Michigan State University (F)
Keros, John W. (1965) Associate Professor; MBA, University of Michigan; CPA, State of Indiana (F)
Khan, Zafar U. (1989) Associate Professor; PhD, Louisiana State University; CIA (F)
Kramer, Morrey (1984) Associate Professor; PhD, University of Michigan (A)
McCombs, Gary B. (1982) Assistant Professor; Department of Accounting; MBA, University of Michigan (TA)
Okopny, D. Robert (1988) Professor; PhD, Texas A&M University; CMA, CIA (F)
Pathak, Chandra P. (1981) Professor; PhD, University of Tennessee; CPA, State of West Virginia (F)
Ravenscroft, Susan P. (1988) Associate Professor; PhD, Michigan State University; CPA, State of Michigan (F)
Sharifi, Mohsen (1981) Professor, Department Head; PhD, Louisiana State University; CMA (F)
Snyir, Andrew G. (1984) Associate Professor; PhD, Purdue University (A)
Woodland, Linda M. (1983) Professor; PhD, Purdue University (F)
Young, Kenneth C. (1974) Associate Professor; PhD, Purdue University (F)

AFRICAN AMERICAN STUDIES
Semmes, Clovis E. (1988) Professor; PhD, Northwestern University (F)

ART
Anderson, Marvin C. (1963) Professor; MFA, Cranbrook Academy of Art (F)
Avedon, Barry (1966) Professor; MFA, Rochester Institute of Technology (F)

Beginin, Igor (1968) Professor; MA, Wayne State University (F)
Bocklage, Christopher J. (1985) Professor; MFA, Southern Illinois University, Edwardsville (F)
Chew, Robert F. (1968) Professor; MFA, University of Illinois (F)
Fairfield, Richard T. (1963) Professor; MFA, University of Illinois (F)
Field, Jan M. (1965) Professor; MFA, School of the Art Institute of Chicago (F)
Davis, Margaret. (1994) Assistant Professor; MFA, University of Michigan (TA)
Johnston, Roy E. (1994) Professor, Department Head; PhD, University of Dublin, Trinity College (F)
Kisor, Douglas R. (1984) Professor; MFA, Western Michigan University (F)
LaPorte, Susan (1993) Assistant Professor; MFA, California Institute of Art (TA)
Loree, John P. (1962) Professor; MFA, Alfred University (F)
Myers, Julia (1990) Associate Professor; PhD, University of Maryland (TF)
Panciola, Diana (1991) Associate Professor; MFA, New York State College (TF)
Pappas, John N. (1960) Professor; MA, Wayne State University (F)
Polaski, Carole (1989) Assistant Professor; MA, Michigan State University (TA)
Rubenfeld, Richard L. (1986) Professor; PhD, Ohio State University (F)
Sandall, James (1977) Professor; MFA, Arizona State University (F)
Schwartz, Ellen C. (1977) Professor; MA, Institute of Fine Arts, New York; PhD, New York University (F)
Sharp, David W. (1962) Professor; MFA, State University of Iowa (F)
Van Haren, John E. (1960) Professor, Department Head; MA, University of Wisconsin (F)
Washington, Richard E. (1970) Associate Professor; MA, Eastern Michigan University (F)
Williams, Patricia J. (1976) Professor; MFA, Indiana University (F)
Yager, Jay R. (1968) Professor; MFA, MS, University of Wisconsin (F)
Zahratka, Michael C. (1960) Professor; MBA, Syracuse University (F)

ASSOCIATED HEALTH PROFESSIONS
Atchinson, Bernard J. (1986) Associate Professor; MEd, Georgia State University (A)
Dickie, Virginia M. (1988) Associate Professor; MS, Wayne State University (F)
Douglass, Richard L. (1987) Associate Professor; PhD, the University of Michigan (F)
Francis-Connolly, Elizabeth. (1991) Associate Professor; MS, Boston University (A)
Hansen, Ruth A. (1976) Professor; PhD, Wayne State University (F)
Olson, Judy (1991) Assistant Professor; MS, College of Physicians and Surgeons of Columbia University (A).
Renk, Clifford (1985) Professor; PhD, University of Florida (F)
Sonstein, Stephen (1984) Professor, Department Head; PhD, Hahnemann Medical College (F)
Torres, Roberto (1991) Associate Professor; PhD, University of Michigan (TF)

