Western Michigan University is located in Kalamazoo, midway between Chicago and Detroit. Three major highways and numerous bus routes connect the city with other midwestern cities. The population of Kalamazoo is 79,146 and of Kalamazoo County is 217,630.

The provisions of this catalog are not an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirement at any time within the student’s attendance. The University further reserves the right to ask the student to withdraw for cause at any time.

Western Michigan University retains the right to rescind any WMU degree which was improperly obtained. Before taking any such formal action, however, the University will provide appropriate due process rights to the degree holder.

It is the policy of Western Michigan University not to discriminate on the basis of race, sex, sexual orientation, age, color, national origin, religion, or handicap in its educational programs, student programs, admissions, or employment policies. Western Michigan University complies with all requirements of Title IX of the 1972 Education Amendments, Executive Order 11246 and Executive Order 11375, and Section 504 of the Rehabilitation Act of 1973.

Changes in administration and instruction may be made subsequent to the date of publication.

Academic calendars are subject to change without notice.

The University reserves the right to revise or change rules, charges, fees, schedules, courses, requirements for degrees, and any other regulations affecting students whenever considered necessary or desirable.

The University reserves the right to cancel any course for insufficient registration or to phase out any program.

Registration by student signifies an agreement to comply with all regulations of the University whenever approved.

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Term Expires December 31, 1986
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Sid Dykstra, Associate Dean for Student Services
Lorene Farrand, Administrative Assistant to the Dean
Paula Boodt, Director, Admissions and Records
### Calendar of Events

#### Spring Session
- **Final Registration:** May 3, 1986
- **Classes Begin:** May 5, 1986
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Applications for Admission to The Graduate College Due for the Summer Session:** May 1, 1986
- **Memorial Day Recess:** May 26, 1986
- **Diploma Applications Due for August Commencement:** June 1, 1986
- **Session Ends:** June 25, 1986

#### Summer Session
- **Final Registration:** July 1, 1986
- **Classes Begin:** July 2, 1986
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Independence Day Recess:** July 4, 1986
- **Approved Theses, Projects, and Dissertations Due in The Graduate College for Summer Commencement:** August 1, 1986
- **Sessions Ends:** August 23, 1986

#### Fall Semester
- **Advising Day:** September 2, 1986
- **Final Registration:** September 3, 1986
- **Classes Begin:** September 4, 1986
- **Labor Day Recess:** See Class Schedule
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Diploma Applications Due for December Commencement:** October 1, 1986
- **Classes Dismissed 2 P.M. Friday Only (Labs excepted):** October 17, 1986
- **Homecoming (Saturday classes will meet):** October 18, 1986
- **Applications for Admission to The Graduate College Due for Winter Semester:** November 1, 1986
- **Thanksgiving Day Recess Begins at 12 Noon:** November 26, 1986
- **Classes Resume:** December 1, 1986
- **Applying Theses, Projects, and Dissertations Due in The Graduate College for Fall Commencement:** December 15-19, 1986
- **Final Exam Week:** December 20, 1986
- **Semester Ends:** December 20, 1986
- **Commencement:** October 1, 1987

#### Winter Semester
- **Final Registration:** January 3, 1987
- **Classes Begin:** January 5, 1987
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Diploma Applications Due for April Commencement:** February 1, 1987
- **Applications for Fellowships and Associateships:** February 15, 1987
- **Applications for Admission to The Graduate College Due for Spring Session:** March 1, 1987
- **Semester Recess:** March 2, 1987
- **Classes Resume:** March 9, 1987
- **Recess (all day):** April 17, 1987
- **Classes Resume:** April 20, 1987
- **Approved Theses, Projects, and Dissertations Due in The Graduate College for Winter Commencement:** April 20-24, 1987
- **Final Exam Week:** April 25, 1987
- **Semester Ends:** May 3, 1987
- **Commencement:** May 2, 1987

#### Spring Session
- **Final Registration:** April 30, 1988
- **Classes Begin:** May 2, 1988
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Applications for Admission to The Graduate College Due for the Summer Session:** May 1, 1988
- **Memorial Day Recess:** May 25, 1988
- **Diploma Applications Due for August Commencement:** June 1, 1988
- **Session Ends:** June 24, 1988

#### Summer Session
- **Final Registration:** June 30, 1987
- **Classes Begin:** July 1, 1987
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Independence Day Recess:** July 4, 1987
- **Approved Theses, Projects, and Dissertations Due in The Graduate College for Summer Commencement:** August 21, 1987
- **Sessions Ends:** August 22, 1987

#### Fall Semester
- **Advising Day:** September 2, 1987
- **Final Registration:** September 3, 1987
- **Classes Begin:** September 4, 1987
- **Labor Day Recess:** See Class Schedule
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Diploma Applications Due for December Commencement:** October 1, 1987
- **Classes Dismissed 2 P.M. Friday Only (Labs excepted):** October 9, 1987
- **Homecoming (Saturday classes will meet):** October 10, 1987
- **Applications for Admission to The Graduate College Due for Winter Semester:** November 1, 1987
- **Thanksgiving Day Recess Begins at 12 Noon:** November 25, 1987
- **Classes Resume:** December 1, 1987
- **Applying Theses, Projects, and Dissertations Due in The Graduate College for Fall Commencement:** December 14-18, 1987
- **Final Exam Week:** December 19, 1987
- **Semester Ends:** December 19, 1987
- **Commencement:** January 3, 1988

#### Winter Semester
- **Final Registration:** January 3, 1989
- **Classes Begin:** January 5, 1989
- **Final Day to Add Classes:** See Class Schedule
- **Final Day to Drop Classes:** See Class Schedule
- **Diploma Applications Due for April Commencement:** February 1, 1989
- **Applications for Fellowships and Associateships:** February 15, 1989
- **Applications for Admission to The Graduate College Due for Spring Session:** March 1, 1989
- **Semester Recess:** March 7, 1989
- **Classes Resume:** March 9, 1989
- **Recess (all day):** April 17, 1989
- **Classes Resume:** April 20, 1989
- **Approved Theses, Projects, and Dissertations Due in The Graduate College for Winter Commencement:** April 20-24, 1989
- **Final Exam Week:** April 25, 1989
- **Semester Ends:** May 3, 1989
- **Commencement:** May 2, 1989
The University and Graduate Education

Western Michigan University was established by the State Legislature in 1903. Although the University has continued to meet its initial obligation, the preparation of teachers, the growing educational needs of the state have changed the role of the institution to that of a multi-purpose university. Students today may enroll in graduate programs in the Colleges of Arts and Sciences, Business, Education, Engineering and Applied Sciences, Fine Arts, Health and Human Services. The University’s enrollment for Fall 1985, was 18,713, with 3,455 enrolled in sixty-six graduate programs. Graduate programs were first offered in 1938 in cooperation with the University of Michigan. This cooperative program continued until 1952, when the State Board of Education authorized Western to grant its own master’s degree. With rapidly increasing enrollments, new master’s degree programs were initiated. Today Western Michigan University has fifty-six master’s degree programs. Master of Arts degrees are awarded in sixteen programs in the following general categories within the College of Education: Counselor Education and Counseling Psychology, Educational Leadership, and Counseling Psychology, Educational Administration, and Special Education, the Doctor of Philosophy degree is offered in Mathematics, Psychology, Science, Education, and Sociology. The newest doctoral program, initiated in 1980, is the Doctor of Public Administration.

Doctoral programs were initiated in 1966 and were fully accredited by the North Central Association in 1971. Western Michigan University offers doctoral programs in eight areas: The Doctor of Education degree is offered in Counselor Education and Counseling Psychology, Educational Leadership, and Special Education, the Doctor of Philosophy degree is offered in Mathematics, Psychology, Science, Education, and Sociology. The newest doctoral program, initiated in 1980, is the Doctor of Public Administration.

Admission Dates

Admission to The Graduate College is required of each student planning to secure a degree beyond the baccalaureate. Applications for admission should be submitted by the following dates:

- Fall Semester: July 1
- Winter Semester: November 1
- Spring Session: March 1
- Summer Session: May 1

A foreign student must apply for admission by March 15 for the Fall Semester, and September 15 for the Winter Semester.

Since applications are considered on a first-come, first-served basis, it is advisable to apply well before these deadlines because admission to some programs closes early as openings are filled. Also, some programs require the results of entrance examinations which are scheduled in advance of these deadlines.

A graduate student retains active admission status for one year from the time of admission, as well as one year from the date of last enrollment in The Graduate College.

A graduate student who no longer has active admission status may request it by submitting a re-entry application to The Graduate College at least one month before registering for classes.

Admission Application Fee

A non-refundable application fee of $15 must accompany each application for admission to The Graduate College.

Admission Procedures

Admission to The Graduate College is secured through the following steps:

1. Request an “Application for Admission” from The Graduate College.
2. Determine from The Graduate College Bulletin the degree sought and the curriculum to be studied.
3. Return the “Application for Admission” and the $15 application fee before the published admission dates.
4. Request the Registrar of each college previously attended, except Western Michigan University, to send an official transcript of credits to The Graduate College. The transcripts are due in The Graduate College prior to the published admission dates.

Types of Admission

The admission of students to all graduate programs is a two-step process. The first step involves admission to the Graduate College; the second involves admission into...
a program by a department or unit. Both steps must be taken before admission is granted; one step alone does not lead to admission. The process is followed by a student acquiring either regular degree admission or probationary non-degree admission.

**Regular admission—Degree status**

1. Admission is granted to the student who has a bachelor’s degree with an acceptable academic record, who has passed the required entrance examinations, and who has met the admission requirements of the program the student plans to pursue. Acceptance to a definite program of study leading to a degree is dependent upon the approval of the department or unit in which the student plans to study. For further information see the admission requirements of that graduate program.

2. Admission with reservation is granted to the student with a bachelor’s degree who has fulfilled the general requirements for admission but may not have fulfilled the specific requirements of a particular program. Such admission is also granted to the student during the final semester or session of enrollment in an undergraduate program if the academic record is satisfactory.

3. Dual enrollment admission is granted to the senior at Western Michigan University who has an acceptable academic record, who has applied for graduate admission, and who has more than six credits to complete for a bachelor’s degree. The student may elect graduate courses, in addition to those required at the undergraduate level, to complete the bachelor’s degree, to encompass a full academic program. Such dual enrollment is permitted for one semester only. Graduate credit thus earned may not be used to meet undergraduate requirements. A student must request dual enrollee status on the application for regular admission to a degree program.

**Probationary admission—Non-degree status**

Probationary admission on non-degree status is granted to the student with a bachelor’s degree and a somewhat less than satisfactory academic record or anyone having a bachelor’s degree from a non-accredited college. A point hour ratio of at least 2.5 in the final two years of undergraduate study, as well as the approval of the department or unit in which the student plans to pursue graduate study, is required for probationary admission. A student admitted on non-degree status may establish eligibility for regular admission to a degree program by completing the specified departmental prerequisites, by securing grades of “B” or better of the first six graduate credits, by passing the English Qualifying Examination, and by securing departmental approval.

**Permission To Take Classes**

A student with a bachelor’s degree who wishes to enroll in courses, but does not plan to pursue a program leading to a graduate degree, is not eligible for admission, and may enroll in certain classes with Permission To Take Classes (PTG) status. This status also is granted to a student enrolled in a certificate program and to a guest or visiting student from another university. PTG status does not constitute admission to The Graduate College, and the courses taken under this status might not apply to a particular degree program. For the student eligible for admission, a maximum of nine credits taken under PTG status may be considered in any degree program if the student must later decide to apply for admission to a program of study leading to a graduate degree. PTG status is not available to students with dual enrollment.

**Admission of Foreign Students**

A foreign applicant with a degree from a U.S. institution will be expected to meet the same academic standards required of U.S. citizens for degree admission. Applicants with foreign educational backgrounds must meet the minimum admission standards interpreted by the Office of International Student Services (OISS) and enforced by The Graduate College. Additionally, all foreign applicants must prove that they have sufficient financial resources to cover the educational and living expenses incurred by a typical non-resident graduate student. When the English language of a foreign applicant is not English, the applicant will be required to demonstrate proficiency in English. Proficiency may be established by submitting scores from the Test of English as a Foreign Language (TOEFL) or Michigan Test of English Language Proficiency (MTELP) (see section of Office of International Student Services for specific score requirements). Applicants who have already successfully completed at least one year of full-time academic study at an accredited U.S. institution also may be required to submit English proficiency scores at the time of application.

Foreign students wishing to apply for admission to Western may secure an application from the OISS. Credentials will be evaluated and referred to the appropriate department for an academic admission decision. Final decisions will be reported by the OISS.

**Senior Citizen Status**

A special status for persons sixty-two years of age or older has been approved by the Board of Trustees providing senior citizens with special privileges and opportunities for study at Western Michigan University. Individuals qualifying should seek Permission To Take Classes status prior to the final day of registration. The permit to register for those requesting this status will be labeled “Senior Citizen” and will enable the student to enroll in courses without charge on the final day of registration. Such students will be issued an ID card entitling them to the use of libraries and other academic facilities. The ID, however, does not make available to the student the use of non-academic facilities such as Health Services.

**Eligibility Of Faculty For Graduate Study**

Western Michigan University faculty members holding tenure-track appointments and all University staff are eligible to apply for admission to doctoral programs at Western, but only in the academic units where they are not employed. WMU faculty holding explicitly temporary or term appointments may apply for admission to any doctoral program. All faculty and staff are eligible to apply for admission to master’s and specialist programs at Western.

**Michigan Intercollegiate Graduate Studies (MIGS)**

The Michigan Intercollegiate Graduate Studies (MIGS) program is a guest scholar program which enables graduate students of Michigan institutions offering graduate degree programs to take advantage of unique educational opportunities on the campuses of the other institutions. Western Michigan University participates in this program.

Any graduate student in good standing at a master’s, specialist, or doctoral program at a participating institution is eligible to participate. The student’s good standing at the home institution affords the opportunity to study at the host institution, providing the proposed program of study is approved by a departmental officer and admitted by a departmental officer at both the home and host institutions. The officers of the host institution determine whether the experiences sought are unique or not available at the host institution. This type of enrollment is limited to one term for master’s or specialist degree programs, or two terms for doctoral degree students. For further information, contact a graduate adviser or the MIGS liaison officer in The Graduate College.

**Registration**

Registration will be held according to the schedule and procedures given in the Schedule of Classes, which is published prior to each semester and session. This Schedule will be sent upon request and should be consulted for details regarding the time and place of graduate classes. A student is encouraged to register as early as possible, since classes with low enrollment may be canceled in order to reassign staff to areas of heavier student demand.

Any changes in a student’s schedule must be made in accordance with the procedures announced in the Schedule of Classes. A student may not withdraw from graduate courses beyond the midpoint of each semester or session.

**Student Load**

The normal full-time load for a graduate student during the Fall and Winter semesters is three or four courses (9-12 hrs.) with at least nine hours needed to be classified as a full-time student. During the Spring and Summer sessions, the normal full-time load is two courses (6-8 hrs.) with at least nine hours needed to be classified as a full-time student.
Student. The normal load for a student with a Graduate Assistantship or Associateship is two or three courses (6-9 hrs.) An employed student should reduce the course load accordingly. The normal load for a student employed full time is one course per semester or session.

Course Numbering System

Two levels of courses are offered in The Graduate College: (1) Those numbered 600 and above are open to graduate students, and (2) those numbered 500 through 599 are open to both advanced undergraduate and graduate students. In all courses open to both undergraduates and graduates, a distinction is made between the work expected from graduate students and that from undergraduates. The work expected from graduates may be of higher quality or greater quantity or both.

No graduate credit is given for correspondence work.

Repeated Courses

Any course in which a student may have been enrolled more than once is considered a repeated course. A grade must be presented for each course. With the program advisor's approval, the grade and credit earned in the repeated course may count toward curricular or degree requirements at the time of graduation. However, all courses taken, even if they have been repeated, will be included on the student's record.

Undergraduate Credit In A Graduate Program

In certain instances, an advisor may permit a student to include up to six semester hours of 300 or 400 level courses in a graduate program, provided the student receives written permission from the advisor and The Graduate College prior to registering for these courses and then earns a grade of "B" or better. Such courses are to be taken in cognate areas outside the student's department or as part of an interdisciplinary program. These courses earn undergraduate credit which will be transferred as two semester hours of graduate point-hour ratio. The rate of the tuition fee for these courses is the same as the rate for undergraduate credit.

Graduate Credit By Examination

Each academic unit responsible for offering a graduate program may, with the approval of its Dean, establish a procedure for granting credit by examination for any course numbered 500 through 699. All credit by examination is subject to the following regulations:

1. The academic unit which offers a graduate program shall determine if an equivalency examination may be used to obtain credit in a particular 500 or 600 level course in that academic unit.

2. All equivalency examinations will be administered and graded by no fewer than two faculty members from the academic unit offering the particular course.

3. All credit by examination shall be graded "Credit" or "No Credit." "Credit" will be posted on the transcript as "Credit earned by examination" without letter grade or honor points. Students who do not achieve a sufficient score to receive "Credit" will have no entry made on their transcripts.

4. Credit by examination can be used to meet all other University graduation requirements except the residency requirement.

5. Credit by examination can be earned only by those students admitted to a specific graduate program and who have current enrollment.

6. Credit by examination earned at another university may be transferred in accordance with the current policies of The Graduate College governing the transfer of credit.

7. Examination fees shall be assessed by the academic unit. It is expected that students will pay the examination fee in advance of taking the examination.

Transfer Credit

Master's degree: Six semester hours (three and four quarter or term hours are transferred as two semester hours) of graduate credit may be transferred from other schools provided:

1. The credits were earned in institutions accredited by the appropriate agency and are of "B" or better and the student's average for all graduate work taken at another institution must also be "B" or better.

2. The Graduate College approves the credits for transfer.

3. The student's advisor verifies that the credits are acceptable to the student's program of study.

4. The credit is earned within a six year period prior to graduation.

Second master's degree: A student wishing to secure a second master's degree may include a maximum of ten credits from the first graduate degree program. The second degree program must fulfill all the other usual requirements for a master's degree, except the English Qualifying Examination.

Specialist degree: A student with a master's degree from another university who completes the remaining credits for a specialist degree at Western Michigan University may transfer up to thirty-six credits. A student without a master's degree who completes the credits for a specialist degree at Western Michigan University may transfer up to twelve credits.

Residency

The following residency policy was adopted by the Board of Trustees of Western Michigan University on July 20, 1973:

1. Since normally a student comes to Western Michigan University for the primary or sole purpose of attending the University rather than to establish a domicile in Michigan, one who enrolls in the University as a non-resident shall continue to be so classified throughout his/her attendance as a student, unless and until he or she demonstrates that the previous domicile has been abandoned and a Michigan domicile established.

2. The residence of a student who is a minor follows that of his or her parents or legal guardians, except that a minor student who comes to the institution from another state or country for graduate study, as a resident of this state on the basis of having a resident of this state as a guardian, except on permission of the Board of Trustees.