BIOLOGY

Bach, Catherine E. (1991) Associate Professor; PhD, University of Michigan (F)
Booth, Howard D. (1967) Professor; PhD, Michigan State University (A)
Eisenbach, Jamin (1990) Associate Professor; PhD, University of California-Berkley (F)
Ghosheh, Najati S. (1965) Professor; PhD, University of Illinois (F)
Hannan, Gary L. (1982) Professor; PhD, University of California, Berkeley (F)
Hurst, Edith M. (1973) Professor; PhD, University of Michigan (A)
Jackson, Dennis C. (1967) Professor; PhD, Michigan State University (F)
Kurta, Allen (1988) Associate Professor; PhD, Boston University (F)
Minick, Merlyn C. (1966) Professor; PhD, Wayne State University (F)
Morton, Teresa M. (1993) Assistant Professor, PhD, Virginia Commonwealth University (TA)
Neely, Robert K. (1984) Professor; PhD, Iowa State University (F)
Novak, John A. (1986) Associate Professor; PhD, University of Michigan (A)
Reinthal, Peter N. (1991) Associate Professor; PhD, Duke University (F)
Shapiro, Douglas Y. (1992) Professor, Department Head; MD, Case Western Reserve; PhD, Cambridge University (F)
Simone, P. George (1977) Associate Professor; PhD, University of New Mexico (F)
Stevens, Suzanne J. (1970) Professor; PhD, University of Michigan (A)
VandenBosch, James L. (1987) Associate Professor; PhD, University of Michigan (F)
Volz, Paul A. (1969) Professor; PhD, Michigan State University (F)
Waffle, Elizabeth L. (1968) Associate Professor; PhD, Iowa State University (F)
Walker, Glenn K. (1976) Professor; PhD, University of Maryland (F)
Winning, Robert (1995) Assistant Professor; PhD, University of Waterloo (TA)

BUSINESS AND TECHNOLOGY EDUCATION

Barnes, James L. (1987) Associate Professor; EdD, Virginia Polytechnic Institute and State University (F)
Cordani, John. (1991) Assistant Professor; EdD, Teacher’s College at Columbia University (TF)
Jennings, Gerald L. (1963) Professor; PhD, Michigan State University (F)
Kief, Lewis D. (1971) Professor; PhD, Ohio State University (F)
Leopard, David W. (1992) Assistant Professor; PhD, University of South Carolina (TF)
McDole, Thomas L. (1980) Associate Professor; PhD, Michigan State University (F)
Meyer, Earl (1990) Professor; MEd, PhD, Georgia State University (F)
Remp, Ann M. (1984) Professor; PhD, Michigan State University (F)
Rokusek, H. James (1964) Professor; PhD, University of Maryland (F)
Wilson, Herbert H. (1966) Associate Professor; MA, West Virginia University (F)
Wingo, Rosetta C. (1968) Professor; PhD, Michigan State University (A)

CHEMISTRY

Brabec, Michael J. (1986) Professor; PhD, University of Wyoming (F)
Brewer, Stephen (1969) Professor; PhD, University of Wisconsin (F)
Contis, Ellene T. (1980) Associate Professor; MS, University of Pittsburgh (F)
Howard, Arthur S. (1990) Professor; PhD, Cambridge University (F)
Levy, Judith T. Z. (1986) Professor, Department Head; PhD, Johns Hopkins University School of Medicine (F)
Milletti, Maria C. (1986) Associate Professor; PhD, University of Wisconsin (F)
Nicholson, Elva M. (1972) Professor; PhD, Harvard University (F)
Nord, Ross S. (1986) Associate Professor; PhD, Iowa State University (F)
Phillips, Donald B. (1973) Professor; PhD, University of Georgia (F)
Powell, Ralph R. (1966) Associate Professor; PhD, Purdue University (F)
Rengan, Krishnaswamy (1970) Professor; PhD, University of Michigan (F)
Schullery, Stephen E. (1970) Professor; PhD, Cornell University (F)
Scott, Ronald M. (1959) Professor; PhD, University of Illinois (F)
Sullivan, John M. (1958) Professor; PhD, University of Michigan (F)
Tornquist, Wade J. (1986) Associate Professor; PhD, University of Minnesota (F)
Vites, Jose (1989) Associate Professor; PhD, University of Notre Dame (F)
Williamson, Jerry R. (1967) Associate Professor; PhD, University of Iowa (F)
Work, Stewart D. (1964) Professor; PhD, Duke University (F)
Yamauchi, Masanobu (1965) Professor; PhD, University of Michigan (F)
COMMUNICATION AND THEATRE ARTS

Aghssa, Pirooz (1992) Assistant Professor; PhD, Texas Tech University (F)

Aldridge, Henry B. (1972) Professor; PhD, University of Michigan (F)

Beagen, Dennis M. (1969) Professor, Department Head; MA, University of Michigan (F)

Bird, P. George (1955) Professor; MS, University of Wisconsin (F)

Bridges, Wallace A. (1992) Assistant Professor; MFA, Western Illinois University (F)