3. No student 18 years of age, or older, shall be eligible for classification as a resident unless the student shall be domiciled in Michigan and has resided in Michigan continuously for not less than one year immediately preceding the first day of classes of the term for which classification is sought.

4. A student shall not be considered domiciled in Michigan unless the student is in continuous physical residence in this state for one year and intends to make Michigan his or her permanent home, not only while in attendance at the University but thereafter as well, and has no domicile elsewhere.

5. The residence of a student who otherwise would be classified as a non-resident will follow that of his or her spouse if the spouse would qualify as a resident for tuition purposes.

6. An alien lawfully admitted for permanent residence in the United States, and who has obtained his/her permanent visa, and his/her spouse and minor children, who have met the other requirements herein for residence, may register as residents of this state.

Questions concerning residency should be directed to the Controller's Office, 3082 Seibert Administration Building, Telephone 383-1605.

Student Fees

During 1985-1986, the following fee schedule was used for graduate study on campus:

- Resident, $64.50 per credit hour
- Non-Resident, $137.25 per credit hour

The above rates include $2.75 per credit hour facility fee for all students.

The fee for graduate study in courses offered off-campus through the Division of Continuing Education was $74.50 per graduate credit hour.

Resident Study: Any graduate student who has previously registered for and received a grade of "Incomplete" for Master's Thesis, Specialist Project, or Doctoral Dissertation and wishes to use the services of University staff and facilities to complete the work necessary to remove the "Incomplete" must, if not otherwise enrolled, pay a resident study fee of $25.00 for the semester, or $12.50 for a session.

Graduate appointees: Appointees are entitled to a charge privilege for tuition and related fees. However, installment payments must be made. An account is considered to be delinquent sixty days after the beginning of a semester and thirty days after the beginning of a session. At that time a one percent monthly service charge will be added to the unpaid balance. Delinquent accounts are subject to all University collection procedures, including referral to an external collecting agency.

Other fees:
- Admission application fee, $15.00
- English Qualifying Examination fee, $2.00
- Late Registration Fee, $20.00
- Graduation fee (assessed when the application for graduation is submitted to Bursar's office), $30.00
- Publication of doctoral dissertation, $50.00
- Publication of master's thesis and specialist project, $40.00
- Student government assessment, $3.00 each semester
- Transcript fee, $3.00
Refunds And Change Of Class Load

All changes in registration or complete withdrawal must be made in accordance with the procedures published in the Schedule of Classes. A student may not withdraw from graduate courses beyond the midpoint of each semester or session. A student who withdraws from the University or who reduces a credit hour load, resulting in lower fees, will be granted a partial refund of the total paid, subject to the following conditions:

1. Changes in student credit hour load prior to the end of the final day for adding a course are considered to be reassessments, and a refund will be granted, in full, for any net reduction in such credit hour load. Alternatively, an increase in credit hour load will result in an upward adjustment of the fee assessment.

2. Reductions in credit hour load after the final day to add a class are not subject to any refund.

3. Complete withdrawal from all courses after the final day to add a course and up through the fifth week of classes in a semester or second week in a session will result in a 50% refund. The refund date is determined by the date the Registrar's Office receives a change in enrollment form or a printed form from the student.

Grading System

A grade is given in each course in which a student registers. Grades are indicated by letters and assigned honor points as shown in the table below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor Points</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A graduate appointee is a student enrolled in a program leading to a graduate degree and receiving a University-administered stipend or salary which is not less than one-third of the prevailing full amount set by the University for that particular type of appointment. Although graduate appointments differ in many important ways, each can be classified as either an assistantship or a fellowship. The critical difference between an assistantship and a fellowship lies in the primary intent of the awardee—as payment for service (salary) or as a gift (stipend) to help the awardee achieve an educational goal. Although there may be some aspect of service connected with a Fellow’s particular departmental activity, this activity is part of the training designated for all participants in the Fellow’s academic program, and the service rendered is secondary to the educational goal. Although all, or nearly all, of an assistant’s service to the department should also be part of the learning experience in the discipline, the primary thrust is in doing part of the work of the department.

More than one fractional appointment may be held simultaneously in the same department. However, in no case shall one person hold more than the equivalent of one full appointment at one time in the same department or hold more than one appointment. A student with a full appointment is not permitted to have other employment.

2. Types of Appointments

a. Assistantships

Graduate Assistants are apprentices in the profession. Although the service aspect is emphasized in the definition in order of distinction, Graduate Assistants,
10 GENERAL POLICIES AND PROCEDURES

and foremost, are students and valued members of the community of scholars. They are chosen for their scholarship and manifest interest in the discipline as well as for their ability to perform the needed service.

1) The service of Graduate Teaching Assistants (T.A.s) consists of activities directly related to students in the teaching enterprise.
2) The service of Graduate Research Assistants (R.A.s) consists of research activity under the supervision of a faculty member.
3) The Service of Graduate Non-Teaching Assistants (N.T.A.s) includes all other work in the department.

other categories but generally accepted as appropriate.
4) Associateships are assistantships awarded after establishing students in doctoral programs. Service may involve teaching, research, or other appropriate activity.

b. Fellowships
Fellows are students who have distinguished themselves by outstanding academic achievement or special abilities. Fellowships are provided by the University or by another donor with the approval of the University. The fellowship grant (stipend) is a gift to help the Fellow achieve an educational goal, rather than a payment for services.

3. Service Requirement
The kinds of service required of Graduate Assistants may vary among departments, each of which determines its own range of appropriate possibilities subject to administrative review. What specific kind of service is expected, however, a full assistantship in any department consists of twenty hours of service per week or its equivalent and precluded.

Equivalency is calculated on the basis of the value assigned by a department to the performance of each particular service.

4. Stipends and Salaries
The amount of the stipend is set by the donor with the concurrence of the Vice President for Academic Affairs.

Salaries for full-time Assistants in each department not falling under the other categories but generally accepted as appropriate.

5. Affirmative Action
The University’s Affirmative Action Policy shall apply to graduate appointments.

6. Professional Ethics
Graduate Assistants shall adhere to the same standards of professional ethics as those of the regular faculty. (See “Statement on Professional Ethics” in current AGERATING between WMU and the AUAAP.)

7. Notification of Status
At the time of their appointment, graduate appointees shall be informed in writing of the specific conditions of the appointment. They should be informed that the offer of an appointment is contingent upon acceptance into a graduate degree program at the University, and the continuance of the appointment depends in part on satisfactory progress in that program and satisfactory performance of assigned duties. The offer should also state the amount of the award, whether a remission of non-resident fees is involved, the probable assigned activities, the length of the appointment, and, if appropriate, the criteria for renewal. Any other conditions peculiar to an individual appointment shall be contained in the letter of appointment.

Each appointee shall be provided with information prepared by The Graduate College concerning current University policies, practices, privileges, and responsibilities that relate to graduate appointees.

Each department is responsible for providing any supplemental information on these matters that is necessary and special.

8. Professional Development
Assigned activities of graduate appointees should be relevant professional experiences. Graduate Assistants can expect professional guidance and timely evaluation in the performance of their duties.

9. Enrollment Status
A full appointment requires a minimum enrollment of six credits per semester or its equivalent per session.

10. Evidence of Status
For formal identification as a graduate appointee, the student should have a special validation sticker on the ID card. This validation must be secured in The Graduate College at the beginning of each term. Validation may be authorized during the spring and summer session for graduate appointees on academic year appointments even if the appointee is no longer receiving a stipend or salary.

11. Benefits
a. Tuition fees. Graduate appointees who are not residents of Michigan may, at the discretion of the University, be granted partial tuition remission for the non-resident portion of their tuition fees. The remitted tuition will be considered “in-kind” earnings and taxable income for students on appointments requiring service.

b. University housing: Graduate appointees will be accorded priority in securing University housing in residence halls or family housing apartments (if deadlines are observed and as facilities permit). Graduate appointees will be accorded the use of University facilities on the same basis that they are authorized for part-time faculty.

c. Library. Graduate appointees will be accorded the same privileges and responsibilities as faculty members in the use of the library facilities. These are specified in the faculty handbook (Western Michigan University Policy Handbook).

d. Parking. Graduate appointees are exempt from paying the motor vehicle registration fee, but are required to register their motor vehicles. Application may be made to the Department of Public Safety for parking privileges in designated lots.

e. Campus Bookstore. Graduate appointees will be accorded discount privileges on purchases in the Western Michigan University Bookstore in the same manner and degree as faculty and staff members.

f. University facilities. Graduate appointees will be accorded the use of University facilities (e.g., student offices, research facilities, etc.) authorized by the director of the facilities on the same basis that they are authorized for part-time faculty.

Graduate Student Research Fund

The Graduate College has established a Graduate Student Research Fund to encourage research by currently enrolled graduate students and to assist them in presenting their findings to professional groups. Grants range to a maximum of $500. Two basic types of proposals are considered for support:

1. The extraordinary or unusual costs incurred in research projects.
2. Travel costs incurred in presenting study reports and research findings at professional meetings.

The typings of theses and dissertations and the purchase of supplies and equipment commonly provided by departments are not considered to be unusual expenses.

Early in the Fall Semester each year the Awards and Fellowships Committee establishes application deadlines and the required format for the proposals. Applications for research or travel grants may be secured from The Graduate College.

Other Financial Assistance

1. Federal Financial Aid Programs
Western Michigan University participates in various federally funded financial aid programs. The criteria are set by the U.S. Department of Education and are subject to periodic revision. Application procedures for the College Work-Study Program and the National Direct Student Loan Program.

Submit either a Family Financial Statement (FFS) or a Financial Aid Form (FAF) to the appropriate address on the statement. The FFS and FAF may be obtained from college financial aid offices or the Office of Student Financial Aid at Western Michigan University.

a. College Work-Study Program (CWS): This provides work opportunities for students who are in need of financial assistance to attend or to continue college. Ordinarily they work between 10-15 hours per week while attending school and up to forty hours per week during vacation periods.

b. National Direct Student Loan (NDSL): Through this program loans are available to graduate students who have demonstrated a financial need. A full-time graduate student may borrow up to a cumulative total of $10,000, including loans received as an undergraduate. The amount borrowed may not exceed the student’s demonstrated need.

The interest rate of five percent and repayment start six months after the student ceases to be enrolled at least one-half time. The minimum
of the loan is forgiven for those teaching in specified areas; under
Commissioned Corps of the U.S.
Repayment may be deferred up to
volunteer in an organization
comparable to the Peace Corps or
Forces, as an officer in the
temporarily totally disabled person or
Guaranteed Student Loan Program
(GSL): The Federal government
guarantees loans made by private
lending institutions to graduate
institutions can be obtained from the
Office of Student Financial Aid and
Scholarships for referral to a lender
of last resort.

f. Short-Term Loan to Assist Students
(ALAS): In Michigan it is called "The
Michigan Auxiliary Student Loan." This
program formerly was officially
known as the Parent Loan for
Undergraduate Students (PLUS).
Graduate students can borrow up to
$3,000 per academic year up to a
maximum aggregate of $15,000. The
interest rate is 12%. Repayment may
be deferred until the borrower
ceases to attend school at least
half-time status. However, the
borrower is responsible for payment
of the interest even while in school.
Payment arrangements are
determined by the lender. Students
unable to obtain this loan through a
lending institution in their own
home area should contact the WMU
Office of Student Financial Aid and
Scholarships for referral to a lender
of last resort.

3. Military Science Subsistence
All Allowance: Students enrolled in the
Advanced Course of the Military Science
program are eligible to receive $100 a
month for up to ten months of each year
for two years. Contact the Department of
Military Science for further
information.

Student Employment Referral Service
Students may find employment through
numerous local employers in and around
the city of Kalamazoo and on campus. Students
looking for work can receive assistance
through the Student Employment Referral
Service in Ellsworth Hall Room A-101.
The Student Employment Referral Service
actively recruits employment opportunities for
students within the Kalamazoo area and on
campus. On campus, each department
handles its own student employment
program, and these employment
opportunities can best be secured by direct
contact with departments. Departments are
asked, but not required, to list job vacancies
with the service. When arriving on campus,
students actively seeking employment are
encouraged to contact the Student
Employment Referral Service.

Veterans’ Assistance
The Academic Records Office on the third
floor of the Seibert Administration Building
certifies veterans under the G.I. Bill and its
extensions. Veterans may contact this office
to initiate G.I. benefits.
The areas of assistance include, but are not
limited to, veterans’ educational benefits,
vocational rehabilitation benefits, and tutorial
assistance. If difficulties or questions arise
in receiving benefits, the veteran should
contact the Veterans Administration through
the toll-free number 888-GIBILL.
Changes in enrollment or current address
must be reported immediately to the
Academic Records Office. Any change in
dependents should be sent directly to the
Veterans Administration. Forms in order to
be obtained at the Academic Records Office.
Students who receive benefits from the
Veterans Assistance Administration are
advised of their additional rights and
responsibilities:
1. All students have a grade report mailed
to them shortly after the end of each
semester or session. A complete record of
all classes taken and grades received
is maintained in the Academic Records
Office. A student copy of this record is
available upon request with proper
identification. Student copies picked up
are free; there is a $3.00 charge for
mailed copies.

e. United Student Aid Fund Program
(USAF): Non-residents of Michigan
unable to obtain a federally
guaranteed loan in their own state
should check with their local lending
institution to learn if it participates in
this program. The conditions of this
program are the same as for the
federally insured loan program. The
names of participating institutions
may be obtained from the United Student
Aid Fund Office 660 N. Gradeland
Avenue, P.O. Box 50827,
Indianapolis, Indiana 46250.

Scholarships for referral to a lender
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Military Science for further
information.
2. A 3.00 grade point average is required of master's degree students at all times for continued certification. A 3.25 grade point average is required of specialist and doctoral degree students at all times for continued certification. Students who fail to maintain such standard must seek the appropriate counseling from the Director of Records before recertification can be made. The VA is notified after more than one semester of below standard achievement.

3. Even though incomplete grades in graduate courses remain on transcripts after the one year time limitation, incomplete grades more than one year old will be counted as “E” grades in considering eligibility for certification to the VA.

4. Students are certified on the basis of attendance and academic progress toward degree goals. Serious over-payment problems can be eliminated by prompt notification to the Academic Records Office of changes in these areas.

Each student receiving benefits is required to sign a statement once a year outlining plans for enrollment for the coming year and declaring personal responsibility for regular attendance during that year.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Western Michigan University accords all the rights under the law to students who are declared independent. No one outside the institution has access to nor will the institution disclose any information from students' education records without the written consent of students except to persons in compliance with a law or to persons in the custody of the student. Western Michigan University has designated the following as outlined by the Act: financial aid, job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one student, in which case the institution will permit access only to that part of the records pertinent to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other right may discuss their problems informally with the person in charge of the records involved. If the decisions are in favor of the students, if the decisions are unsatisfactory to the students, the students may place with the education records, and released whenever the records are updated.

Adjudicate such challenges will be the Registrar, or a person designated by the Registrar who does not have a direct interest in the outcome of the hearing.

Decisions of the hearing officer will be final, will be based solely on the evidence presented at the hearing, and will be directed to written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing officer, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records are updated.

Revisions and clarifications will be published as experience with the law and the institution’s policy warrants.

Student Academic Rights

1. Introduction

The University endorses as a guideline for policy the following section from the Joint Statement on Rights and Freedoms of Students.

a. In the Classroom

The professor in the classroom and in conference should encourage full discussion, inquiry, and expression. Students' performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

b. Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

c. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

2. Policies and Procedures

a. Students should be fully informed by the faculty about course requirements, evaluating procedures, and academic criteria to be used in each class. This information should be provided at the beginning of the semester or sufficiently in advance of actual evaluation.

b. Procedures for Reviewing Student Grievances Related to Grading

1) Students have the right to have all their examinations regraded, if the regrading of material may be available to them with an explanation of the grading criteria. Faculty should retain all such material not returned to the student for at least one full semester after the course was given. Faculty are not required to return such
c. Policies and Procedures

2) Whenever a student believes that he/she has a grievance, he/she should first arrange a meeting with the instructor who may be able to explain the reasons for the grade or recommend a change if warranted.

3) If the student believes that he/she has not received a satisfactory resolution of the grievance from the instructor, he/she should then go to the department chairperson or head, who may effect a satisfactory resolution.

4) If the student is still dissatisfied after seeing the department chairperson or head, the student should next see the University Ombudsman. The function of the Ombudsman in this situation is to collect information from both the student and the faculty member and then to make a decision that (a) the student's grievance is unwarranted, and should not be considered further; (b) there is sufficient evidence that the situation be considered by the Graduate Committee on Academic Fairness.

5) The Graduate Committee on Academic Fairness consists of three faculty and three graduate students.

6) Whenever a case is presented to the Committee, the Committee shall investigate it, making sure that all interested parties have a full opportunity to present their position. The Committee will be able to recommend (a) no grade change, (b) a change of letter grade, (c) credit/no credit, or (d) any other grade used by the Records Office.

7) If the Committee decides that there should be no change of grade, they will so inform the student, the faculty member, the department chairperson or head, and the Ombudsman. If the Committee decides to recommend a change of grade, the Committee will first inform the faculty member of its intent so that he/she may initiate the change if the faculty member prefers not to initiate and, if the committee will do so by notifying the University Registrar.

8) To protect all parties involved in any case, the strictest privacy consistent with the Committee's task will be maintained.

9) Occasions do occur when faculty or an administrative official may wish to question a grade or grade change. In such instances, these procedures, beginning with review by the Ombudsman, shall be followed.

Policies and Procedures Regarding Requirements

1) All students who seek advice on academic requirements will be provided written copies of their academic advisers' recommendations, and students will not be held responsible for errors made by their advisers. This section is not to be interpreted to mean that the student is relieved of the responsibility of meeting the total graduation requirements stated in the catalog in force at the time he/she was admitted, or in a later catalog if he/she chooses to meet its graduation requirements.

2) The student's grade shall not be held responsible for meeting curricular requirements that are not listed or not applicable under the catalog governing the year he/she is taking.

3) Every department shall provide systematic procedures for students to express their views on matters of program and curriculum.

4) University policy and implementation of such policy should not be determined and enforced according to the results of computer programming or records. Special care should be taken to insure that no individual is treated unfairly because of computer problems.

5) The University Ombudsman will have the authority to investigate complaints and recommend or negotiate fair solutions on behalf of the student.

University Ombudsman

The Ombudsman is a presidential appointee, chosen with the active participation of students, faculty, and staff and confirmed by the Board of Trustees. The position of University Ombudsman was created to investigate and mediate grievances and to provide justice for all members of the University community. Simple and rapid procedures have been established for the hearing of requests, complaints, and grievances. The Ombudsman investigates such matters, and where he/she discovers a malfunction in the administrative process or an abuse of power, he/she assists the individual in accomplishing a quick and fair resolution of his/her problem. The Ombudsman can remedy some problems alone, but when appropriate, refers persons to other University members and/or offices. The Ombudsman is authorized to make thorough investigations and has prompt access to all University offices and relevant records. No person shall suffer any penalty because of seeking assistance from the Ombudsman. All information presented to that office by persons seeking assistance shall be considered confidential. The Ombudsman is alert especially to the chief causes of student dissatisfaction and makes recommendations for the elimination of those causes consistent with the fundamental purpose of the University.