Compton, Gail W. (1969) Professor; PhD, University of Wisconsin (A)

Evans, Gary L. (1964) Professor; PhD, University of Michigan (F)

Foreman, Chris J. (1994) Assistant Professor; PhD, University of Kentucky (F)

Gousseff, James W. (1963) Professor; PhD, Northwestern University (A)

Hammill, Geoffrey D. (1987) Associate Professor; PhD, Bowling Green University (F)

Heck-Seibert, Terry (1991) Assistant Professor; MFA, University of Wisconsin (F)

Liggett, Lucy A. (1983) Professor; PhD, University of Michigan (F)

Martin, Annette (1963) Professor; PhD, University of Michigan (F)

McCracken, Sally R. (1968) Professor; PhD, Wayne State University (F)

Robinson, James A. (1988) Associate Professor; PhD, University of Michigan (F)

Smith, Karen P. (1988) Associate Professor; MFA, Eastern Michigan University (F)

Stacey, Kathleen H. (1987) Assistant Professor; PhD, Wayne State University (F)

Stevens, Kenneth W. (1976) Professor; MA, University of Cincinnati (F)

Strand-Evans, Katherine E. (1973) Professor; MFA, Ohio University (F)

Tew, Michael A. (1989) Assistant Professor; MA, Eastern Michigan University (F)

Watson, Mary A. (1950) Professor; PhD, University of Michigan (F)

Zimmer, Patricia M. (1980) Professor; MFA, Florida State University (F)

COMPUTER SCIENCE

Chaudhuri, Ranjan (1984) Professor; PhD, University of South Florida (F)

Dempster, Andrew C. (1966) Associate Professor; PhD, University of Michigan (F)

Haynam, George E. (1986) Professor, Department Head; PhD, Case Institute of Technology (F)

Haynes, Susan M. (1992) Assistant Professor; PhD, University of Michigan (TF)

Höft, Hartmut F. W. (1970) Professor; PhD, University of Houston (F)

Laukner, Kurt F. (1963) Professor; PhD, University of Michigan (F)

Lintner, Mildred D. (1986) Professor; PhD, University of Michigan (F)

McMillan, William W. (1984) Professor; PhD, Case Western Reserve (F)

Remmers, John H. (1968) Associate Professor; PhD, University of Michigan (F)

Sachdev, Sushil K. (1980) Associate Professor; PhD, University of Arizona (A)

Tehrani-pour, Aby (1990) Professor; PhD, University of Nebraska (F)

Zeiger, Michael (1979) Assistant Professor; PhD, University of Michigan (F)

ECONOMICS

Abdullah, Dewan A. (1988) Associate Professor; PhD, University of Kentucky (F)

Chung, Young-lob (1966) Professor, Department Head; PhD, Columbia University (F)

Crary, David B. (1980) Assistant Professor; PhD, University of Maryland (F)

Edgren, John A. (1979) Associate Professor; PhD, University of Michigan (F)

Erenburg, Sharon J. (1987) Associate Professor; PhD, University of Illinois (A)

Esposto, Alfredo G. (1990) Associate Professor; JD, PhD, Temple University (F)

Figart, Deborah M. (1990) Associate Professor; PhD, American University (F)

Hanna, Raouf S. (1977) Associate Professor; PhD, Indiana University (F)

Hayworth, Steven C. (1977) Associate Professor; PhD, Massachusetts Institute of Technology (F)

Moreland, Kemper W. (1980) Professor; PhD, University of Wisconsin (F)

Multa-so, Eija E. (1989) Assistant Professor; PhD, Purdue University (TF)

Pearson, Donald W. (1969) Professor; PhD, University of Texas (F)

Thornton, James (1991) Associate Professor; PhD, University of Oregon (TF)

Vogt, Michael G. (1978) Professor; PhD, University of Wisconsin (F)

Woodland, Bill M. (1981) Professor; PhD, Purdue University (F)

ENGLISH LANGUAGE AND LITERATURE

Allen, Nancy (1991) Professor; PhD, Purdue University (TF)

Aristar-Dry, Helen (1991) Professor; PhD, University of Texas at Austin (F)

Arrington, Phillip (1984) Professor; PhD, University of Louisville (F)

Bruss, Paul S. (1969) Professor; PhD, University of Rochester (F)

Case, Franklin D. (1962) Professor; A.M., University of Michigan (F)
Cassidy, Cheryl (1990) Associate Professor; PhD, University of Michigan (F)

Cross, B. Gilbert (1966) Professor; PhD, University of Michigan (F)

Dalbey, Marcia A. (1988) Professor, Department Head; PhD, University of Illinois (F)

Däumer, Elisabeth (1992) Assistant Professor; PhD, Indiana University (TF)

Denning, Keith (1989) Associate Professor; PhD, Stanford University (F)

Devers, James (1968) Professor; PhD, University of California, Los Angeles (F)

Dionne, Craig (1995) Assistant Professor; PhD, Carnegie-Mellon (F)

Duncan, Jeffrey L. (1971) Professor; PhD, University of Virginia (F)

Eiss, Harry E. (1987) Associate Professor; PhD, University of North Dakota (F)

Eshleman, Clayton (1986) Professor; MA, Indiana University (F)

Flanagan, Brenda Phillips (1988) Professor; PhD, University of Michigan (F)

Fleischer, Catherine (1990) Assistant Professor; PhD, University of Michigan (F)

Geherin, David J. (1969) Professor; PhD, Purdue University (F)

George, Laura (1994) Assistant Professor; PhD, Ohio State University (TF)

Harding, James (1994) Assistant Professor; PhD, University of Maryland (TF)

Hauer, William R. (1969) Assistant Professor; PhD, University of Illinois-Urbana (F)

Hayden, Lucy Kelly (1988) Professor; PhD, University of Michigan (F)

Hennings, Thomas P. (1969) Professor; PhD, Northwestern University (A)

Ingersoll, Sheila M. (1971) Professor; PhD, Northwestern University (A)

Ingram, Elizabeth M. (1967) Professor; PhD, University of Pennsylvania (F)

Jernigan, E. Jay (1965) Professor; PhD, Kansas State University (F)

Jordan, Eunice L. (1970) Professor; PhD, Wayne State University (F)

Karle, Patrick N. (1993) Assistant Professor, MFA, University of Arizona (TA)

Kauffman, Janet (1988) Professor; PhD, University of Chicago (F)

Kidd, Kenneth (1994) Assistant Professor; PhD, University of Texas-Austin (TF)

Kraft, Robert G. (1969) Professor; PhD, University of Washington (F)

Larson, Russell R. (1970) Professor; PhD, University of Michigan (F)

McGlynn, Paul D. (1964) Professor; PhD, Rice University (F)

Miller, Bernard A. (1987) Associate Professor; PhD, Purdue University (F)

Motschall, Melissa (1995) Assistant Professor; PhD, Wayne State University (TF)

Neff, Heather (1993) Assistant Professor; PhD, University of Zurich (TF)

Norton, Alexandra M. (1989) Associate Professor; PhD, University of California-Berkeley (F)

Perkins, George B. (1967) Professor; PhD, Cornell College (F)

Reynolds, James A. (1967) Professor; PhD, University of Michigan (F)

Seely, T. Daniel (1988) Associate Professor; PhD, University of Massachusetts-Amherst (F)

Shichtman, Martin B. (1984) Professor; PhD, University of Iowa (F)

Shuter, William F. (1968) Professor; PhD, University of Wisconsin (F)

Smith, Lawrence R. (1970) Professor; PhD, University of California, Berkeley (F)

Staal, Arie (1968) Professor; PhD, University of Michigan (F)

Tucker, William (1993) Assistant Professor, MAT, Harvard University (TA)

White, Patrick T. (1967) Professor; PhD, University of Michigan (F)

Wojcik-Andrews, Ian (1990) Associate Professor; PhD, University of Connecticut (F)

FINANCE AND COMPUTER INFORMATION SYSTEMS

Ahmad, S. Imtiaz (1980) Professor; PhD, University of Ottawa (F)

Diallo, Alahassane (1985) Associate Professor; PhD, Ohio State University (A)

Esteva, Juan C. (1990) Assistant Professor; PhD, Wayne State University (F)

Farah, Badie N. (1982) Professor; PhD, Ohio State University (F)

Garg, Ramesh C. (1978) Professor; D.B.A., Kent State University (F)

Hutchins, Ronald E. (1977) Associate Professor; PhD, University of Missouri-Columbia (F)

Khailany, Asad (1972) Professor; DSc, Washington University (F)

Khorshid, Wafa (1990) Assistant Professor; PhD, Wayne State University (F)

Kiss, Robert M. (1990) Assistant Professor; PhD, Kent State University (A)

Mitri, Michel (1992) Assistant Professor; PhD, Michigan State University (TF)

Moeller, Susan E. (1990) Acting Associate Dean, College of Business; Associate Professor; PhD, Michigan State University (A)

Mrdalj, Stevan (1987) Associate Professor; PhD, University of Belgrade, Yugoslavia (F)

Rahman, Mahmud (1991) Assistant Professor; PhD, University of Texas at Arlington (TA)

Sanchez, Pedro P. (1972) Professor; PhD, University of Michigan (F)