University Libraries

The University Libraries consist of the Main Library (Dwight B. Waldo Library) and five branches, the Business Library, the Music and Dance Library, the Physical Sciences Library, the Education Library, and the Cisternia Studies Library. The University Libraries are organized and maintained for the purpose of providing materials and services necessary to the instruction and research carried on at the University. The collection numbers over two and a half million items including books, bound periodicals, music scores, recordings, maps, documents, and materials in microform. Nearly 10,000 periodicals and serial titles are currently received. The Library system is a depository for Michigan and United States government documents and receives the microprint edition of the United Nations documents as well as monographs and reports of the major associated organizations.

Dwight B. Waldo Library (which is named for the first President of the University) houses the main collection. Built in 1950, it was enlarged in 1967 to almost double its original size. Through the use of various approval and ordering plans as a part of the current program, the Library places an emphasis on building a strong collection of current imprints in the fields of study at the University.

Special collections housed with the regular collection include:

1. The Ann Kercher Memorial Collection on Africa is an excellent collection of materials on Africa south of the Sahara. It is a noteworthy addition to library resources.

2. The South Asia Collection is another area of special strength. Together with the Kercher African collection it helps support the University's commitment to area studies.

3. The Randall Frazier Memorial Collection, honoring a notable alumnus, has a wealth of material on the history and culture of Black America.

Special collections which are housed separately:

1. The Regional History Collection is a unique group of items on the historical counties of Southwest Michigan. In addition to books, this collection contains manuscripts of early residents of the area.

2. The C.C. Adams Ecological Collection consists of the personal collection and papers of the pioneer American ecologist, Charles C. Adams.

3. A microform collection of some 750,000 items which include Army and U.S. Geological Survey maps, some antique maps of special historical interest from the domestic and foreign maps which are cataloged and available for use. In addition to maps, the Map Library also possesses over 850 atlases.

The Business Library, located in North Hall, has a collection of some 80,000 items which include books, special microform collections, annual reports from businesses and industries, and business-oriented periodical and newspaper titles.

The Music and Dance Library is located in the new Dorothy U. Dalton Center. In addition to a collection of 17,000 books and scores and 75 periodical subscriptions, this branch contains a collection of 10,000 phonograph records and extensive listening facilities.

The Physical Sciences Library contains over 60,000 volumes in the fields of Mathematics, Astronomy, Physics, and Geology. This building is located on the third floor of Rood Hall.

The Education Library in Sangren Hall comprises over 450,000 bibliographic items and receives over 300 subscription titles.

The Cisternia Studies Library located in Hillside West is a collection of books in the areas of monastic history, spirituality, and general church history which supports the...
Housing
All students enrolled at Western Michigan University are permitted to choose their own housing. Students are encouraged to give serious consideration to the financial, nutritional, educational, and social benefits of living in a residence hall or campus apartment as well as the convenience of being close to their classes and other University activities.

Residence Halls
Eighteen residence halls in a variety of locations on campus attract over 5,000 students each fall and winter semesters. These individuals come from all walks of life and possess diverse academic interests. Needs on all continents and in several foreign countries and represented.

Assignments to a hall are based on the preferences of the individuals if space is available in the school and the willingness of students to accommodate men only, women only, and men and women on alternating floors or suites. In locations where coed assignments exist, separate facilities are provided for each sex. Most assignments are on a one to one per room. Some single room and three-four person room assignments are made. Certain halls are particularly attractive to individuals interested in health and wellness, computers, high·technology, and international culture. Most halls are available on a room and board basis. One person per room only hall is available for continuing housing throughout the year. Residents are permitted to remain during the Thanksgiving and Spring Break recess periods.

Each residence hall varies slightly in its construction. The following services are available during the fall and winter semesters and the spring semester. During these periods meals are not served during the Thanksgiving and Spring Break recess periods. Meals are not served during the Thanksgiving and spring session.

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and printed for distribution. Listings of students in need of roommates, as well as those available as roommates, are updated regularly and used extensively by the thousands of students who live off-campus and share their housing costs. While most students look forward to off-campus living as an opportunity to pursue individual lifestyle, their experiences are often plagued by strained roommate relations and rental difficulties that interrupt their academic achievement. Recognizing the significance of an adequate housing environment for all students, the University’s rental listing program is supplemented with tenancy counseling and educational programs, as well as tenant/landlord services. For additional information regarding off-campus housing, contact the Office of Commuter Student Services, Room 3610, Faunce Student Services Building. Phone (616) 383-6115.

University Health Center

The Western Michigan University Health Center is a student-oriented medical facility which offers support and promotes optimal health for University students. The Health Center offers health care which facilitates recovery from illness, and opportunities for health decisions and health enhancement which contribute to disease prevention and wellness.

Caring is Part Of Our Cure

The Health Center has a qualified staff of nine physicians and physician assistants with specialties in family practice, gynecology, dermatology, and orthopedics. We provide all comprehensive examinations, treatments, urgent care, and minor surgical procedures which you would receive from your family physician. In addition, we offer the advantage of laboratory testing, x-ray, physical therapy, and pharmacy services, as well as opportunities for health enrichment through health education offerings. Health promotion programs for students include Aerobic Fitness, Weight Management, Stress Management, Stop Smoking, CPR, Blood Pressure Screening, Reproductive Health, and Contraceptive Decision Making.

Prepaid Student Health Fee (SHF)

A Student Health Fee (SHF) is assessed to WMU students as follows.

Fall 1985 and Winter 1986
7 or more credit hours $36.00 per semester
Spring 1986 and Summer 1986
4 or more credit hours $18.00 per session

All students are assessed $1.00 per credit hour. Students enrolled for less than the half credit hour may “buy-in” at $36.00 for Fall and Winter or $18.00 for Spring and Summer, or they may be seen on a fee-for-service basis.

Fee Schedule for prepaid ($36.00/semester, $18.00/session)

- Clinic visits—$5.00/visit
- Laboratory tests, X-rays, Physical Therapy—No charge if requested by Health Center Clinician and performed at the Health Center
- Dermatology—$10.00/visit
- Orthopedic Consultation—$25.00/visit
- Allergy vaccines and special medications—No charge for injections

- Pharmaceuticals—Dispensed at reduced cost. Students not prepaying the health fee are charged a fee according to the service(s) rendered.

Any person who carries eligible to enroll status with the University may use the Health Center on a “fee-for-service” basis, or can elect to buy-in as a full SHF member at the current rate. Recently graduated students may use the Health Center for one semester or two sessions) after graduation in order to allow time to establish a permanent source of medical care. Spouses of students may also use the Health Center on a “fee-for-service” basis or may pay the Student Health Fee.

Clinic Hours
Fall and Winter Semesters
Regular Clinic Appointments: Monday-Friday 8 a.m. - 11:30 a.m. 1 p.m. - 4:30 p.m.

Urgent Care Clinic: Monday-Friday 7:45 a.m. - 4:45 p.m.
Saturday 9 a.m. - 11:30 a.m.

Appointments
Appointments are highly encouraged and may be made in advance with a physician or physician assistant of your choice. Please phone the Health Center appointment office during regular clinic hours, Monday through Friday.

Parking
The Health Center has FREE designated parking in the front lot for patients. These spaces are marked “Health Center Permits Only.” Patients may obtain a permit (good for one hour) at the check-in window.

Health Center Records
All University Health Center records are absolutely confidential. No information will be released, either orally or in writing, without a student’s written permission.

Hospital/Medical And Surgical Expense Insurance
All students enrolled at Western Michigan University are urged to carry some form of medical and accident insurance which covers medical, surgical, and hospitalization expenses not included in the Student Health Fee. Some insurance companies offer coverage for expenses only when hospitalized. Other companies pay for diagnostic procedures performed by specialists outside the University Health Center as well as hospitalization. Students not presently covered by a medical/surgical insurance program should consider the hospitalization and accident insurance plan offered through Western Michigan University. This plan is provided for students and their dependents at reduced rates and may be applied for when a student is admitted to the University.

Location
The Health Center is located on the west side of Glickson Drive, north of Michigan Avenue. The Urgent Care entrance is on the south side of the building, just west of the main entrance.

Important Numbers

Appointments, 383-6005
Pharmacy, 383-6037
Health Promotion/Health Information, 383-6004

University Placement Services

Assistance in total job search planning is offered free of charge by the University Placement Services to graduate students of Western Michigan University. Placement services include career counseling, a career information library, on-campus interviewing, weekly job opportunities bulletin and vacancy postings, direct referrals to employers, maintenance and distribution of credentials, assistance with job search correspondence such as resumes and letters of application, interviews, videotapes, workshops and seminars, and referral to specialized campus agencies providing career planning services.

Counseling Center

The services of the University Counseling Center are offered to all graduate students, their spouses, and children. Among the major services offered are:

1. Individual counseling To provide students with an opportunity to discuss various concerns, including academic, personal, and emotional difficulties.

2. Career Exploration and Media Center To disseminate a wide variety of information concerning careers as well as a substantial number of catalogs and bulletins from other American colleges and universities.

3. Career Development Program To assist students in the exploration of individual career possibilities and increase skills necessary for decision making and future planning.

4. Training and Internship Programs To provide training opportunities for graduate students from Counseling Education and Counseling Psychology, Psychology, and Social Work.

The Counseling Center is accredited by the International Association of Counseling Services and is staffed with professionally trained counselors and psychologists. All students using counseling services are assured of complete confidentiality.

Appointments may be made by telephone or by stopping at the Counseling Center reception desk between 7:45 a.m. and 4:45 p.m., Monday through Friday. Graduate students unable to use Counseling Center services during regular hours may make arrangements for Thursday evening appointments by calling 383-1850.

Testing And Evaluation Services

The services of the Testing and Evaluation Department are open to all graduate students. The department offers career counseling, utilizing their own career guidance inventory, which is available to all
WMU students, staff, and faculty for a small fee. The test includes a personality questionnaire, vocational interest inventory, and occupational value questionnaire, and a diagnostic/achievement quiz. Information and applications for most of The Graduate College’s tests are available at the Testing Office. This office is served by the regional office for the Miller Analogies Test, which is given by appointment only.

Testing and Evaluation Services has the largest selection of test files in Michigan. These tests may be obtained in the Testing Office or are for the use of students and faculty members for informational purposes, class projects, research purposes, or almost any other valid reason.

If the student is working on a research project, survey, or collecting data for any valid reason, the same response/answer sheets used by faculty members are available at 3.6 cents per sheet. Testing staff members can assist in the planning of the project and advising on data output.

Testing and Evaluation Services is located in the Science North building, Room D-4, and the phone number is 383-0955. The department hours are 7:45 a.m. - 4:45 p.m., Monday through Friday. We are closed for lunch from 11:45 - 12:45.

Career English Language Center For International Students

The Career English Language Center For International Students (CELCIS) provides intensive English language instruction for those prospective students who need further training in English in order to qualify for regular admission to Western. The CELCIS program is designed to prepare students academically, financially, and linguistically for admission to the University. The CELCIS program is not a substitute for regular admission to Western. The CELCIS program is a situation in which students partially through support from the Office of International Student Services.

Foreign Study Services

The Office of International Student Services deals with the special needs and circumstances of international students such as processing applications for admission, conducting an orientation program for new foreign students prior to enrolment, processing applications for admission, coordinating community programs involving foreign students, providing advice on matters related to each student’s immigration status, and sponsoring and promoting the CELCIS program for the benefit of international students.

Any foreign student interested in attending Western should contact the Office of International Student Services for application information and instructions. To qualify for admission, a foreign student must demonstrate to the University that he/she is academically, financially, and linguistically capable of undertaking the academic program being proposed, generally on a full-time basis. Prospective students can be advised and the Certificate of Eligibility for Visas (Form I-20 AB or IAP-66) issued, educational records documenting all previous secondary and post-secondary schooling must be on file along with a financial statement, signed and returned from a sponsor showing that adequate money will be available to cover the student’s educational and living expenses for the duration of anticipated enrollment. Regarding linguistic capability, those prospective students from non-English speaking countries who have not successfully completed at least two years of full-time academic study at another U.S. accredited institution must submit the results (scores) of a recognized English language proficiency examination prior to initial registration. The two examinations preferred are the Test of English as a Foreign Language (TOEFL) and the Michigan Test of English Language Proficiency (MTEL). To qualify for unrestricted full-time enrolment, a prospective student must present a TOEFL “total score” of at least 550 or a MTEL “adjusted score” of at least 85%.

Information regarding financial aid possibilities is also obtainable as is information on the International Student Identification Card, the Youth Hostel Pass, and other discount travel documents.

Motor Vehicle Registration

All motor vehicles parked on campus by faculty, staff, and students must be registered with the University.

Drivers must obtain application forms and pay the appropriate registration fee to the Department of Public Safety.

All Vehicles must be registered within seven calendar days after the beginning of classes. After this time, vehicles must not be parked on campus until registered.

Publications

Western Herald, WMU’s student newspaper, is published Mondays, Wednesdays, and Fridays during the fall and winter semesters, twice weekly during the spring session and weekly during the summer session. The Western Herald is made available to students partially through support from the general fund of Western Michigan University. All positions on the paper are filled by students with the exception of the general manager/adviser.

Western News is the official publication for administration, faculty, and staff members. It is published each Thursday by the Office of Public Information, which also produces the Westerner in association with the Office of Alumni Affairs and Development. The Westerner is published six times each year for alumni and other friends of the University.
Section II
Master's Degree Programs and Requirements

General Requirements
For A Master's Degree

Admission
See Calendar of Events for application deadline.
1. Bachelor's degree from an accredited institution, indicated on an official transcript.
2. Transcripts of all courses taken beyond high school.
3. A point-hour ratio of at least 2.6 (A = 4.0) in the last two years of undergraduate work.
4. Acceptance by both The Graduate College and an academic unit for a definite program of study.
5. Meet any additional admission requirements as stated in the individual program descriptions.

Candidacy
1. A Graduate Student Permanent Program which will constitute an application for admission to candidacy must be submitted to The Graduate College during the first semester or session of enrollment.
2. Reservations indicated on the Certificate of Admission and/or the Graduate Student Permanent Program must be removed before candidacy will be approved. These reservations include the attainment of a satisfactory score on the English Qualifying Examination.
3. A point-hour ratio of at least 3.0 (A = 4.0) is required. Honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university.
4. A program of study may include a maximum of four hours of credit in 598 (Readings) courses.

Graduation
See Calendar of Events for application deadline.
1. Diploma Application: A diploma application must be submitted by October 1 for the December Commencement, by February 1 for the April Commencement, and by June 1 for the August Commencement.
2. Minimum Credit Hours: Completion of a minimum of thirty hours of accepted credit in an approved program of study. Normally only courses numbered 500 and above are acceptable. One-half of the credits earned must be in courses numbered 600 or above. Each course included in the program must be completed by the day of graduation.
3. Point-hour Ratio: An overall point-hour ratio of at least 3.0 (A = 4) is required. No undergraduate credit is computed in the graduate point-hour ratio. Honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university.
4. Hours After Candidacy: The election and completion of at least six hours is required after being approved for Candidacy.
5. Transfer Credit: Six semester hours (three and four quarter or term hours are transferred as two semester hours) of graduate credit may be transferred from other schools provided:
   • The credits were earned in institutions accredited for graduate study and are of “B” grade or better. The student's average for all graduate work taken at another institution must also be “B” or better.
   • The Graduate College approves the credits for transfer.
   • The student's adviser verifies that the credits contribute to the student's program of study.
6. Time Limit: All work accepted for the degree program must be completed within six years preceding the date on which the graduate degree is conferred.
7. Research Subject Protection: Students conducting research that involves human or animal subjects must have the research proposal approved by the appropriate university board, those assuring compliance with the regulations for the protection of such subjects. For more information, call the Division of Research and Sponsored Programs, 383-1632.
8. Master's Thesis: A student who intends to register for the Master's Thesis (6 hrs.) is required to meet with the Dissertation Secretary in The Graduate College before registering for the class so that the student is informed about the regulations pertaining to the preparation of the manuscript.

General Requirements
For A Second Master's Degree

A student wishing to earn a second master's degree may include a maximum of ten credits from the first graduate degree program. The second degree program must fulfill all of the other usual requirements for a master's degree, except the English Qualifying Examination.

General Requirements
For A Graduate Specialty Program

A Graduate Specialty Program is a fifteen- to twenty-hour, normally, aggregate of cohesive, topical graduate level courses and, as a unit, independent of any single degree program. Students who wish to pursue a Graduate Specialty Program must have already completed, or be currently enrolled in, a graduate degree program.

There may be some overlap in courses between a student's program of study for a Graduate Specialty Program and the program of study for a graduate degree. However, since a Graduate Specialty Program is distinct from the student's degree program, the entire aggregate of courses in a student's Graduate Specialty Program cannot be applied to the degree program.

To signify that a student has satisfactorily completed an approved curriculum in a Graduate Specialty Program, a certificate is awarded, however, the certificate is not an award of license, accreditation, or certification to render professional services. The certificate is to be awarded at the completion of the Graduate Specialty Program for those students who have already received their graduate degree. For those students concurrently enrolled in a graduate degree program, the certificate will be awarded at the same time the graduate degree is awarded.

Regular admission to The Graduate College and to the unit offering the Graduate Specialty Program is required. A student must complete the requirements of the Graduate Specialty Program with a "B" or better average within a six-year period. The Graduate Specialty Programs offered by Western Michigan University are described on pages 38 and 39.
In order to earn a degree, students are required to complete a program of study that is compatible with their objectives. The programs listed on the following pages have been developed to provide students with the basic experiences that implement these objectives.

Through the counseling process, graduate advisers will help the students choose courses to meet their individual needs. Courses and experiences should be chosen so that the graduate student becomes a person with greater professional skill, increased ability to analyze anthropology in related life situations, and greater insight into problems involved in professional leadership.

### Anthropology
**Adviser:**
Robert Jack Smith
Room 102, Moore Hall

The Master of Arts in Anthropology is intended to provide the student with a sound understanding of the discipline as a whole. In addition it requires a concentration, appropriate to its academic level, in one of the major branches of Anthropology. These may be identified as archeology, socio-cultural anthropology (including ethnology), physical anthropology, and linguistics (in cooperation with the Department of Linguistics). Research experience in archeology and ethnographic field schools is available.

**Admission requirements**
1. Students should have completed a minimum of fifteen semester hours in undergraduate work in Anthropology, or twenty-four hours in Anthropology and related disciplines, such as Geology, Zoology, and the Social Sciences, of which at least nine hours must be in Anthropology.
2. Accumulation of point-hour ratio of at least 3.0 during the final two years of undergraduate work.
3. Students are required to have completed at least three semester hours of statistics. This requirement can be satisfied by the student’s undergraduate program.
4. If these requirements have not been met on the undergraduate level, the student may be admitted with the understanding that additional course work as specified by the department will be required to provide the necessary background.
5. Three letters of recommendation are required from persons able to assess the applicant’s academic record, potential for success in a Master of Arts program in Anthropology, and suitability for an assistantship in this discipline. These letters should be submitted directly to the Adviser.
6. Each applicant must submit separately to the Department Chairperson a one-page statement of intent with respect to his or her interests in anthropology and the program at Western.

**Program requirements**
1. Complete at least thirty semester hours, selected in consultation with the student’s major adviser. At least twenty of the hours must be in Anthropology. The remainder may be in Anthropology or in related disciplines as determined by the needs of the student.
2. ANTH 601, 602, and 603, or their equivalents, are required.
3. Complete an acceptable Master’s Thesis (6 hrs.)
4. Pass a comprehensive written examination on the field of Anthropology.

### Art
**Adviser:**
Deb Roseboom, Advising Coordinator
Room 1406, Sangren Hall

The Department of Art offers three graduate programs. The Master of Arts in Art is a one-year program for professional artists and art educators. This program with an emphasis on art education requires a minimum of thirty-six credit hours. An emphasis on art practice, requires thirty credit hours. The Master of Fine Arts is a two-year program with sixty credit hours required. The Master of Arts in the Teaching of Art is a thirty credit hour program for art educators. The following are the major areas of concentration in all programs: Ceramics, Graphic Design, Multi-Media, Painting, Photography, Printmaking, Sculpture, and Textile Design.

**Admission requirements for all programs**
1. An undergraduate degree with a major in art or its equivalent.
2. A portfolio of art works or slides must be submitted directly to the graduate Advising Coordinator of the Department of Art. It should include twenty to thirty examples of work in the student's area of concentration and other related areas.
3. A statement indicating the reasons for seeking admission to a graduate program and the specific area of concentration.
4. Three letters of recommendation for admission or a graduate assistantship.
5. A current resume is recommended.

**Master of Arts In Art**
Art Education emphasis, minimum thirty-six credit hours, for students interested in advanced study in art practice and art education, essentially for furthering their skills as public school or junior college teachers. Art Practice emphasis, minimum thirty credit hours, for students interested in advanced study in art practice for professional reasons.

**Program requirements**
1. Twelve hours in one area of concentration.
2. Six hours in advanced art history.
3. Two hours in ART 625, Graduate Seminar.
4. A review of all art work by a graduate committee before the end of the first semester.
5. Two hours in ART 613, Graduating Presentation. This course includes a final exhibition and oral presentation which must be approved by the department committee before the M.A. degree is granted.

**Additional requirements for each emphasis**

- **Art Education emphasis:**
  1. Nine hours in advanced art education courses.
  2. Five additional hours in art practice or approved cognates.
  3. A final paper or thesis.

- **Art Practice emphasis:**
  1. Five additional hours in art or art history.
  2. Three hours in an approved cognate.

**Master of Fine Arts**
The sixty-hour Master of Fine Arts degree is recommended as a terminal degree for practicing artists and for prospective higher education art professors. It is intended for artists who have a clear notion of their artistic purposes and are primarily interested in continuing their personal and artistic development. The Department of Art provides all graduate students with studio space and encourages them to work independently under the advice of one or more faculty members. An extensive schedule of exhibitions and visiting artists is an important part of the graduate program. The Department of Art is a member of the National Association of Schools of Art and Design. The M.F.A. program requirements meet or exceed the recommendations of the College Art Association of America.

**Program requirements**
1. Twenty-four hours in the major area of concentration.
2. Nine hours in art history.
3. Fourteen hours in electives, of which nine must be in Art.

### Additional Programs Leading To The Master's Degree
4. Three hours in ART 610, Advanced Drawing.
5. Two hours in ART 625, Graduate Seminar.
6. Six hours in courses outside the Department of Art.
7. Reviews of all art work by a graduate committee before the end of the first and third semesters.
8. Minimum of one year residence on campus.
9. Two hours in ART 613, Graduate Seminar.

Teaching Of Art, in cooperation with the Department of Education and Professional Development, is specifically designed for the educational needs of public school art teachers and the course content provides advanced study in art and teaching.

Master Of Arts In The Teaching Of Art

The thirty-hour Master of Arts in the Teaching of Art, in cooperation with the Department of Education and Professional Development, is specifically designed for the educational needs of public school art teachers and the course content provides advanced study in art and teaching.

Program requirements
1. Five hours in art credits to include art education.
2. Three hours selected from three courses in the Department of Education and Professional Development.
   a. ED 600, Fundamentals of Measurement and Evaluation in Education
   b. ED 603, Social and Psychological Foundations
   c. ED 604, Psychological Foundations of Education
   d. ED 605, Social Studies Education
3. Six hours of electives in major field of education
4. At least one course in each of the following: Botany, Zoology (or two semesters of general biology), ecology, genetics, and physiology.
5. Two semesters of mathematics, including some calculus.
6. A course in organic chemistry and two semesters of physics.
7. Sections of the Graduate Record Examination.

A limited number of deficiencies in these areas may be completed after the student has been admitted to the program but before approval for candidacy.

Program requirements
Thesis and non-thesis options are available. Both programs are directed by the student's major adviser and Advisory Committee.

1. Thesis Option
   a. At least twenty-four hours of graduate coursework in biochemistry and approved related areas (no more than eight hours outside the Biology Department).
   b. BIOL 700, Master's Thesis (6 hours)
2. Non-Thesis Option
   a. At least thirty hours of graduate coursework in biochemistry and related areas (no more than eight hours outside the Biology Department).
   b. BIOL 710, Independent Research (6 hours)
   c. The student shall satisfy the Advisory Committee of his or her ability to gather, analyze, interpret, and present research data.

Biological Sciences

Adviser: Gyuila Fiscor, Room 5060, McCracken Hall

The Master of Science in Biological Sciences is designed to develop the ability of the student to carry out research projects, including their design, application, and analysis. This experience is supported by substantive coursework. This degree may serve as a foundation for continued graduate work or may lead to positions in a variety of occupations in industry, health services, and teaching. The major areas of training are in Genetics, Immunology, Microbiology, Morphology, and Physiology.

Admission requirements
1. A bachelor's degree from an accredited college or university.
2. Admission to The Graduate College.
3. Application to the Department (request application forms).
4. Course prerequisites:
   a. Appropriate courses in biology.
   b. Chemistry through organic chemistry.
   c. Two courses in physics.
   d. Two courses in mathematics, one of which is calculus, but excluding college algebra.
   e. Fulfillment of WMU's computer literacy requirement or equivalent.

Admission to the program is determined by the Graduate Research Committee based on departmental resources and the following criteria:
1. A completed application to the Department, including three letters of recommendation.
2. GPA of 2.8 in Sciences and Mathematics.
3. A combined score of 1,000 on the Verbal and Quantitative sections of the Graduate Record Examination.
4. Availability of a major professor in the applicant's area of interest.

Program requirements
Thesis and non-thesis options are available. Both programs are directed by the student's Major Adviser and Advisory Committee.

1. Thesis Option
   a. Shall complete a minimum of 30 hours of graduate credit, including 6 hours of thesis credit (BIO/BMD 700, Master's Thesis).
   b. Shall pass a comprehensive oral examination covering topics related to the student's course work and research project.
   c. Shall prepare a thesis and defend it before the student's Advisory Committee.
2. Non-Thesis Option
   a. Shall complete a minimum of 33 hours of graduate credit, including 6 credit hours of BMED 710 or BMED 711 as an additional research experience or tool.
   b. Shall pass a comprehensive oral examination covering topics related to the student's course work and research project.
   c. Shall prepare a manuscript suitable for publication in a refereed journal. Suitability for publication will be determined by the student's Advisory Committee.
   d. Present a department seminar on the research.

Biostatistics
Adviser: Michael R. Stoline
Room 3319, Everett Tower

The objective of this program is to prepare students for professional careers in biostatistics, primarily in pharmaceutical-related industries and in medical or health-related research facilities. This program is administered through the Department of Mathematics and Statistics, with the assistance of faculty in the Department of Biology and Biomedical Sciences. The program requirements contain an equivalent of thirty-one credit hours of graduate work, including a five credit hour internship experience.

Admission requirements
For admission to this program a student should have completed successfully an undergraduate program with a major in mathematics or statistics, or the equivalent. Most specifically the undergraduate program should have included the following (numbers refer to WMU courses that would be acceptable):
1. Biology or Biomedical Sciences.
   a. Courses in at least three of the following four areas—ecology (Biol 301), genetics ( BMED 250 or Biol 332), physiology (BMED 350 or Biol 317 or Biol 527), microbiology (Biol 312), or sufficient undergraduate course work so that three 500-level biology courses and three 500-level biomedical sciences courses can be taken in the graduate program.
   b. Mathematics and Computer Science: Multivariate calculus (MATH 279), differential equations (MATH 274), elementary linear algebra (MATH 230).
probability (MATH 460 or MATH 560), intro. FORTRAN programming (CS 306).
3. Chemistry: Organic chemistry (CHEM 360 or 365), biochemistry (CHEM 450).

Admission procedures
1. Applications for Admission to the program for the Fall Semester must be received by the preceding March 1.
2. The Biostatistics Admission Committee will admit candidates to the program based on the following criteria:
   a. Strength and breadth of the undergraduate course work, and
   b. availability of internships. (Admission to the program is limited by the number of internship opportunities available.)
3. A promising student may be admitted to the program with deficiencies in the Admission Requirements and be required to complete this work as extra program requirements.
4. Students are urged to submit scores received on the Graduate Record Exam (GRE).

Program requirements
1. Statistics Component (14 credit hours): MATH 562 (Statistical Analysis), MATH 660 (Statistical Inference I), MATH 662 (Applied Linear Models), MATH 664 (Design of Experiments I).
2. Computer Science Component (3 credit hours): CS 506 (Scientific Programming).
3. Biology or Biomedical Science Component (6 credit hours): Two approved 500-level biomedical science courses. These courses are chosen to fit a student's individual interest.
4. Elective Component (3 credit hours): an approved 500-level biomedical science course(s).
5. Internship Component (5 credit hours): A professional field experience internship with a health-related industry. (Normally this is taken as MATH 712.)
6. Final Examination: Before beginning the internship each intern must have successfully passed a written comprehensive examination covering the material of MATH 562, 660, and 662.
7. Final Report: At the completion of the internship, each candidate must submit a final report on the internship project.

Financial Assistance
The Department of Mathematics and Statistics offers opportunities for financial support of graduate students through Graduate Assistantships and Fellowships. During the internship phase of the Biostatistics program students normally receive a stipend contributed by the sponsoring agency. Individuals desiring further information about financial support, or about the general programs related to mathematics as a whole, should contact the Department (Room 3319, Everett Tower).

Blind Rehabilitation
Western Michigan University, in cooperation with the Special Education and Rehabilitation Services Department of Education, offers two graduate programs in challenging careers in the emerging field of Blind Rehabilitation. All applicants must have completed their bachelor's degree at an accredited college or university.

All Orientation and Mobility students must possess the ability to monitor consistently the environment and the persons whom they are teaching to ensure their safety. Adequate distance is required so that the monitoring does not influence the interaction of the learner with the public or the physical environment.

Students are admitted into the programs at the beginning of the Fall, Winter, and Spring sessions.

Orientation and Mobility
Adviser: Marvin Wessells, Room 3410, Sangren Hall

An orientation and mobility instructor teaches visually impaired children and adults the conceptual and physical processes involved in moving independently, safely, and efficiently in their homes and communities. The instructor is employed by public or private schools and agencies.

The professional preparation for the orientation and mobility specialist requires twelve months of study, which includes academic work, simulated experiences, and practice. The equivalent of two semesters is spent in residence on campus, and the third semester is spent off-campus in a supervised clinical experience. If a student so chooses, an additional semester’s work may be elected to complete a specialized concentration in either Transition, Low Vision, or Gerontology.

Rehabilitation Teaching
Adviser: Susan Ponchillia, Room 3403, Sangren Hall

The rehabilitation teacher offers individualized instruction to blind and visually impaired persons in the following skills of independent living: communications, personal management, home management, minor household repairs, and leisure time activities. The rehabilitation teacher is employed in public or private agencies.

The professional preparation for the rehabilitation teacher requires twelve months of study, which includes academic work, simulated experiences, and practice. The equivalent of two semesters is spent in residence on campus, and the third semester is spent off-campus in a supervised clinical experience. If a student so chooses, an additional semester’s work may be elected to complete a specialized concentration in either Transition, Low Vision, or Gerontology.

Business
Darrell G. Jones, Dean
Pamela S. Rooney, Assistant Dean
Michele M. Moe, Admissions Officer
Room 250, North Hall

The degree programs leading to the Master of Business Administration, the Master of Science in Accountancy, and the Master of Science in Business are offered within the framework of the objectives of the College of Business which are to excel in instruction, research, and the provision of service to western Michigan.

The undergraduate and master's business programs offered by the College of Business, Western Michigan University, are accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Master of Business Administration
This professional degree program leading to the Master of Business Administration is designed to prepare graduates to function effectively in administrative positions. This preparation emphasizes the development of the student’s ability to make and execute decisions. The program of study is designed to provide the student with skills and knowledge in the areas of critical analysis, business operations, changing environments, professional development, and specialized programs.

Students are challenged to develop the judgment, discriminating capacity, knowledge, and understanding which will be effective in administrative and other leadership roles. Under the guidance of the graduate staff of the College of Business, personal programming for the participant is provided.

Admission requirements
MBA applicants must submit scores for the Graduate Management Admission Test (GMAT) prior to consideration for admission to the program. The Graduate College’s English Qualifying Examination is required for all graduate students in the College of Business before admission to the program will be completed.

Students admitted on a Permission to Take Classes (PTC) status are not allowed to enroll in graduate business courses.

Program requirements
The MBA degree program requires, in addition to the prerequisites, a minimum of thirty-three hours of coursework, or twenty-seven hours and a Master’s Thesis (6 hrs.) in a program approved by the student’s graduate adviser. A minimum of thirty hours must be taken in 600 or higher level courses.

The program consists of prerequisites, MBA core courses, and an area of concentration. A 3.0 overall graduate point average is required for graduation. A 3.0 average is also required for all courses required for the MBA degree.

1. Prerequisites: In order to provide students with the background of the common body of knowledge in business and administration required by the American Assembly of Collegiate Schools of Business, study in the areas of Accountancy, Economics, Finance, Business Information Systems, Law, Management, Marketing, and Statistics is required. This requirement may be satisfied by waiver (in case of prior completion of appropriate undergraduate courses, the WMU BBA core courses, or the equivalent), by examination, or by taking Introduction to Information Processing 102; Principles of Accounting 210, 211; Principles of Economics 201, 202, Business Finance 350, Legal Environment 340, Management Fundamentals 300, Marketing 370, and Statistics 200. A minimum grade of "C" is required in all prerequisites.

students with undergraduate majors/minors in Business Administration areas will be advised about proper upper-level discipline substitutes for core courses with the prior approval of their area advisers.

3. MBA Concentration: An area of concentration may be selected from Economics, Finance, General Business, Management, Marketing, or Paper Science. Usually this concentration consists of three to five courses in an area (in addition to the MBA core). However, at least fifteen hours of credit must be taken outside the area of concentration.

Master of Science in Accountancy

Advisers:
Gale E. Newell, Fred W. Schaeberle, John D. Sheppard, William R. Welke
Room 150, East Hall

The Master of Science in Accountancy is a thirty-hour graduate program of which at least fifteen hours are in accounting. The program prepares the student for professional careers in industry, commerce, finance, government, and public accounting. The degree meets the Michigan educational experience requirement to sit for the uniform examination for Certified Public Accountant (C.P.A.).

Knowledge and understanding of the theory, literature, controversial concepts, and professional practice of accounting are developed. The student's understanding of the relationship of accounting to other fields in business and to other disciplines is also stressed. Course work will be selected from the areas of Financial Accounting, Cost and Managerial Accounting, Auditing, Taxation, Not-for-Profit, Systems, and Accounting Theory.

Admission requirements

Admission to the program is obtained through the Admissions Committee of the Department of Accountancy. The following criteria are used in the evaluation of applications. The applicant must have attained a satisfactory score on the English Qualifying Examination. The applicant must have an undergraduate degree and an acceptable academic record as evidenced by official transcripts from all colleges and universities attended. Attention is given to overall grade averages, especially to grade trends and areas of scholastic strength.

The applicant must have received a satisfactory score on the Graduate Management Admission Test (GMAT). Prerequisites:

Undergraduate prerequisites are Principles of Accounting, Income Tax Accounting, Management, Marketing, Statistics, Finance, Business Law, and a course in Computer Usage.

Program requirements

Each individual program must include twenty-one graduate credits earned in courses numbered 600 and above and must have prior approval of a department adviser. In addition to the Accountancy major requirement, the student must elect a minimum of six graduate hours outside the Department of Accountancy.

Master of Science in Business

The Master of Science program permits the student to specialize in a specific area of business such as Administrative Systems, Finance, Management, or Marketing. The program is designed specifically to permit exceptional students to work on individualized programs, generally in preparation for further academic studies. It is a departmental program, and specific admissions and course requirements are determined by the department.

Admission requirements

Applicants must submit scores for the Graduate Management Admission Test (GMAT) prior to consideration for admission to the program. Successfully complete the English Qualifying Examination prior to admission to the program, and also meet undergraduate point-hour requirements specified by the departments, which may be higher than the Graduate College's minimum requirements.

Students admitted to the University on a Permission to Take Classes (PTG) status are not allowed to enroll in graduate business courses.

Program requirements

1. Prerequisites: These include coursework or the equivalent in Accounting, Economics, Finance, Law, Management, Marketing, and Statistics. Additional prerequisites may be specified by the department depending on the particular program (e.g., preparation in mathematics, behavioral sciences, computer programming, etc.).

2. A departmental concentration of a minimum of twenty-one semester hours, including the satisfactory completion of a research methodology course, and a Master's Thesis (6 hrs.) or a major research project assigned by the department.

3. A 3.0 overall graduate grade point average is required for graduation. A 3.0 average is also required for all courses required for the MSB program.

Chemistry

Adviser:
Lin Foote, Room 5180, McCracken Hall

The Master of Arts in Chemistry is planned to provide a broad background in the various fields of chemistry with concentration in one. Entrance requirements include admission to The Graduate College and the passing of entrance examinations covering the fields of Analytical, Organic, and Physical Chemistry. The entrance examinations are scheduled during the week preceding each semester or session. New students, unless entering with an acknowledged deficiency, are required to take all three examinations before they start classes. Students who fail an entrance examination must repeat it when next regularly scheduled and normally are required to attend the corresponding undergraduate course, if available. Enrollment in a 600-level Chemistry course is not permitted unless the appropriate entrance examination has been passed.