Saxon, Charles S. (1976) Professor; PhD, University of Michigan (F)
Sokkar, Fathi F. (1971) Professor; PhD, University of Illinois (F)
Tessema, Asrat (1985) Professor, Department Head; PhD, University of Iowa (F)
Tummala, V.M. Rao (1981), Professor; PhD, Michigan State University (F)
Wu, Nesa L-J (1974) Professor; PhD, Purdue University (F)

FOREIGN LANGUAGES AND BILINGUAL STUDIES

Aebersold, Jo Ann (1984) Professor; PhD, University of Michigan (F)
Cere, Ronald C. (1985) Professor; PhD, New York University (F)
Cline, William J. (1970) Professor; PhD, State University of New York, Buffalo (F)
Cullen, Thomas J. (1994) Assistant Professor, PhD, Klagenfurt University (TF)
Day, Emily Catherine (1982) Professor; PhD, University of Illinois-Champaign Urbana (F)
Deckert, Glenn D. (1993) Assistant Professor, PhD, University of Illinois-Champaign Urbana (TF)
Dugan, J. Sanford (1974) Professor; PhD, Washington University-St. Louis (F)
Holoka, James P. (1976) Professor; PhD, University of Michigan (F)
Hubbard, John R. (1969) Professor; PhD, Michigan State University (F)
Illingworth-Rico, Alfonso. (1994) Assistant Professor; PhD, University of Arizona (TA)
Kirby, Steven D. (1991) Professor, Department Head; PhD, University of Kentucky (F)
McCoy, Ana Maria (1972) Associate Professor; PhD, University of Michigan (F)
Morgan, Elisabeth J. (1991) Associate Professor; PhD, State University of New York at Buffalo (F)
Nerenz, Anne G. (1986) Professor; PhD, University of Wisconsin-Madison (F)
Palmer, Benjamin W. (1970) Professor; PhD, Northwestern University (F)
Peden, Geneviève (1992) Assistant Professor; PhD, Michigan State University (TA)
Pisoni, John C. (1969) Professor; PhD, University of Michigan (A)
Robertson, Sharon A. (1983) Professor; PhD, University of Michigan (F)
Ruiz, Reynaldo (1979) Professor; PhD, University of New Mexico (F)
Vosteen, Thomas R. (1991) Associate Professor; PhD, University of Iowa (F)

GEOGRAPHY AND GEOLOGY

Cherem, Gabriel J. (1987) Professor; PhD, University of Michigan (F)
Cichanski, Allen (1966) Assistant Professor; MS, Ohio State University (F)
Jaworski, Eugene (1971) Professor; PhD, Louisiana State University (F)
Kasenow, Michael C. (1989) Associate Professor; MS, Western Michigan University (A)
Ligibel, Theodore J. (1991) Associate Professor; MA, Bowling Green University (A)
MacMahan, Horace A. (1969) Professor; EdD, University of Colorado (F)
Mancell, Robert B. (1969) Professor; PhD, University of Michigan (F)
McDonald, James R. (1965) Professor; PhD, University of Michigan (F)
McLennan, Marshall S. (1970) Professor; PhD, University of California-Berkeley (F)
Nazzaro, Andrew A. (1969) Professor, Department Head; PhD, Michigan State University (F)
Ojala, Carl F. (1970) Professor; PhD, University of Georgia (F)
Raphael, C. Nicholas (1967) Professor; PhD, Louisiana State University (F)
Tyler, Norman R. (1990) Assistant Professor; PhD, DArch, University of Michigan (F)
Ychan, Xie.(1994) Assistant Professor; PhD, State University of New York, Buffalo (TF)
Ward, Robert M. (1969) Professor; PhD, University of Michigan (F)

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

Adams, John R. (1960) Professor; PhD, University of Michigan (F)
Banks, Gary C. (1969) Associate Professor; JD, Detroit College of Law (TA)
Beller, Jennifer M. (1991) Associate Professor; PhD, University of Idaho (F)
Bretting, Michael M. (1993) Associate Professor, Department Head, PhD, University of Maryland
Briggs, Douglas W. (1990) Associate Professor; PhD, Indiana University (A)
Folkther, Jean E. (1985) Associate Professor; ReD., Indiana University (F)
Goodwin, Jeff. (1994) Assistant Professor; PhD, Texas Women's University (TA)
Gordon, Paul. (1994) Assistant Professor; PhD, University of Pittsburgh (TA)
Moyer, Steve W. (1988) Professor; EdD, Temple University (F)
Oestrike, Ronald E. (1964) Assistant Professor; MS, University of Michigan (A)
Paciorek, Michael J. (1981) Professor; PhD, Peabody College (F)
Pedersen, Erik J. (1968) Professor; PED., Indiana University (F)
Ricciardo, Jerry L. (1988) Associate Professor; PhD, Texas A&M University (A)
Saunders, Ronald J. (1963) Professor; PhD, Michigan State University (F)
Sheard, John E. (1963) Professor; PED., Indiana University (F)
Venis, Ronald M. (1966) Assistant Professor; MS, Indiana University (A)
Welk, Gregory. (1994) Assistant Professor; PhD, Arizona State University (TA)
Williams, Roger L. (1968) Professor; EdD, University of Missouri-Columbia (F)
Witten, Winifred A. (1974) Professor; PhD, Michigan State University (TF)
Yeakle, Myrna A. (1965) Professor; PhD, Ohio State University (F)

HISTORY AND PHILOSOPHY

Abbott, Richard H. (1966) Professor; PhD, University of Wisconsin (F)
Boyer, Lee R. (1970) Professor; PhD, University of Notre Dame (F)
Cassar, George H. (1968) Professor; PhD, McGill University (F)
Citino, Robert M. (1991) Associate Professor; PhD, Indiana University (F)
Crouch, Margaret A. (1987) Associate Professor; PhD, University of Minnesota (F)
Delph, Ronald K. (1993) Assistant Professor; PhD, University of Michigan (TA)
Duley, Margot I. (1992) Professor; Department Head; PhD, University of London, England (F)
Engwenyu, Joseph. (1994) Instructor; MA, University of Western Ontario (A)
Flusche, Della M. (1968) Professor; PhD, Loyola University (F)
Gimelli, Louis B. (1966) Professor; PhD, New York University (F)
Goff, Richard D. (1964) Professor; PhD, Duke University (F)
Graves, Pamela. (1995) Assistant Professor; PhD, University of Pittsburgh (TA)
Hafter, Daryl M. (1969) Professor; PhD, Yale University (F)
Highbee, Mark D. (1994) Assistant Professor; PhD, Columbia University (TA)
Homel, Michael W. (1970) Professor; PhD, University of Chicago (F)
King, H. Roger (1967) Professor; PhD, Vanderbilt University (F)
Long, Roger D. (1990) Associate Professor; PhD, University of California, Los Angeles (A)
Mehuron, Kate (1989) Associate Professor; PhD, Vanderbilt University (F)
Moss, Walter G. (1970) Professor; PhD, Georgetown University (F)
Scherer, Lester B. (1969) Professor; PhD, Northwestern University (F)
Schmitz, Philip C. (1993) Assistant Professor; PhD, University of Michigan (TA)
Terry, Janice J. (1966) Professor; PhD, University of London, England (F)
Upshur, Jiu Hwa L. (1971) Professor; PhD, University of Michigan (F)
Vinyard, JoEllen M. (1986) Professor; PhD, University of Michigan (F)

Waltz, James C. (1968) Professor, Acting Associate Dean, College of Arts and Sciences; PhD, Michigan State University (F)

HUMAN, ENVIRONMENTAL, AND CONSUMER RESOURCES

Barber, Betty L. (1969) Assistant Professor; MS, Eastern Michigan University (A)
Buchanan, Pauline W. (1980) Associate Professor; MS, Michigan State University (F)
deLaski-Smith, Deborah L. (1978) Associate Professor; PhD, Michigan State University (F)
Jones, Louise (1990) Assistant Professor; MS, Virginia Polytechnic Institute and State University (A)
Kadushin, Abraham (1993) Assistant Professor, MS, University of Michigan (TF)
Krieger, Mary L. (1964) Professor; PhD, University of Michigan (F)
Laws, Duane M. (1971) Professor; EdD, Columbia University (A)
North, Virginia (1980) Associate Professor; PhD, University of Michigan (F)
Pratt, Charlotte (1993) Associate Professor; PhD, University of Michigan (F)
Rhodes, Elizabeth A. (1986) Professor, Department Head; PhD, University of Tennessee (F)
Silverman, Deborah A. (1979) Assistant Professor; MS, University of Cincinnati (A)
Stanforth, Nancy (1993) Assistant Professor, PhD, Ohio State University (TA)

INDUSTRIAL TECHNOLOGY

Chapman, Robert E. (1992) Assistant Professor, PhD, Yale University (TA)
Fields, Daniel J. (1986) Professor; PhD, Michigan State University (F)
Griess, Jerald (1967) Professor; EdD, Pennsylvania State University (TA)
Israel, Everett N. (1986) Professor; PhD, West Virginia University (F)
Jellem, John Jan (1982) Professor; PhD, Michigan State University (F)
Kanagy, Max E. (1986) Professor; PhD, Ohio State University (F)
Lin, Su-Chen Jonathon (1988) Professor; PhD, Iowa State University (F)
Lokensgard, Erik (1986) Associate Professor; PhD, Iowa State University (A)
Loughney, Peter J. (1986) Instructor; MSIT, Eastern Michigan University (A)
Shiue, Tony F. (1990) Associate Professor; PhD, Iowa State University (F)
Soyster, Thomas G. (1982) Associate Professor; EdD, Temple University (A)
Tillman, Tracy S. (1990) Associate Professor; PhD, Purdue University (F)
Tucker, Walter W. (1978) Professor; PhD, University of Michigan (F)
Weeks, John A. (1968) Professor; PhD, University of Michigan (TF)