The student is required to elect twenty hours in the field of Chemistry, including the Master's Thesis. The Chemistry hours may be more than twenty depending on the student's background. The remaining hours up to at least thirty hours may be in a related field or fields. The course sequence will include (if not previously elected):

1. CHEM 501, Chemical Communications.
2. CHEM 505, Chemical Literature.
3. CHEM 550, Chemical Laboratory Safety.
4. CHEM 520, Instrumental Methods in Chemistry.
5. CHEM 510, Inorganic Chemistry or CHEM 550, Biochemistry I, or CHEM 552, Biochemistry I with Laboratory.
6. CHEM 601, Graduate Seminar. (Attendance required every semester.)

Three 600-level courses from three different divisions (Analytical, Biochemistry, Inorganic, Organic, and Physical), including one course in the division of the Master's Thesis.

7. CHEM 700, Master's Thesis (6 hrs.)

The requirement for any of the above 500-level courses is waived if the student has taken a corresponding course as an undergraduate.

The student is required to pass a final oral examination administered by the student's graduate committee. The student is also required, as part of the graduate training in chemistry, to attend departmental seminars, colloquia, and symposia, and to participate in research within the department.

Communication Arts

And Sciences

Director, Graduate Program:
Shirley A. Van Hoeven, 312 Sproul Tower

Master of Arts in Communication Arts And Sciences

The Master of Arts in Communication Arts and Sciences has two options: Option A—General Communication, and Option B—Organizational Communication. The Option in General Communication provides for a highly flexible program designed to fit a wide variety of student needs in several areas of communication. The more specialized option in Organizational Communication is designed for those students whose vocational interests involve using communication in an organizational setting. Individual programs are designed in consultation with the graduate adviser based on a student's needs, interests, and vocational objectives.

Admission requirements

The primary criteria for admission are based upon answers to the following questions: Does the applicant have a clear understanding of his/her educational objectives? Will the graduate curriculum and staff provide a satisfactory educational experience for him/her? Undergraduate records, letters of recommendation, evidence of academic interest and ability, and a personal interview—when possible—are requested of each applicant. Undergraduate work in communication, speech, or allied disciplines is expected of all applicants. Academic deficiencies or reservations may be determined at the time of application.

OPTION A—GENERAL COMMUNICATION

The general degree option in Communication Arts and Sciences will be of interest to students desiring a terminal program or...
those contemplating post-graduate study. Students currently may choose to pursue interests in one or more of the following areas: communication education, mass communication theory, communication theory, interpersonal communication, and organizational communication.

Program requirements

1. A minimum of thirty semester hours must be completed in Communication and cognate course work. Selection is to be made in consultation with the graduate adviser.
   2. Each semester the student is enrolled, he/she must consult with the graduate adviser.
   3. A Master’s Thesis (6 hrs.) is optional.

**OPTION A—COMMUNICATION**

The Communication option is designed for individuals desiring a firm understanding of the communication process in organizations, the nature of relationships among its members, and a knowledge of preparation and presentation of messages. The program will prepare individuals for positions in public relations and information services, and for such positions as the directors or coordinators of communication in organizations.

This program is also designed for those currently in the field of organizational communication—that is, individuals holding (or expecting to hold) communication positions in organizations which require high levels of communication activity and ability. Training for such positions involves the development of effective communication in functioning organizations as well as dealing with non-routine matters such as: (1) facilitating the flow of ideas and personnel contacts among those individuals and groups concerned with the development of new projects such as action research programs; (2) coordinating diverse members and groups for organizational projects; (3) coordinating efforts to resolve conflicts among individuals and groups within the organization; and (4) implementing and regulating the flow of messages to and from the organization in its relations with other organizations.

Course work combines communication theory and scientific methods in the exploration of how information is exchanged and relationships are developed and maintained in effective organizations.

Program requirements

The option in organizational communication includes thirty hours of academic course work and six hours of an applied research project or internship. The thirty hours consist of a core of recommended courses in Communication Arts and Sciences which focus on specific organizational communication dimensions, selected cognate courses in other departments to provide greater depth and breadth in organizational theory, and additional selected courses in interpersonal, organizational or mass communication, depending on the student’s needs and objectives. The six hour research project or internship will be determined in consultation with the student’s Advisory Committee.

The program requirements are:

1. Completion of thirty-six semester hours of course work chosen in consultation with the student’s Advisory Committee.
2. A recommended core of fifteen hours:
   - CAS 547 Organizational Uses of Radio
   - CAS 549 Public Relations and Organizations (3)
   - CAS 581 Communication in Organizations (3)
   - CAS 681 Group Communication Processes (3)
   - CAS 673 Conflict Management (3)
   - Additional courses in CAS will be selected based on student needs and vocational objectives.
3. A minimum of six hours of cognate course work in organizational theory selected from the following:
   - PSCI 534 Administrative Theory
   - SOC 501 Social Systems Theory and Analysis
   - SOC 575 Industrial Sociology
   - SOC 576 Sociology of School Organizations

Exceptions to these requirements may be made on the basis of professional experience and the needs of the individual student.

**Computer Science**

Advisers: Elise deDoncker-Kapenga, Dionyssios Kountanis, Dalia Motzkin, Iyad Natour, Kenneth Williams

The Master of Science in Computer Science is primarily a professional program that emphasizes computer software development. It is designed to prepare students for computer organization and systems development positions in industrial corporations, government service, or computer services companies. Graduates will also be well prepared to teach computer courses in two-year colleges or to undertake more advanced training in Computer Science.

Students with a strong undergraduate background in Computer Science and Mathematics may be able to complete the program in sixteen months, but most students will probably require a longer period of time.

Admission requirements

Candidates for admission to this curriculum must have satisfactorily completed an undergraduate program containing courses in both Mathematics and Computer Science.

The Mathematics courses should include a calculus sequence, a course in abstract algebra, and one in discrete structures. Students without this background will be asked to complete appropriate course work, such as MATH 122, 123, 230, and 310 as admission requirements. Candidates should have Computer Science course work including a thorough knowledge of a computer assembly language, computer organization, data structures, file structures, and structured programming. Students without this background are expected to complete course work which will be approximately equivalent of an undergraduate Computer Science minor.

Applicants are urged to submit Graduate Record Examination aptitude scores and TOEFL scores, if appropriate.

Students entering the M.S. program who are not familiar with the Western’s computing facilities should attend the non-credit workshops on system Monitor Commands and editing languages offered early each semester by the WMU Academic Computer Center.

Program requirements

Each student must complete an approved program consisting of at least 33 hours of graduate work including the following:

1. Two approved courses from CS 632, 643, 653, 655, and 681.
2. Two approved courses from CS 632, 643, 653, 655, and 681.
3. Additional approved electives from CS 527, 581, 603, 643, 655, 680, 681, 682, 691, 710, 712; MATH 580, 587, 640, PHIL 520, or MGMT 564. Students who, with the approval of their adviser, elect the Thesis option will register for 6 credits of work in CS 700.

A final examination covering the basic courses of the student’s program is required of all students who do not elect the Thesis option.

Prospective students should realize that the general requirements for a Master’s degree include the attainment of a satisfactory score on the English Qualifying Examination.

Every graduate of this program, in addition to receiving a strong theoretical grounding, should also be a competent programmer and have practical experience in computer consultation and computer systems.

There are a variety of channels available for financial support of graduate students. Graduate Fellowships are available through the Graduate College. A number of Teaching Assistantships and Research Assistantships are provided through the Computer Science Department. Certain other academic departments, particularly the Department of Mathematics and Statistics, provide Assistantships to Computer Science students. In addition, many students are engaged in part-time employment with private businesses, educational institutions, or other areas of WMU. Individuals desiring further information on Fellowships or Assistantships should contact the Department Chairperson or a Program Adviser.
Counselor Education And Counseling Psychology

Advisers:
Beverly Belson, Robert L. Betz, Kenneth Bullmer, William A. Carlson, John S. Geisler, Alan J. Hovestadt, Gilbert E. Mazer, Joseph R. Morris, Robert M. Oswald, Edward L. Trembley, Thelma M. Urbick. The Department office is located in Room 3109, Sangren Hall.

The Master of Arts programs in Counselor Education and Counseling Psychology are offered in three areas of concentration with seven options:

1. Community Agency Counseling
   a. Counseling in Community Agency Settings
   b. Counseling in Clinical Mental Health Settings
2. Pupil Personnel Services, K-12
   a. Counseling in Elementary Education
   b. Counseling in Secondary Education
   c. Career Development Specialist
3. Student Personnel Services, Post Secondary Education
   a. Administration of Student Personnel Services
   b. Counseling in Post-Secondary Education

These master's programs are designed to prepare individuals for entry level positions in counseling, psychological, personnel services in a variety of educational and non-educational settings. All programs require a minimum of forty-eight semester hours of course work. The program of study for each of the seven options includes six, three semester hour, core courses. Listings of course requirements for the program options are available from the Department office.

Students are expected to work with advisers in order to be informed of policies, course offerings, prerequisites, and applications required for designated courses. A student's performance and progress will be evaluated throughout the program. This process includes "check points," such as candidacy, assignment of a grade below "B" in any course, and final evaluation prior to graduation.

The Counseling in Community Agency option provides great flexibility in designing a course of studies to meet the interests and needs of the student. In addition to theory and practice courses, students must, with the approval of an adviser, select courses for a special area of concentration related to counseling. Selection may be made from, but not limited to, such areas as gerontology, criminal justice, alcohol and drug abuse, marriage and family, and holistic health care.

The Counseling in Clinical Mental Health option provides, beyond the departmental required core coursework, a focus on psychopathology, psychological assessment, counseling and psychotherapy theories and practices and advanced practicum experiences. This option is selected by students seeking limited licensure as a psychologist in the State of Michigan.

Programs in Counseling in Elementary Education, Counseling in Secondary Education, and Career Development incorporate courses emphasizing counseling theory and practice, and advanced practicum experiences. In addition, students desiring school counselor certification will elect courses related to the administration of pupil personnel services in elementary and/or secondary schools.

Adviser:
Claude S. Phillips, Room 3007, Friedmann Hall

The program Counseling in Post-Secondary Education accords college student development, individual and group counseling, personality, psychopathology, ethics, testing, counseling, and student service delivery systems in higher education.

Admission to a Master of Arts program in the Department is based upon undergraduate grade point average, educational background, and counseling and/or related professional experience. Prior to consideration by the M.A. Admissions Committee, applicants are required to complete and return a questionnaire, including, among other things, the program option desired, interviews, letters of recommendation, test scores, and other material may be required. Upon admission, each student is assigned an adviser who will assist in preparing the Program of Study for submission to The Graduate College. It is recommended that the program of study, which also serves as the application for candidacy, be completed during the first semester or session of enrollment.

The Counseling in Community Agency Counseling program requires, of graduates of U.S. universities, a 3.0 average (on a 4.0 scale) in the social sciences. Graduates of foreign universities must show an overall grade level of "very good" and demonstrate English proficiency.

Program requirements
The Master of Development Administration requires forty-two (42) semester hours of study. Full-time students will ordinarily take sixteen (16) to twenty (20) calendar months to complete the program. The basic requirements are as follows:

1. Prerequisites (non-credit): The following courses or their equivalents: PSCI 200, National Government, PSCI 330, Introduction to Public Administration, and ECON 201 or 202, Principles of Economics.

2. Core requirements: The core consists of thirty-three (33) hours of required courses. Students are required to take a total of eleven (11) courses. These are selected so as to provide (a) course work in administrative theory, personnel management and budgeting; (b) comparative public administration, (c) research methods and statistics, (d) skills in computer usage, supervision and office management; and (e) a research paper. Substitutions may be allowed under exceptional circumstances by the Graduate Adviser.

3. Electives: Nine (9) hours that concentrate on some topic of relevance to public administration in developing areas will be selected by the student with the approval of the Graduate Adviser.

Earth Science

Advisers: Richard N. Passero, Room 1125, Rood Hall
W. Thomas Straw
Room 1129, Rood Hall

The Master of Science degree program in Earth Science is interdisciplinary with geology as a core. Two options are available.

Earth Science Teaching

The Master of Science in Earth Science (Teaching) is designed to provide students with a foundation in the fields of astronomy, geology, meteorology, and oceanography. Graduates of the program are employed in teaching in secondary schools and junior colleges.

Admission requirements
Students should have completed an undergraduate major in earth science or its equivalent and one semester each of college chemistry and physics. Graduates of undergraduate preparation must be completed before admission to candidacy (see general degree requirements). Students planning to teach in secondary schools should complete certification requirements.

Program requirements
A minimum of thirty hours is required for the degree, including:

1. Marine Geology, Studies in Climatology and Meteorology, and Astronomy, as available.

2. All students are expected to attend Departmental seminars and are required to give one presentation in residence. Students may enroll in GEOL 660 for seminar presentations.
3. Complete a general exploratory examination in earth science covering astronomy, oceanography, meteorology, and geology at the beginning of the first semester in residence.
4. Optional election of GEOL 700 (Thesis) or GEOL 710 (Independent Research).
5. Electives in earth science or related disciplines with consent of graduate adviser.
6. Oral defense of the thesis or independent research will substitute for the comprehensive exam.

Earth Science
The Master of Science in Earth Science permits students to design programs of study, in consultation with the program adviser, that are compatible with the individual’s goals. The program may be adapted for students with backgrounds in biology, geography, agriculture, geology, junior college science education, journalism, landscape architecture, anthropology, and physics. Some remedial work may be necessary for students entering the program with a minimal background. Courses for the program will be drawn from geology, geography, biology, anthropology, economics, political science, communication arts and science, chemistry, physics, agriculture, and others.

Program requirements
1. A minimum of thirty-five hours is required for the degree.
2. A core of eighteen semester hours in geology is required, including GEOL 539 (or equivalent).
3. May include satisfactory completion of four hours of GEOL 710 (Independent Research) or three hours of GEOL 712 (Field Experience), or both, but not to exceed seven hours.
4. Pass a comprehensive oral examination. If the first attempt at the oral exam is not considered satisfactory, then a second oral exam or a written exam will be required.

Economics
Adviser: Werner Sichel
Room 5075, Friedmann Hall

The Master of Arts in Economics is designed to provide students with a strong foundation in economic analysis combined with the ability to apply theory to contemporary problems. Graduates of the program are employed in industry, government, and teaching. Some graduates continue their formal training in economics, pursuing the Ph.D. degree at another university; two tracks for the M.A. program are offered: an Applied Economics track and a Traditional/Research track.

The Applied Economics track is designed for those who expect to pursue a career in business or government and prefer a course of study leading to a terminal degree that emphasizes the applications of economics to the problems of these areas. The program may include a professional internship with a local firm or non-profit institution. The degree is awarded on the basis of the satisfactory completion of thirty-three hours in a planned program made in consultation with a graduate adviser. The required classes are introduction to Mathematical Economics, 504; Econometrics, 509; Applied Economics for Management, 600; Applied Economics, 602; Advanced Price Theory, 603; National Income Analysis, 662; Professional Field Experience, 712.

The Traditional/Research track is for those who have the objective of further graduate study at another institution leading to a doctorate, or who desire a strong theoretical/research orientation leading to research-oriented business or government jobs. The degree is awarded on the basis of satisfactory completion of either thirty hours including the master’s thesis (6 hours) or thirty-three hours in a planned program made in consultation with a graduate adviser. The required classes are Advanced Price Theory, 603; National Income Analysis, 662. Students may concentrate in any of the following fields: economic theory, banking and monetary theory, industrial organization and public policy, labor and industrial relations, international economics, economic development, public finance, econometrics and mathematical economics, managerial economics, and human resources.

Admission requirements
1. Satisfactory completion of a minimum of twelve undergraduate hours in economics or in equivalents approved by the graduate adviser.
2. Satisfactory completion of intermediate level courses in microeconomic and macroeconomic theory. Students not meeting this requirement will be admitted with reservation and be required to complete satisfactorily ECON 303 and 306.

Program requirements for the Traditional/Research track:
1. The satisfactory completion of either thirty hours including the Master’s Thesis (6 hrs.) or thirty-three hours, if additional courses are submitted in lieu of the thesis, in a planned program made in consultation with the graduate adviser.
2. At least an overall “B” average in the Economics courses that the student takes in an adviser-approved program of study.
3. ECON 603, Advanced Price Theory, and ECON 662, National Income Analysis, are required.
4. Pass written and oral comprehensive examination.

Program requirements for the Applied Economics track:
1. The satisfactory completion of thirty-three hours in a planned program made in consultation with the graduate adviser.
2. At least an overall “B” average in the Economics courses that the student takes in an adviser-approved program of study.
3. ECON 504, Introduction to Mathematical Economics; ECON 509, Econometrics; ECON 600, Applied Economics for Management; ECON 602, Applied Economics; ECON 603, Advanced Price Theory; ECON 662, National Income Analysis, and ECON 712, Field Experience, are required.
4. Pass written and oral comprehensive examination.

Education
The College of Education offers Master of Arts degree programs in Counselor Education and Counseling Psychology, Early Childhood Education, Education Leadership, Physical Education, Reading, Special Education, and several Curricula in Teaching, including Teaching in the Elementary School, Teaching in the Middle or Junior High School, and Teaching in the Community College. Descriptions of these programs can be found elsewhere in this section of the Bulletin.

Several of these programs, including Teaching in the Community College and five of the Curricula in Teaching, are offered by the Department of Education and Professional Development in cooperation with departments in the College of Arts and Sciences and the College of Fine Arts.

The curricula are planned to provide preparation for students who are interested in teaching, counseling, administration, and certain specialized positions in elementary and secondary schools, institutions of post secondary education, community agencies, and related human service systems. With the exceptions noted below, students applying for candidacy in the programs within the College of Education are expected to have completed a minimum of fifteen hours of undergraduate work in professional education. In some instances, students may present equivalent preparation which meets the minimum requirements for Michigan teacher certification, when such preparation is approved by the College of Education.

The exceptions are:
1. The fifteen hours of undergraduate preparation in professional education are not required of those interested in leadership positions in higher education and those who enter selected programs offered by the Department of Educational Leadership.
2. The fifteen hours of undergraduate preparation in professional education are not required in programs offered by the Department of Counselor Education and Counseling Psychology.

Education And Professional Development
Office of Admissions, Advisement, and Field Placement
Advisers: Dr. Jessamine Williams, Director Ms. Diane Pelc, Certification Officer
Room 2504 Sangren Hall

Those seeking information on graduate programs within the College of Education may seek assistance in the Office of Admission, Advisement, and Field Placement. Advisers will make referrals to other advisers or advising facilities when appropriate. Students with a bachelor's degree seeking certification are required to be counseled by the certification officer.
Early Childhood Education

Advisers: Dorothy Biadt, Mary Cain, Rachel Inselberg

The master’s degree program prepares professionals to work in early childhood education, parent education, and other programs involving the nurture and welfare of infants and young children from birth to nine years. The program includes academic qualifications for a ZA (Early Childhood) Endorsement on the Continuing Certificate. Individualized programs help to prepare candidates for their personal career goals in public schools or in a variety of other settings.