INTERDISCIPLINARY TECHNOLOGY
Anagnostou, Taki J. (1987) Professor; PhD, North Dakota State University (F)
Boyles, John E. (1977) Associate Professor; MA, Eastern Michigan University (F)
Doyle, Timothy (1986) Assistant Professor; MA, Eastern Michigan University (F)
Gore, David K. (1983) Assistant Professor; MS, Eastern Illinois University (A)
Hanewicz, Wayne B. (1987) Professor; PhD, University of Michigan (F)
Jones, Frank (1991) Professor; PhD, Duke University-Durham (F)
Kuwik, Paul D. (1970) Professor, Department Head; PhD, Ohio State University (F)
Lawver, Gerald V. (1987) Associate Professor; MS, Eastern Michigan University (A)
Lee, Benjamin Ling-Hsiao (1994) Assistant Professor; DIT, University of Northern Iowa (TF)
Preston, John M. (1983) Associate Professor; MS, Eastern Michigan University (A)
Stavros, Demo A. (1984) Professor; PhD, Texas A & M University (F)

LEADERSHIP AND COUNSELING
Achilles, Charles (1994) Professor; EdD, University of Rochester (TF)
Ametrano, Irene M. (1981) Professor; EdD, Rutgers University (F)
Berry, James (1991) Associate Professor; EdD, University of Missouri-Columbia (TA)
Callaway, Yvonne L. (1992) Assistant Professor; PhD, Wayne State University (TA)
Ditzhazy, Helen R. (1987) Professor; PhD, University of Michigan (F)
Geltner, Beverley (1993) Associate Professor; PhD, University of Michigan (TF)
Gooden, John S. (1993) Assistant Professor, EdD, University of Massachusetts (TF)
Goodman, Jane S. (1991) Associate Professor; PhD, Wayne State University (TA)
Harmon, Alison J. (1990) Associate Professor; EdD, University of Akron (F)
Hackman, Donald (1993) Assistant Professor, EdD, University of Missouri-Columbia (TA)
Holmes, Tyrone (1994) Assistant Professor; EdD, Penn State University (TA)
Pappas, John G. (1966) Professor; PhD, Kent State University (F)

Price, William (1991) Associate Professor; PhD, Michigan State University (F)
Schmitt, Donna M. (1975) Professor; EdD, Western Michigan University (F)
Stickel, Sue A. (1991) Associate Professor; PhD, University of Wyoming (TA)
Tack, Martha W. (1990) Professor; PhD, University of Alabama (F)
Thayer, Louis C. (1969) Professor; EdD, University of Illinois (F)
Tracy, Jaclynn R. (1992) Assistant Professor; PhD, Michigan State University (TA)
Waidley, John W. (1968) Professor; EdD, New York University (F)

MANAGEMENT
Blanchard, P. Nick (1978) Professor; PhD, Wayne State University (F)
Bush-Bacelis, Jean (1981) Associate Professor; PhD, Wayne State University (F)
Camp, Richard R. (1978) Professor; PhD, Wayne State University (F)
Chowdhry, Pradeep (1980) Associate Professor; PhD, University of Arkansas (A)
Conley, James H. (1969) Professor; PhD, Michigan State University (F)
Crowner, Robert P. (1975) Professor; MS, Butler University (F)
Dayal, Sahab (1994) Professor; Department Head; PhD, Cornell University (F)
Ettington, Deborah (1991) Assistant Professor; MBA, Harvard Business School (F)
Hendrickson, Lorraine U. (1981) Professor; PhD, University of Michigan (F)
Hermon, Mary E. Vielhaber (1977) Professor; PhD, University of Michigan (F)
Hill, Raymond E. (1989) Professor; PhD, Purdue University (F)
Hoyer, Denise T. (1985) Professor; PhD, University of Michigan (F)
Huszczo, Gregory E. (1978) Professor; PhD, Michigan State University (F)
Newell, Stephanie (1994) Assistant Professor; PhD, University of Massachusetts-Amherst (TA)
McEnery, Jean (1980) Professor; PhD, Wayne State University (F)
Nightingale, John P. (1980) Assistant Professor; MA, University of North Dakota (A)
Patrick, Floyd A. (1970) Professor; PhD, University of Iowa (F)
Tubbs, Stewart L. (1974) Professor, Dean, College of Business; PhD, Cornell University (F)
Victor, David A. (1985) Professor; PhD, University of Michigan (F)
Wagner-Marsh, Fraya W. (1982) Professor; D.B.A., Memphis State University (F)
Waltman, John L. (1985) Professor; PhD, University of Texas (F)
MARKETING