Admission requirements
1. Make application directly to the early childhood faculty of the Department, as well as to The Graduate College. (Application forms are provided upon inquiry to Dr. Cain, 2430 Sangren Hall.)
2. Arrange and hold a personal interview with an early childhood faculty member. Students are not admitted to begin the program until the summer. Candidates wishing to begin their programs prior to the summer workshop may do so, providing their courses are approved by an early childhood adviser.
3. a) Hold an Elementary Teaching Certificate, or present evidence that an applicant program for the certificate will be completed.
   OR
   b) Present an acceptable rationale for securing the degree without the certificate, and agree to compensate if necessary for deficiencies as part of the candidate’s individual program.

Program requirements
1. Each candidate’s program will include a core of courses (ED 600, 607, 608, and 609), to be taken with the candidate’s entering group, and to provide common understandings regarding the growth and nurture of young children and the effects of public policy on young children’s lives. For some candidates, experiences in program administration and evaluation will also be expected.
2. Each candidate’s program beyond the core will be individually designed in consultation with an adviser to provide courses, independent and research studies, and field experiences pointing toward the candidate’s individual career goals. Flexibility is stressed in order to meet a variety of interests and objectives.

Reading
Advisers: Jim Burns, Joe Chapel, Ron Crowell, Ted Kilty, Bruce Lloyd. The Reading Center and Clinic is located in Room 3514 Sangren Hall.

Graduate programs in reading at Western Michigan University prepare educators for advanced positions in education. The program provides a Master of Arts in Reading with a concentration in one of three types of preparation:

- Elementary—designed to assist the elementary classroom teacher to improve reading instruction for the classroom or to serve as an elementary school reading teacher.
- Secondary—designed for secondary teachers, college instructors, and/or teachers of adults. The focus is to assist in the improvement of the reading abilities of secondary- and college-age readers.
- Special Services—designed to help the prospective special reading teacher improve the reading achievement of students at all grade levels. The Special Services concentration particularly emphasizes diagnostic and therapeutic work.

Admission requirements
In addition to meeting the regular admission standards of The Graduate College, students wishing to qualify for entrance into the master’s program in reading must have completed at least one undergraduate course in the teaching of reading. Those desiring to teach in the field must have or seek appropriate elementary or secondary certification through College of Education programs.

Program requirements
Thirty-six hours of graduate work are required as a minimum for graduation. These may be selected from the following:

1. Nine hours selected from the following courses in the education core:
   a. ED 601, Fundamentals of Educational Research or ED 600, Fundamentals of Measurement and Evaluation in Education
   b. ED 602, School Curriculum
   c. ED 603, Social and Philosophical Foundations of Education
   d. ED 604, Psychological Foundations of Education
2. The Reading Concentration—Twenty-one hours
   Twenty-one hours in reading, fifteen to eighteen of which must be in the candidate’s selected concentration: elementary, secondary, or special services. Three to six hours may be selected from the various reading electives. All courses must be approved by the candidate’s program adviser.
3. Related cognates—Six hours selected from courses outside the College of Education which have been approved by the adviser.

Teaching In The Elementary School
Advisers: Mary Cordier, Richard Harring, George Miller, Jess Walker
Room 2112, Sangren Hall

The Master of Arts in Teaching in the Elementary School is intended to prepare teachers for superior classroom performance. The program will provide opportunities for candidates to explore their roles as teachers in a rapidly changing society and to continue to develop their skills in working with elementary school children. The program affords great flexibility and can be individualized, with the aid and consent of the candidate’s adviser, to fit the needs and professional goals of each candidate. The degree requires a minimum of 30 graduate hours.

Admission requirements
1. Regular admission in The Graduate College.
2. Michigan Teaching Certificate or equivalent.
3. A maximum of nine graduate credits taken before admission may be included in the master’s degree program with the consent of the adviser, except that MATH 651 may not be included in the nine credits.

Program requirements
1. Nine hours selected from the following four courses:
   b. ED 602, School Curriculum
   c. ED 603, Social and Philosophical Foundations of Education
   d. ED 604, Psychological Foundations of Education
2. Electives, as necessary, to bring the total program credits to a minimum of thirty semester hours.

Teaching In The Middle Or Junior High School
Adviser: Phillip T. Larsen, Room B302, Ellsworth Hall

The thirty-hour Master of Arts in Teaching in the Middle or Junior High School is designed for teachers who teach (or plan to teach) in grades 5 through 9. The program core of required courses focuses on adolescent
Educational Leadership

Advisers:
- Edgar A. Kelley, Chairperson; Robert O. Brinkerhoff, Mary Anne Bunda, David Cowden, Kenneth Dickie, James R. Sanders, Lawrence B. Schlick, Carol F. Sheffer, Udis Smidchens, Daniel L. Stufflebeam, Charles C. Warfield.
- The Department office is located in Room 3312, Sangren Hall.

The Master of Arts is awarded in curricula designed to prepare persons for a teaching career in three areas of concentration and specialization: (1) K-12 school administration, (2) human resource development, and (3) measurement, research, and evaluation. In addition, individualized programs may be designed. Those seeking information about admission requirements and program requirements may contact the Department Office for further information.

Students who plan to apply for admission to a master's degree program are advised to consider requirements which are applicable to (a) advanced degree programs and (b) professional licensing or certification, e.g., for roles in K-12 school administration. For some career options the master's degree is an initial preparation, and students will need to plan for advanced graduate studies after completion of the master's degree.

Students seeking admission should apply to The Graduate College. When The Graduate College has acted upon an application for admission, the application is forwarded to the Department. The Department, in turn, may ask the student to provide additional information needed for an admissions decision (e.g., the intended area of concentration or specialization and preferences, if any, for adviser assignment). After the information requested from the student is received, an admissions decision will be made.

Students who plan to seek admission, but who have not yet been admitted, should consult with the Department Chairperson before enrolling in courses. Students who have not been admitted should note that completion of courses prior to admission is not a guarantee of admission. For this reason, persons planning to seek admission to a master's degree program are advised to consult with the Department Chairperson to plan for advanced graduate studies after completion of the master's degree.

Teaching of Art

Adviser: Deb Roseboom
Prerequisite: Minor in English

Teaching of Geography

Adviser: Joseph Stotman, George Vuich
Prerequisite: None

Teaching of Music

Adviser: Mel Ivey
Prerequisite: Major in Music

Teaching of Vocational Education

Adviser: Jack Humbert, Charles Fisher, Sue S. Coates
Prerequisite: Major in Home Economics

Master Of Arts In English

The Master of Arts in English provides advanced study of literary history, literary theory, and other literary concerns. A student desiring to enter the program should consult with the Department Chairperson in turn, may ask the student to provide additional information needed for an admissions decision (e.g., the intended area of concentration or specialization and preferences, if any, for adviser assignment). After the information requested from the student is received, an admissions decision will be made.

Students who plan to seek admission, but who have not yet been admitted, should consult with the Department Chairperson before enrolling in courses. Students who have not been admitted should note that completion of courses prior to admission is not a guarantee of admission. For this reason, persons planning to seek admission to a master's degree program are advised to consult with the Department Chairperson to plan for advanced graduate studies after completion of the master's degree.

Teaching of Art

Adviser: Deb Roseboom
Prerequisite: Minor in English

Teaching of Geography

Adviser: Joseph Stotman, George Vuich
Prerequisite: None

Teaching of Music

Adviser: Mel Ivey
Prerequisite: Major in Music

Teaching of Vocational Education

Adviser: Jack Humbert, Charles Fisher, Sue S. Coates
Prerequisite: Major in Home Economics

Master Of Arts In English

The Master of Arts in English provides advanced study of literary history, literary theory, and other literary concerns. A student desiring to enter the program should consult with the Department Chairperson to plan for advanced graduate studies after completion of the master's degree.
For more detailed information about the Professional Writing program see the pamphlet titled “Graduate Programs Offered by the English Department at Western Michigan University,” which is available from the Department of English or the English graduate adviser.

Master of Fine Arts In Creative Writing

The Master of Fine Arts in Creative Writing is a 48-hour degree program for students who wish to become professional writers of poetry, fiction, or drama. It qualifies them to teach the craft of writing at the college or university level. A student seeking to enter the program must have had an undergraduate major in English and must present a portfolio of writing in the genre in which he or she expects to specialize.

The program requires that the student take 12-18 hours in writing workshops, ENGL 642, The Nature of Poetry, and/or ENGL 644, Studies in the Novel, 6-8 hours in courses in modern literature, ENGL 699, M.F.A. Project, other courses in English and cognate fields to bring the total to 48 hours. Applicants already holding a Master of Arts in English may expect that some but not all of the credits from that degree will count towards the M.F.A. degree.

For more detailed information about the requirements for the M.F.A. program and for the forms needed to apply for admission to it, write to the department’s graduate adviser.

Geography

Adviser: Charles F. Heller, Room 332, Wood Hall

Master of Arts In Geography

The goals of the geography master’s program are to assist students in acquiring the skills needed for independent geographic research, including organizational and communication skills, and 2) to enable the student to develop a concentration in a particular aspect of the field.

At the same time, each program is individually designed to suit career or personal objectives. Students may prepare for a geographic career in government, business and industry, or for pursuit of a higher degree. A minimum of 30 graduate hours is required.

Admission requirements

Experience indicates that geography majors/minors, or social/biological/physical science majors with some geography normally can meet program requirements. Before the completion of ten graduate hours, all geography graduate students must meet the following requirements:

1. Successful completion (“B” grade or better) or enrollment in Principles of Cartography (GEOG 375) or approved equivalent.
2. The attainment of passing scores on the comprehensive qualifying examinations in physical and human geography.

Program requirements

1. Completion of a minimum of three courses, or 12 hours, in each of the six following areas of concentration:
   a. Community Development and Planning
   b. Economic and Urban Geography
   c. Environmental and Resource Analysis
   d. Physical Geography
   e. Geographic Techniques
   f. A Regional Concentration: Africa, Asia, Europe, or Latin America.
2. Completion of 30 hours of approved graduate credits in all concentrations except Community Development and Planning, where 36 hours are required, at least 20 hours to be completed in the Geography Department.
3. Completion of GEOG 661 (Geographic Research), GEOG 567 (Computerized Geodata Handling and Mapping), and GEOG 666 (Professional Development Seminar). GEOG 556a (Urban Planning and Zoning) also is required for the Community Development and Planning concentration.
4. Completion of 6 hours of GEOG 700 (Master's Thesis) or two to six hours of GEOG 710 (Independent Research). In addition, students may enroll in GEOG 712 (Professional Field Experience), and students with the Community Development and Planning concentration must complete a six-hour internship (enrolling in GEOG 712).

Master Of Arts In Teaching Of Geography

Advisors: George Vuichich, Room 322, Wood Hall
Joseph Stoltman, Room 321, Wood Hall
H. Nicholas Hamner, Room 0039, Rood Hall
Ronald B. Chase, Room 0039, Rood Hall

The 30-hour Master of Arts in the Teaching of Geography is designed to improve the classroom teacher’s competencies. There are two major objectives: to provide elementary and secondary teachers with a graduate degree option which combines the content of geography and related disciplines with professional development, and to provide elementary and secondary teachers with the skills and knowledge necessary for providing educationally sound learning experiences for their students.

Admission requirements

There are no prerequisites for entry into the program. The prospective candidate should examine state teacher certification requirements if those have not been fulfilled in an undergraduate program. Prospective candidates are requested to take two diagnostic exams for advising purposes.

Program requirements

The minimal requirements for the Master of Arts in the Teaching of Geography include the following:

1. At least twelve approved semester hours in geography courses offered for graduate credit.
2. Completion of nine approved semester hours of Education core courses, including either ED 600, Fundamentals of Measurement and Evaluation in Education, or ED 601, Fundamentals of Educational Research.
3. Completion of six hours of electives with consent of the Teaching of Geography advisor.
4. Capstone experience: Each student will culminate the degree program with an internship (GEOG 712) in the Teaching of Geography. In most instances this will be a specifically designed internship in the teacher’s own classroom or school building in which elements of educational research and curriculum development or instructional strategies are employed within an investigative context. Internships for full-time students will be arranged by the Department of Geography.

Geology

Adviser: Ronald B. Chase, Room 0039, Rood Hall

The Master of Science in Geology is designed to prepare the student for professional work in geology and for further graduate study.

Admission requirements

Undergraduate major in geology. Consideration of other preparation will be handled on an individual basis.

Program requirements

1. Thirty semester hours (excluding deficiencies) of graduate credit in Geology and related areas (in other sciences and mathematics), with at least twenty-one hours in Geology. Up to nine hours in related areas may be chosen with the consent of the graduate adviser.

Program requirements include:

Geology-Paleontology, Structural Geology, Petrology-Mineralogy, Environmental and Surficial Geology, Hydrogeology, and Geophysics.

2. All students are expected to attend Departmental seminars and are required to give one presentation in residence. Students may enroll for credit in GEOL 660 for seminar presentations.

3. A copy of the Graduate Record Examination score in Geology must be supplied to the department before the end of the first semester in residence.

4. Satisfactory completion of GEOL 700, Master’s Thesis (6 hrs.)

5. Take an exploratory exam at the beginning of the first semester in residence.

6. Successful completion of an approved rock-oriented field course if not completed in the student's undergraduate program.

7. Pass an oral thesis defense examination. In the case of failure, one retake is possible.

History

Adviser: H. Nicholas Hamner, Room 4005, Friedmann Hall

The Master of Arts in History is designed to amplify and augment the training of students who completed concentrations in history at the undergraduate level. The program qualifies students for further graduate work in History. It also helps prepare students for such fields as teaching, government, and administration of historic agencies.
**Home Economics**

Advisers:  
Sue Coates, Linda Dannison  
Department of Consumer Resources and Technology  
Room 3018, Kohrman Hall

Master Of Arts In Home Economics

Graduate programs in Home Economics, offered through the Department of Consumer Resources and Technology, are designed to provide either a comprehensive program of studies in Home Economics or an in depth program of studies for the person desiring to strengthen specialized interest areas.

The Master of Arts in Home Economics is designed for the person with a Bachelor of Science in Home Economics or Home Economics-related program of studies. Because of the diversity of the field and unique needs of those desiring graduate training, an individualized program is designed for each student within the parameters of the program requirements.

The degree may be used as a foundation for continued graduate work leading to a doctoral degree at another institution.

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**Program requirements**

**Admission requirements**

An undergraduate major in History, or extensive preparation in the social sciences including at least fifteen hours of History. In the absence of such preparation, the departmental graduate committee may require appropriate remedial course work.

**Program requirements**

The program has three parts:

1. **Required courses:** HIST 690, Historical Method (3 hours); HIST 691, Historical Sources* (3 hours); HIST 692, Historical bibliography (3 hours); two seminars (HIST 693) (6 hours)  
   *In cases approved by the Graduate Adviser students may substitute HIST 695, Readings in Selected Fields, for HIST 691.

2. **Field of concentration:** Nine hours of advanced course work in European history (HIST 549-563) or United States history (HIST 520-527).

3. **Completion of course work with one of the following options:**
   a. Master’s Thesis in the field of concentration (6 hours)
   b. Master’s Essay in the field of concentration (4 hours)
   c. Minor field: six hours of course work chosen from European history (HIST 549-563), United States history (HIST 520-527), or public history (HIST 505-513)
   d. Other programs of additional course work approved by the Graduate Adviser.

The program includes a minimum of thirty semester hours of course work with the thesis option, or thirty-three hours for all other options.

Each candidate must complete satisfactorily a written and oral comprehensive examination covering the field of concentration, as well as the thesis, essay, minor field or other course work.

The department recommends that students acquire reading knowledge of an appropriate foreign language.

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**Manufacturing Administration**

**Program Adviser 2007 Kohrman Hall**

The objectives of the graduate program leading to a Master of Science in Manufacturing Administration are:

1. To augment the professional and technical skills of students in specific areas.
2. To develop the capabilities to deal appropriately with resources available in commerce and industry (i.e., people, time, and money).
3. To increase the breadth of understanding of the student’s responsibilities as technically educated individuals through the development of analytical skills and knowledge in cognate areas.

The scope of the graduate program includes studies in the areas of engineering, technical resource management, and industrial leadership. The program requires completion of a minimum of thirty semester hours beyond the entry level prerequisites in the student’s program.

**Admission requirements**

1. Possess a baccalaureate degree with a major in technical or related field
2. Show evidence of completion of at least eight semester hours of mathematics and eight semester hours of physics and/or chemistry with a minimum overall grade average of 2.5 in this area.
3. Where the student’s background is deficient, foundation courses will be required in industrial engineering.

**Program requirements**

1. Complete a minimum of thirty hours of graduate work, including MATH 679, Problems in Industrial Engineering, and MATH 640, Introduction to Industrial Engineering.
2. The academic program consists of:
   a. Professional - Technical: A minimum of twelve hours to be selected from specific graduate course offerings, depending on major emphasis.
   b. Leadership and Resource Management: Twelve hours or equivalent selected from graduate studies concerned with leadership skills and techniques of resource materials.
   c. IEGM 697 will be developed around a significant topic resulting from a graduate study interest and will be presented as a formal business report with emphasis on technical writing and communications.

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**Mathematics**

**Coordinator, Graduate Programs  
Yousef Alavi, Room 3319, Everett Tower**

The Department of Mathematics and Statistics offers graduate programs leading to the Master of Arts in Mathematics, the Master of Arts in Applied Mathematics, the Master of Science in Biostatistics, the Master of Science in Statistics, the Master of Science in Operations Research, and the Doctor of Philosophy in Mathematics.

**Master Of Arts In Mathematics**

**Adviser:** Anthony Gioia, Room 3319, Everett Tower

The Master of Arts in Mathematics extends the student’s knowledge in the areas of algebra, real and complex analysis, applied mathematics, combinatorics, geometry, number theory, statistics, and topology. The program permits specialization in preparing for advanced study, and provides additional training for teachers of mathematics and students seeking employment in industry.

**Admission requirements**

To gain admission to this program the student must have completed, with satisfactory grades, an undergraduate major in mathematics. This major must ordinarily include a course in modern algebra and a course in advanced calculus or real analysis. If the student’s undergraduate program in mathematics does not meet approved standards, the student may be required to elect additional courses or otherwise satisfy the requirements of the department.

**Program requirements**

1. Complete a minimum of thirty hours of approved course work, with at least twenty-four hours in mathematics, including:
   a. MATH 622. General Topology I, or have had the equivalent prior to entering the program.
   b. MATH 530. Linear Algebra, or have had the equivalent prior to entering the program.
   c. MATH 673. Real Analysis, or have had the equivalent prior to entering the program.
   d. MATH 630. Abstract Algebra I,
   e. One of the following: MATH 677 Measure and Integration, or MATH 676, Complex Analysis I;
   f. An approved graduate level sequence.

2. Pass the Departmental Graduate Examination, which will cover the basic material in topology, algebra, and analysis. The algebra part includes topics from introductory modern algebra and MATH 530. The analysis part covers MATH 673, and the topology part covers MATH 622. This examination is to be
taken as soon as possible after the student has covered the required material.

Students with a strong undergraduate background in mathematics may be able to complete this program in a twelve month year. However, most students will require more than one year.

The specific requirements for an M.A. in Mathematics with concentration in Statistics are listed under the master's degree program in Statistics. Students interested in a M.S. program in Applied Mathematics, Biostatistics, Statistics, Computer Science, or Operations Research, or the M.A. program in the Mathematics Education should consult the requirements listed under those headings.

Financial assistance
The Department of Mathematics and Statistics offers opportunities for financial support of graduate students through Grad Assistantships and Fellowships. Individual students desiring further information about such opportunities, or about the graduate program as a whole, should contact the Department office (Room 3319, Everett Tower).

Master Of Arts In Mathematics Education
Adviser: Christian Hirsch, Room 3319, Everett Tower

The Master Of Arts in Mathematics Education provides secondary school mathematics teachers with opportunities to prepare themselves for superior classroom performance by developing a broader and deeper understanding of mathematics, mathematics education, and the impact of computer technology on school curricula and instruction.

Admission requirements
In addition to the general admission requirements of The Graduate College, admission to this curriculum requires a bachelor's degree with at least a secondary teaching minor in mathematics, equivalent to that offered at Western, and fifteen hours of undergraduate work in professional education or its equivalent.

Program requirements
1. Complete at least fifteen approved semester hours in graduate level mathematics courses, usually selected from:
   - MATH 530 Linear Algebra
   - MATH 580 Number Theory
   - MATH 611 Mathematical Applications
   - MATH 615 Intermediate Analysis
   - MATH 616 Survey of Algebra
   - MATH 619 Computer Methods in Mathematics
   - MATH 649 Studies in Geometry

2. Complete a minimum of six semester hours of approved mathematics education courses selected from:
   - MATH 653 Studies in Teaching Secondary Mathematics
   - MATH 654 Curriculum Studies in Algebra and Geometry
   - MATH 695 Seminar in Mathematics Education

3. Complete six semester hours of approved electives, usually selected from:
   - CS 503 Programming the Microcomputer for Teachers
   - CS 504 Advanced Microcomputer Concepts for Teachers
   - ED 600 Fundamentals of Measurement and Evaluation in Education
   - ED 601 Fundamentals of Educational Research
   - ED 660 School Curriculum
   - ED 664 Psychological Foundations of Education

In meeting these program requirements an effort is made to select courses that deal with concepts and skills related to central themes in secondary school mathematics programs. These themes are given substance in courses that deal with topics enabling students to review and build on their previous course work, to explore new areas, to develop thorough understandings of concepts that are initiated in secondary school mathematics courses, and to achieve a high level of mastery of skills associated with these concepts.

Financial assistance
The Department of Mathematics and Statistics offers opportunities for financial support of graduate students through Grad Assistantships and Fellowships. Individual students desiring further information about such opportunities, or about the graduate program as a whole, should contact the Department office (Room 3319, Everett Tower).

Master of Science In Applied Mathematics
Advisers: Dennis Pence, John Petro, Jay Treiman, Room 3119, Everett Tower

The Master of Science in Applied Mathematics emphasizes a broadly based study of the mathematical sciences, including statistics, differential equations, mathematical programming, computer science, and mathematical physics. The use of mathematical models to study practical problems will be heavily stressed. Students receive broad training for professional employment in industry or government. Those completing this program would also be prepared to teach in the area of mathematical applications.

Admission requirements
The entering student will be expected to have two years of calculus, including multivariate calculus and differential equations, a course in linear algebra, a course in mathematical structures, a course in probability, a course in advanced calculus, a knowledge of basic FORTRAN programming, a knowledge of PASCAL programming, and a course in data structures. The courses at WMU which satisfy the admission requirements are MATH 122, 123, 272, (374) or (230 and 274), (362 or 560), (310 or 314), 570, and 649 (Seminar in Applied Math). MATH 506 (Seminar in Probability), 676 (Complex Analysis), 678 (Introduction to Random Processes), 673 (Foundations of Analysis), 540 and 541 (Electricity and Magnetism I & II), Computer Science 527 (Theory of Computer Graphics), 580 (Theory of Computation), 631 (Advanced Data Structures), and 690 (Mathematical Theory of Formal Languages).

Financial assistance
The Department of Mathematics and Statistics offers opportunities for financial support of graduate students through Grad Assistantships and Fellowships. Individual students desiring further information about such opportunities, or about the graduate program as a whole, should contact the Mathematics Department Office (Room 3319, Everett Tower).

Medieval Studies
Adviser: Otto Grundler, The Medieval Institute Hillside West

The Master of Arts in Medieval Studies is designed to provide students with a broad interdisciplinary background in medieval and Renaissance history, languages, literatures, philosophy, religion, the arts, and research methodology.

The degree may be pursued, either in preparation for further doctoral work (Option I), or as a terminal degree (Option II).

Program requirements
The requirements for the degree are as follows:

Option I (pre-Ph.D. option)
1. A total of at least 30 hours of course work, including 14 hours of required core courses and 16 hours of electives, the latter to be chosen from the list of approved courses.
2. Preparation of an acceptable Master's Thesis (6 hours) under the direction of a thesis advisory committee.
3. Demonstrated reading proficiency in Latin, and in either French, German, Italian, or Spanish.
30 MASTER'S DEGREE PROGRAMS AND REQUIREMENTS

Option II (Terminal degree option)

1. A total of a least 36 hours of course work, including 14 hours of required courses and 32 hours of electives, the latter to be chosen from the list of approved courses.
2. Demonstrated reading proficiency in Latin.
3. Oral examination in the student's area of concentration
   (Note: Option II has no thesis requirement and no modern language requirement)

Music

Advisers:
Mel Ivey, Room 2146, Dalton Center
Brian Wilson, Room 2117, Dalton Center

Master of Music

The Master of Music is designed to enhance the student's teaching, performing, research, and creative abilities in music. The School of Music offers course work leading to a Master of Music degree in five different areas of concentration: Performance, Composition, Conducting, Music Education, and Music Therapy. The School of Music is accredited by the National Association of Schools of Music and all areas of concentration carry curriculum approval from that accrediting association. The Music Therapy Program is certified by the National Association of Music Therapists.

Admission requirements

A Bachelor of Music degree, or its equivalent, including sixty (60) semester hours of acceptable work in music, is required for admission. Students are admitted to graduate study in music on the basis of transcripts. Exceptions to admission requirements may be granted if competency can be demonstrated through Preliminary Examinations. Admission to the graduate program does not imply that the student will be permitted to pursue a specific area of concentration (performance, composition, etc.). Program of study will not be determined until Preliminary Examinations are taken and the student has completed 6-10 semester hours of course work. Until that time the right is reserved to withhold the recommendation for degree candidacy if the student has not demonstrated sufficient maturation and musicianship.

Preliminary Examinations are administered upon entry to the graduate music program. Areas of examination include performance, music history, music theory, music therapy, functional piano, and conducting (including aural skills and instrument techniques). The areas in which the student will be tested are determined by the choice of area of concentration.

Program requirements

The graduate student adviser in the School of Music works closely with each student in planning and implementing a degree program which will accommodate the student's professional needs and interests and, at the same time, will realize the full value and depth of the University's graduate offerings. The student's needs are determined by an evaluation of the results of Preliminary Examinations and a review of the first 6-10 semester hours of course work taken. After this evaluation and review the graduate adviser provides information to the student regarding probable success in the degree program and any time limitation that may apply to the student's completion of degree requirements. Program of study in each of the five areas of concentration are as follows:

**PERFORMANCE** (Minimum of 30 hrs.)  

**Entrance Examinations**  

Preliminary Examinations in theory, history/literature, and performance. Sight-reading may be required. The performance/ preliminary examination will determine if the student will be permitted to pursue this major area of concentration. Vocal majors must demonstrate proficiency in French, German, and Italian diction. Deficiency course work will not apply toward the degree.

1. Required courses: MUS 610, Introduction to Research in Music (3). MUS 600, Applied Music (8). MUS 800, Graduate Recital (2), including oral exam
2. Cognate music studies: composition, music education, history, theory (9-12)
3. Electives

**COMPOSITION** (Minimum of 30 hrs.)  

**Entrance Examinations**  

Preliminary Examinations in theory, history/literature, and piano. The student must have a minimum of 12 semester hours in composition and counterpoint, 18 semester hours in theory (which may include composition), and 6 semester hours in music history/literature. Before the student will be admitted to this area of concentration the faculty must review and approve one of the student's original compositions in one of the major forms.

2. Cognate music studies: applied music, music education, history, theory (9-12)
3. Electives to make a total of at least 30 semester hours
4. Proficiency in keyboard must be demonstrated. Required work may not apply to degree

**CONDUCTING** (Minimum of 30 hrs.)  

**Entrance Examinations**  

Prior to admission to the M.M. in Conducting it is recommended that students have a minimum of two years of public school experience in conducting or its equivalent Preliminary Examinations in theory, history/literature and conducting will be given. In addition, the student must demonstrate aural perception skills. Vocalists must demonstrate piano competency (MUS 321 level), and singing proficiency. Upon formal admittance to the conducting program, the Coordinator of Graduate Studies, along with the student's major conducting supervisor, will assign the student's graduate committee.

1. Required courses: MUS 610, Introduction to Research in Music (3). Conducting 530, 531, 600 (8). MUS 664, Form in Music (2). MUS 690, Graduate Recital (2), including oral exam.
2. Cognate music studies: applied music, composition, history/literature, music education (9-12)
3. Electives (not necessarily limited to music)
4. Special information: Regular and frequent experiences in conducting are a requirement for this program. These experiences will include conducting an approved public school ensemble (at the school's own school) or an apprenticeship with a major University ensemble. Students who are selected as apprentices with a University ensemble must be full-time graduate students and participate in a major ensemble while in residence. Off-campus. Conducting 600 students must schedule frequent meetings on campus with the supervising teacher in addition to the site visitsation by the instructor. The Graduate Recital (690) requires presentation of a complete public program, either with an approved school ensemble or with an ensemble of University students. At the direction of the student's committee, partial study may be required in the program of study.

**MUSIC EDUCATION** (Minimum of 30 hrs.): Special Admission Requirements

A Bachelor of Music degree, or its equivalent, with a major in music education, and a teaching certificate are required for admission.

**Entrance Requirements**  

Preliminary Examinations in theory and history/literature.

1. Required courses: MUS 610, Introduction to Research in Music (3). MUS 642, Philosophy of Music Education (2), MUS 650, Seminar in Music Education (2). MUS 691, Special Project in Music Education*, or MUS 681, Research in Musical Behavior*, or MUS 700, Master's Thesis*
2. Electives in music education (5-8)
3. Cognate music studies: applied music, music composition, theory, history (9-12)
4. Electives

*(Every student is required to register for one of these culminating projects, each of which includes an oral exam.)*

**MUSIC THERAPY** (Minimum of 30 hrs.) Special Admission Requirements

A Bachelor of Music degree or its equivalent (60 hours of music courses) and a major in music therapy are required for admission. Students who have a Bachelor of Music degree but do not have a major in music therapy may compete the required undergraduate coursework, including the six-month internship, for RMT certification while the graduate program is in progress. This undergraduate credit, however, will not apply to the graduate degree. Equivalency requirements may be obtained from the Director of Music Therapy in the School of Music.

**Entrance Requirements**  

Upon entrance to the program, the student will take Preliminary Examinations in theory, history/literature, music therapy, and functional piano. Information derived from these examinations plus that derived from the audition, transcripts, and in-person interviews will be determined to use the program of study.

2. Elective music courses (6-9)
3. Non-music electives—selected from one of the following departments and including at least one course in the statistics, Anthropology, Blind Rehabilitation and Mobility, Counseling and Personnel, Mathematics, Occupational Therapy, Psychology, Sociology, Special
MARTES DEGREE PROGRAMS AND REQUIREMENTS

OCCUPATIONAL THERAPY

Adviser:
David L. Nelson,
Room 169, Wood Hall
The Occupational Therapy Department provides two graduate programs which lead to the Master of Science. The graduate-professional program for non-therapists and the graduate program for certified therapists.

The Graduate-Professional Program

This program is designed to prepare the student for the profession of Occupational Therapy while also earning the Master of Science. This two and one-half calendar year program of combined academic and field education (approximately seventy-two semester hours) is intended for the student who has a baccalaureate degree in a major other than the Occupational Therapy. This program is accredited by the American Occupational Therapy Association and the American Medical Association. Graduates are qualified to take the American Occupational Therapy Certification Exams.

Admission Requirements

To be eligible for the program, each applicant must present evidence of the following admissions criteria:
1. An earned Bachelor’s degree from an accredited college or university.
2. A grade point average of 2.8 or better (A = 4.0) in the last two years of undergraduate work.
3. Scores on the Graduate Record Examination - General (Apitude) Test.
4. Be a registered occupational therapist.

Because admission to the Occupational Therapy Program is competitive, the criteria listed above should be considered as minimum academic standards.

To apply, the applicant must complete both The Graduate College application and the departmental application. For full-time study, initial enrollment may be scheduled for fall semester.

Program requirements

Completion of thirty semester hours of graduate courses which include the following:
1. Occupational Therapy (21 hours)
   OT 610, Administration in Occupational Therapy
   OT 640, Theory in Occupational Therapy
   OT 660, Research in Occupational Therapy
   OT 686, Graduate Seminar
2. Cognates in occupational therapy, related fields, or areas of specific interest selected with advice and consent of the Graduate Coordinator.
3. Electives (3 hours)

The Graduate Program

The graduate program is designed for the certified therapist who desires growth in professional skills while developing leadership potential. The graduate program represents thirty semester hours of graduate studies.

Admission Requirements

To be eligible for the program, each applicant must present evidence of the following admissions criteria:
1. An earned Bachelor’s degree from an accredited college or university.
2. A grade point average of 2.8 or better (A = 4.0) in the last two years of undergraduate work.
3. Scores on the Graduate Record Examination - General (Apitude) Test.
4. Be a registered occupational therapist.

Because admission to the Occupational Therapy Program is competitive, the criteria listed above should be considered as minimum academic standards.

To apply, the applicant must complete both The Graduate College application and the departmental application. For full-time study, initial enrollment may be scheduled for fall semester.

Program requirements

Completion of thirty semester hours of graduate courses which include the following:
1. Occupational Therapy (21 hours)
   OT 610, Administration in Occupational Therapy
   OT 640, Theory in Occupational Therapy
   OT 660, Research in Occupational Therapy
   OT 686, Graduate Seminar
2. Cognates in occupational therapy, related fields, or areas of specific interest selected with advice and consent of the Graduate Coordinator.
3. Electives (3 hours)

OPERATIONS RESEARCH

Program Director:
Franklin K. Wolf,
Room 2007, Kohran Hall
The Master of Science in Operations Research is an interdisciplinary program permitting the student to build a flexible plan of study emphasizing the relationship between operations research and his or her professional field. Participating are the Departments of Economics, Industrial Engineering, Management, and Mathematics. The purpose of the program is to provide the student who has an undergraduate degree in one of the involved disciplines with a basic knowledge of the philosophy and techniques of operations research and the ability to apply such to his or her particular discipline.

The entering student is assumed to have an undergraduate degree in Economics, Industrial Engineering, Management, or Mathematics, but students with degrees in other areas will be considered. A student’s program will be designed with consideration of his or her prior experience, both formal and practical, and his or her career goals, and must be approved by the Program Director and the adviser for the Operations Research program in the department from
which the student received his or her undergraduate degree. An approved program must meet the following requirements:

1. A minimum total of thirty semester hours with a 3.0 overall graduate grade point average for courses on Graduate Student Permanent Program.
2. MATH 560 and 562 are required.
3. A minimum of twelve semester hours from courses on the approved list of operations research related courses.
4. A maximum of eight semester hours of courses cognate to the student's undergraduate degree.
5. A three-semester-hour project.

Certification for graduation shall include the preparation of an oral presentation of his or her project and an examination covering the basic areas in which he or she has studied.

Paper Science and Engineering
Adviser: Richard B. Valley, Room 2650, McCracken Hall

The Master of Science degree program in Paper Science and Engineering is designed to provide theoretical, laboratory, and pilot-plant experiences which are basic to the development of professional competence in pulp and paper science and engineering. The department is internationally recognized in the fields of paper coating, fiber recycling, and printing for its outstanding semicommercial-sized papermaking and coating machines and for a complete recycled fiber pilot plant installation. Its laboratories and equipment are the most complete of any similar academic institution.

Admission requirements
Applicants with widely diversified science and engineering backgrounds may qualify for admission, provided they meet the following requirements:

1. A minimum of fifteen hours of paper science selected from these eighteen hours of offerings: Surface and Colloid Chemistry 600, Paper, Printing, and Inks 620, Coating Rheology and Film Formation 640, Mechanics and Optics of Paper and Fibers 660, High Polymer Topics 680 or Paper Industry Control Systems 696. Graduates without previous pulp and paper background must take, in addition, Pulp and Paper Operations I 690 and Pulp and Paper Operations II 691. PAPR 696 must also be taken as part of the required 15 credits.
2. Satisfactory completion of a Master's Thesis (6 hrs.) based on either an experimental or theoretical topic, under the guidance of a Committee selected by the department.
3. A minimum of nine additional hours of graduate courses from the chemistry, physics, mathematics, industrial engineering, or mechanical engineering departments, selected with the consent of the graduate adviser. Suggested courses include Chemistry 520, 520, 550, 560, 610, 624, 625, 630, 653, 661; Physics 520, 563, Mathematics 506, 507, 510, 530, 560, 562, 566, 567, 568, 661; Industrial Engineering 508, 518, 606, 608, 610, 611; Mechanical Engineering 560, 573, 631.

Program requirements
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4. Graduates of other science, engineering, or technology programs may be required to take background undergraduate courses in Process Engineering, Mathematics, Chemistry, or Physics, depending on the particular credentials of the applicant. Also, three graduate courses in pulp and paper systems will be required within the normal graduate program.

In some instances, it may be recommended that the applicant register for one or more semesters of undergraduate course work in order to satisfy particular academic areas prior to applying for graduate school admission. Many students have found it desirable to obtain a second bachelor's degree in Paper Science or Engineering. This approach is useful to those applicants having non-conventional academic backgrounds and who desire to establish their credentials for graduate study.