Barton, Daryl L. (1975) Assistant Professor; JD, University of Michigan (A)
Belkskus, Albert W. (1969) Associate Professor; PhD, University of Michigan (F)
DeFebaugh, Sandra J. (1987) Associate Professor; JD, Detroit College of Law (A)
Dodge, Robert H. (1991) Professor, Department Head; JD, Ohio State University (F)
Edwards, Elizabeth A. (1992) Assistant Professor; PhD, University of Michigan (F)
Fullerton, Sammy D. (1982) Professor; PhD, Michigan State University (F)
McSurely, Hugh B. (1981) Professor; PhD, Syracuse University (F)
Merz, G. Russell (1982) Professor; PhD, Michigan State University (F)
Neuhaus, Colin F. (1969) Professor; PhD, University of Michigan (F)
Peterson, Roger A. (1981) Professor; DBA, University of Tennessee (F)
Sachdev, Harash (1991) Associate Professor; PhD, Georgia State University (A)
Sauber, Matthew H. (1990) Professor; PhD, University of Michigan (F)
Victor, Gary M. (1974) Professor; JD, University of Toledo (F)
Welber, Joel S. (1984) Assistant Professor; JD, Wayne State University (F)

MATHEMATICS

Al-Kafaji, Mahmoud (1983) Assistant Professor; PhD, New Mexico State University (A)
Ahlbrandt, Gisela E. (1984) Professor; PhD, University of Illinois, Chicago (F)
Badii, Larry L. (1965) Professor; PhD, Oregon State University (F)
Bartle, Robert G. (1990) Professor; PhD, University of Chicago (F)
Buckeye, Donald A. (1968) Professor; EdD., Indiana University (F)
Carroll, Timothy B. (1986) Associate Professor; PhD, Western Michigan University (F)
Chattopadhyay, Rita (1984) Professor; PhD, University of South Florida (F)
Chu, Shenghui (1980) Professor; PhD, University of Michigan (TA)
Folk, David B. (1987) Associate Professor; PhD, University of Michigan (A)
Gardiner, Christopher J. (1984) Professor; PhD, University of Illinois, Urbana-Champaign (F)
Ginther, John L. (1965) Professor; PhD, University of Illinois (F)
Green, Geraldine A. (1989) Professor; PhD, University of Michigan (F)
Hee, Christopher E. (1969) Professor; PhD, University of Notre Dame (A)
Howard, Paul E. (1970) Professor; PhD, University of Michigan (F)
Janardan, K.G. (1986) Professor; PhD, Pennsylvania State University (F)
Johnson, David C. (1973) Associate Professor; EdD, University of Michigan (F)
Lick, Donald R. (1985) Professor, Department Head; PhD, Michigan State University (F)
Northey, James H. (1957) Professor; PhD, University of Michigan (F)
Parry, Walter (1984) Professor; PhD, University of California-Berkeley (F)
Rafiq, Mohammed A. (1970) Associate Professor; PhD, Wayne State University (A)
Ramanathan, Jayakumar (1990) Professor; PhD, University of Chicago (F)
Rankin, Joanne S. (1963) Professor; PhD, University of Michigan (F)
Rescorla, Kim L. (1985) Professor; PhD, University of Utah (F)
Shiskowski, Kenneth M. (1983) Professor; PhD, Lehigh University (F)
Tayeh, Carla (1989) Associate Professor; PhD, Southern Illinois University (F)
Ullman, Nelly S. (1963) Professor; PhD, University of Michigan (F)
Walter, James R. (1964) Assistant Professor; PhD, Wayne State University (F)
Warren, Bette (1984) Associate Professor; PhD, Indiana University (F)

MUSIC

Amos, C. Nelson (1975) Professor; PhD, University of Iowa (F)
Brandon, Ernest M. (1975) Associate Professor; MN, Northwestern University (A)
Eggers, Carter J. (1967) Professor, MMus, Ithaca College (A)
Foster, Daniel L. (1987) Assistant Professor; MM, University of Illinois (F)
Gajda, Anne B. (1979) Professor; MMus, University of Michigan (F)
Gurt, Joseph (1967) Professor; MS, Juilliard School of Music (F)
Hartmann, Donald C. (1990) Associate Professor; DMA, University of Oklahoma (F)
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