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Program requirements
1. A minimum of fifteen hours of paper science selected from these eighteen hours of offerings: Surface and Colloid Chemistry 600, Paper, Printing, and Inks 620, Coating Rheology and Film Formation 640, Mechanics and Optics of Paper and Fibers 660, High Polymer Topics 680 or Paper Industry Control Systems 696. Graduates without previous pulp and paper background must take, in addition, Pulp and Paper Operations I 690 and Pulp and Paper Operations II 691. PAPR 696 must also be taken as part of the required 15 credits.
2. Satisfactory completion of a Master's Thesis (6 hrs.) based on either an experimental or theoretical topic, under the guidance of a Committee selected by the department.
3. A minimum of nine additional hours of graduate courses from the chemistry, physics, mathematics, industrial engineering, or mechanical engineering departments, selected with the consent of the graduate adviser. Suggested courses include Chemistry 520, 520, 550, 560, 610, 624, 625, 630, 653, 661; Physics 520, 563, Mathematics 506, 507, 510, 530, 560, 562, 566, 567, 568, 661; Industrial Engineering 508, 518, 606, 608, 610, 611; Mechanical Engineering 560, 573, 631.
Physics

Adviser: L.D. Oppiliger, Room 1131, Everett Tower

The Department of Physics offers a graduate program leading to the Master of Arts in Physics. Thirty semester hours of graduate credit are required. The objective of the program is to enable students to acquire the knowledge and technical skills needed in physics-related occupations and in graduate study at the doctoral level. Participation in research is an important part of the program and occurs in any of three major fields:

1. Theoretical physics—for example, classical liquids, nuclear structure, nuclear reactions, classical fields, and solid state.
2. Experimental physics—for example, atomic physics, optics, optical spectroscopy, nuclear physics, and materials analysis with accelerated ions. Equipment available for experimental research includes a vacuum ultraviolet spectrograph, a 12 MeV tandem Van de Graaff accelerator.
3. Computer and instrumentation physics, including the use of PDP-10, PDP-11, and VAX computers and assorted microprocessor-based microcomputers.

Admission requirements
Students entering this program are expected to have acquired a Bachelor's degree in physics or at least an equivalent amount of experience and training (including training in mathematics at the appropriate level). The departmental graduate advisor will provide assistance to students seeking admission to this program and will recommend ways of eliminating any deficiencies in course work.

Program requirements
The thirty semester hours of graduate credit must include the following:

1. Thirteen hours of required courses in physics, namely Research Seminar 610, Quantum Mechanics 622, Statistical Mechanics 624, Classical Mechanics 630, and Electricity and Magnetism 662. Substitutions for these courses may be made only with the approval of the graduate advisor.
2. Eleven additional hours from Physics, Mathematics, or other departments chosen with the consent of the graduate advisor.
3. Satisfactory completion of a Master's Thesis (6 hrs. of PHYS 700).

The thesis may be either theoretical or experimental in nature and is accomplished under the guidance of a committee of the graduate faculty in physics. The topic of the thesis may be based on one of the research areas noted above, or it may be based on some other area of physics chosen by the student and approved by the thesis committee. The committee may require an oral defense of the thesis before approving it for submission to The Graduate College. Graduates who meet the conditions stated in the above sections are authorized to attend the Physics Research Lectures, which constitute a program for graduate students and Physics staff members, presented by members of the WMU Physics staff and visitors from other institutions on topics related to their research specialties. Graduate students are also expected to attend the Physics Public Lectures, a series of talks on topics of general interest in Physics and related fields.

The Physics courses available for graduate study are listed elsewhere in this catalog.

Political Science

Adviser: Claude S. Phillips, Room 3007, Friedmann Hall

The Master of Arts degree program in Political Science seeks to prepare the student to function effectively as a citizen, and it offers the student a variety of options to prepare him/her for various career goals (1) positions in the public service and quasi-public agencies; (2) further professional training in Political Science and related professions, such as law; (3) teaching positions in high schools and community colleges; and (4) general positions in the business world.

Admission requirements
In addition to meeting the general admission requirements of The Graduate College, a student must have completed at least twenty-four hours of work in the social sciences with a 3.0 record (on a 4.0 scale) or have equivalent preparation acceptable to the department. The department may require the student to make up deficiencies in undergraduate preparation and/or require the Graduate Record Examination.

Program requirements
In order to qualify for the Master of Arts in Political Science, the student, in addition to satisfying the general requirements of The Graduate College, may choose between the thesis and non-thesis options. Requirements in the two options may not be interchanged.

Requirements for the thesis option
1. Thirty hours of graduate credit in Political Science. With the written approval of the graduate advisor, a student may substitute up to two courses with a maximum of eight hours of cognate work appropriate to his/her program.
2. PSCI 610, American Political Institutions; PSCI 645, National Political System; and International Politics, and PSCI 661, Principles of Politics.
3. PSCI 700, Master's Thesis (six hours).
4. Pass an oral examination on the thesis and on the student's political science program.

Requirements for the non-thesis option
1. Thirty hours of graduate credit in Political Science. With written approval of the graduate advisor, a student may substitute one course with a maximum of eight hours of cognate work appropriate to his/her program.
2. PSCI 610, American Political Institutions; PSCI 645, National Political System; and International Politics, PSCI 661, Principles of Politics.
3. Pass written and oral field examinations on the student's political science program.

Psychology

David O. Lyon, Department Chairperson
Ariene Lewis, Program Secretary
Room 255, Wood Hall

The Psychology Department offers course work leading to a Master of Arts in five areas of concentration: Applied Behavior Analysis, Clinical Psychology, Experimental Psychology, Industrial/Organizational Psychology, and School Psychology. While much of the course work is eclectic, the Department has a strong behavioral orientation, which tends to influence all of the Department’s programs. The master’s program is designed primarily for the student who has a background in a behavior-related discipline to prepare the individual to assume a professional role in business and industry, a variety of mental health services, or to pursue doctoral training. A research-oriented degree of experimental psychology is also offered for a limited number of students.

Graduate students receive a personal appointment to a faculty member in an apprenticeship role. These arrangements facilitate the development of a personal program to accommodate the academic and professional interests of the student and to utilize the full range of research and practicum facilities within the University. The student is encouraged to participate in the daily conduct of the Department's academic and research activities.

Admission requirements
Applications are reviewed in terms of five sources of information, although the performance measures of any one criterion is not sufficient to guarantee admission or to offset the denial of admission. Applicants are assumed to have substantial training in Psychology at the undergraduate level with a minimum of 18 hours of credit in Psychology, including introductory statistics. Applicants may be required to complete additional courses following matriculation in order to satisfy these basic requirements. Applicants are assumed to have substantial advanced training in experimental analysis. Applicants applying for Fall admission and requesting financial assistance should apply by February 15. Applicants applying for winter admission (January) should apply by October 15. Applicants should apply directly to The Graduate College and the Department of Psychology.
Advisers: M.K. Malott—Experimental Psychology
Wayne Fuqua—Applied Behavior Analysis
Malcolm Robertson—Clinical Psychology
Dale Brethower—Industrial/Organizational Psychology
Howard Farris—School Psychology

Program requirements

Experimental Psychology: The experimental program requires a minimum of thirty hours of credit including PSY 700, Masters Thesis (6 hrs.), history of psychology (3 hrs.), and twenty-one credit hours in basic behavioral processes, laboratory techniques, and data analysis including PSY 634, Advanced Statistics. Research areas include animal learning, operant behavior, physiological psychology and perceptual processes. This program is designed to prepare students for doctoral training in experimental psychology.

Applied Behavior Analysis: The applied behavior analysis program requires a minimum of thirty-six hours of credit including PSY 700, Practicum (6 hrs.), and twenty-one credit hours of Psychology. These twenty-seven hours include one hour of PSY 601, Introduction to Professional Issues in Applied Behavior Analysis, three hours of PSY 634, Advanced Statistics, three hours of PSY 608, Current Research in Applied Behavior Analysis, three hours of PSY 572, Behavioral Systems Analysis, three hours in learning and twelve hours of credit in Applied Behavior Analysis from selected courses in behavior theory, technology, and applications. This program is designed to prepare the student for doctoral study or a professional position in one or more areas of psychological service.

Clinical Psychology: The clinical program requires a minimum of forty-eight hours including three hours of clinical practicum, nine hours of statistics and research methods, and three hours of electives from psychology or a related discipline, and thirty-three hours of course work in psychology. These thirty-three hours consist of selected areas of study which include a general core curriculum (12 hrs.), behavior assessment and diagnosis (6 hrs.), methods of behavior change (9 hrs.), and behavior theory and applications (6 hrs.). These areas of specialization may encompass a broad spectrum of clinical theory and application, or the theory and techniques of behavior modification. An appropriate substitute for the thesis included in the research methods may be arranged with the adviser. The clinical program is designed to prepare the student to pursue doctoral study or to obtain a professional position in mental health services and is intended to meet the requirements of the Michigan Licensure Law for Psychologists.

Industrial/Organizational Psychology: This program requires a minimum of thirty-six credit hours, including nine hours in personnel selection, training, and development, learning and motivation (3 hrs.), statistical analysis (6 hrs.), and industrial/organizational research applications (6 hrs.). Six elective hours may be selected from within psychology or from a discipline related to the student's program emphasis. A master's thesis is required of persons planning to pursue a Ph.D. degree, while those with a professional orientation select a research project (3 hrs.), and a professional practicum (3 hrs.), in an industrial setting. The selection of elective courses outside the core, including the thesis option, will be established after consultation with the adviser for the industrial/organizational psychology program.

School Psychology: Applicants are admitted to the School Psychology Specialist degree program with the Master of Arts degree within that sequence. The master's degree program requires a minimum of thirty-five credit hours, including six hours of electives from one or more areas related to School Psychology, as well as written validation of the required School Psychology competencies, or coursework including PSY 517, 519, 601, 602, 603, 604, 634, 655, 683, 686, and 668, Behavior Assessment and Counseling. Multiple practicum and other school setting experiences are required within the apprenticeship training model of the program. Apprentices at this degree level must basic educational, behavior analysis and research skills, and the methods for applying them directly with clients within educational settings. Study is focused on learning characteristics of mainstream and exceptional children, as well as careful analysis of the educational environments in which these children are required to perform. Educational and behavioral techniques focus on constructing educational environments to maximize each child's personal set of learning characteristics. The master's program is considered as an integral part of the Specialist in School Psychology, and basic preparation for doctoral training in School Psychology.

Public Administration

Adviser: F.J. Mortimore, Center for Public Administration Programs
B-1, Hillside Building-East

The multi-disciplinary graduate program in Public Administration, leading to a Master of Public Administration (MPA) degree, is designed to provide advanced professional training for in-career public employees and pre-professional preparation for recent college graduates. While the program content emphasizes administration of local, regional, and state government agencies, it is sufficiently flexible to meet the need for training in a wide variety of career positions with public and voluntary agencies at the national level. This program allows the student to utilize fully and develop further his or her special talents, skills, and experience while acquiring the knowledge appropriate for administrative and leadership positions in public and public-related agencies.

Reflecting the multi-disciplinary nature of this professional field, the Center for Public Administration Programs draws upon the diverse talents of highly qualified faculty specialists in several colleges and numerous departments throughout Western Michigan University. By means of the Center it finds it possible to offer those enrolled in the MPA program a comprehensive grounding in public administration principles and practice while also permitting a substantial degree of specialization within a principal sub-area of this field.

Admission requirements

Anyone who possesses the minimum qualifications for degree status admission to The Graduate College (a 2.6 grade point average during the last two years of undergraduate study) is eligible to be considered for admission to the MPA program regardless of the academic discipline in which previous study has been undertaken. Actual acceptance into the program, however, is competitive; previous academic accomplishments, a history of professional success in increasingly responsible positions for in-career students, career aspirations, and other factors indicating seriousness of purpose will all be considered when those to be admitted are selected from among those who have applied for admission.

Program requirements

The Master of Public Administration degree requires between thirty-nine (39) and forty-five (45) semester hours of study for completion; this credit hour requirement can be reduced in certain cases by the Graduate Adviser when, through previous academic study, the degree candidate has acquired skills deemed essential to the professional administrator. Full-time graduate students should find it possible to complete the MPA requirements in four semesters while part-time and mid-career degree candidates should find it possible to complete requirements for the MPA in approximately twenty-four to thirty-six months. Ordinarily, pre-career candidates (recent college graduates) will be required to complete all of the following program components, while in-career candidates (those with some previous administrative/supervisory experience) will be required to complete only the first three components listed below:

1. A professional core consisting of five courses. PSCI 631 (3), The Foundations of Public Administration, PSCI 633 (3), The Political Environment of Public Administration, PSCI 634 (3) Seminar in Professional Issues in Public Administration, PSCI 635 (3) Pro-Seminar in Agency Administration, and a course in organization theory.

2. A technical core providing training in budgeting, finance, communication skills, statistics, administrative law, public personnel administration, program evaluation, and electronic data processing.

3. An area of specialization or concentration which provides each candidate an opportunity to develop an in-depth understanding of some particular application of administrative activity, such as health care administration, social agency, personnel administration, budgeting and financial administration, or local government administration.

4. Professional practice, consisting of a three to four month internship experience for pre-career students with some agency of city, county, regional state or federal government.
Science Education
Adviser: Robert Poel, Room 313, Moore Hall

The science departments (Biology and Science) wish to expand their preparation in the sciences and to enhance their teaching abilities. In addition, the program can meet the needs of teachers for a "planned program" necessary for continuing certification to teach in Michigan schools. It is possible to specialize in any of the above science areas or to take courses from more than one of the sciences, providing the proper prerequisites have been met.

Admission requirements
The minimum admission requirements to this degree program are: (1) an undergraduate minor in one of the science departments listed above, and (2) fifteen hours of undergraduate work in professional education. These requirements are in addition to the general admission requirements of The Graduate College.

Program requirements
Each student's program is planned in consultation with the adviser and consists of the following:

1. Nine hours from the following education core courses:
   b. ED 602, School Curriculum
   c. ED 603, Social and Philosophical Foundations
   d. ED 604, Psychological Foundations
2. Fifteen hours of graduate work selected from the regular course offerings of one or more of the science departments
3. Six hours from either professional education or the sciences or both.

Social Work
Director of Admissions and Student Services
Room 402, Moore Hall

An M.S.W. degree program in professional social work is designed to prepare students for direct service and leadership positions in the field of social welfare. The curriculum is structured as an integrated and sequential set of conceptual and practical educational experiences. These experiences are focused around alternative approaches to the solution of contemporary social problems. Social work practice is examined as a problem-solving response to emerging and existing social conditions which have negative consequences for individuals, the family, special groups, the local community, and society at large.

In addition to the core curriculum, students elect a concentration in either of the areas of Social Work Practice (Social Practice Concentration, and Social Welfare Policy, Planning, and Administration Concentration), and Field Education.

In conjunction with the basic M.S.W. program, students may pursue areas of individual professional interest such as Community Organization, Criminal Justice, Corrections, Family and Child Welfare, Industrial Social Work, Minority Issues, Rural Mental Health, School Social Work, Social Work in Health Care, Social Work Licensing and Regulation, and Women's Issues. Advisers will assist students with selection of appropriate courses within the School and University which relate to the area of interest being pursued. In addition, the school offers opportunity for participation in an interdisciplinary Graduate Specialty Program in Alcohol and Drug Abuse (SPADA), a multidisciplinary Graduate Specialty Program in Gerontology, and a Graduate Specialty Program in Holistic Health Care.

Admission requirements
Applicants for graduate study in social work must complete two applications—one for The Graduate College and one for admission to the School of Social Work. Both applications can be obtained from the School of Social Work. Admission is granted for the Fall Semester only. Deadline for filing applications is May 1st of each year. In addition to The Graduate College's requirements for admission to a master's degree program, the following criteria will be considered:

1. Evidence of adequate academic preparation for graduate study in social work. This includes consideration of both undergraduate performance and area of study. (Undergraduate preparation in the social and behavioral sciences and social work/social welfare is given particular attention.)
2. Evidence of personal qualifications considered desirable for successful social work practice. These include motivation for a human service profession, personal maturity, and leadership ability.

Program requirements
The successful completion of sixty hours of credit is required for the master's degree in Social Work. This will include the following course credits:

1. Elective Courses in the School of Social Work (33-36 hours)
2. Field Education (12 hours)
3. Field Studies in Research and Practice (6 hours)

Sociology
Director, Graduate Studies: Stanley S. Robin, 2413, Sangren Hall
Adviser: Ronald C. Kramer, 2402 Sangren Hall

Disciplinary Master's, Option I

The Master of Arts in Sociology is designed to give students an advanced understanding of the significant factors and processes of human society, to further the preparation of those planning to teach in secondary or higher education; to prepare students for doctoral study in sociology; and to provide professional training for a variety of occupational opportunities in government, industry, education, research organizations, social agencies, and social work agencies.

Required Courses in the School of Social Work (33-36 hours)

1. Evidence of adequate academic preparation for graduate study in sociology.
2. Grade-point average of 3.0 or better in undergraduate sociology courses.
3. Evidence of personal qualifications considered desirable for successful social work practice. These include motivation for a human service profession, personal maturity, and leadership ability.

Admission requirements
Each student's program is prepared individually in consultation with a graduate adviser.

1. Evidence of adequate academic preparation for graduate study in sociology.
2. Grade-point average of 3.0 or better in undergraduate sociology courses.

If these requirements are not met, the student may be required to complete additional course work as a condition of admission.

4. Students must supply three letters of recommendation from academic and professional sources to Graduate Admissions Committee, Department of Sociology.
Program requirements
1. Complete at least thirty graduate credit hours, selected in consultation with the departmental master’s adviser. At least twenty hours, including thesis or essay, must be in sociology. Up to ten hours may be in an approved cognate area. SOC 581 and 683 are required of all master’s students.
2. Maintain a grade point average of 3.0 or better in all course work.
3. Complete an original thesis or essay using approved methods for investigation of a sociological topic. The thesis is recommended for students planning doctoral studies, since a master’s degree with essay is considered a terminal degree in this department. Six hours of credit are given for the thesis, two hours for the essay.
4. Pass an oral examination on the thesis or the essay.

Applied Master’s, Option II
The Master of Arts in Sociology, Applied Option, is a 40-42 hour professional degree program designed to prepare students for non-academic careers in governmental agencies, businesses, non-profit organizations, or (in special circumstances) for a doctoral program. Graduates will be well trained for such positions as data analysts, social systems and policy analysts, survey researchers, field directors, market researchers and directors of research. This program will prepare graduates for the changing job market and the increased use of survey techniques and quantitative analysis to evaluate programs and shape decision making in organizations.

Admission requirements
The admission requirements for this program are the same as for Option I above.

Program requirements
1. Complete 40-42 graduate credit hours; fifteen hours in disciplinary core courses, twelve hours in research methods and statistics, and an additional nine hours of elective disciplinary and research courses.
2. Maintain a grade point average of 3.0 or better in all course work.
3. Complete an internship and internship report (internship essay) at the conclusion of the program. A thesis option is possible with the addition of two credits, under special circumstances. Consult the departmental master’s adviser for the exercise of this option.

Financial support
A number of departmental, University, and government assistantships, fellowships, and associateships are available to qualified students. Educational opportunities and part-time employment may be available through the facilities of the Leonard C. Kercher Center for Social Research. Research through the Center includes studies of education, mental illness, marital roles, race relations, group dynamics, and deviant behavior, comparative institutions, and numerous other topics. Graduate students frequently participate in these studies.

Additional information and application forms may be obtained from the department chair.

Special Education
Advisers: Joseph Eisenbach, Alonzo Hannaford, Barbara Harris, Dona Icbalone, Abraham Nicolaou, Elizabeth Patterson, Donald Seilin. Department office is located in Room 3506, Sangren Hall.

The Master of Arts is awarded in three programs provided by the Department of Special Education. These programs are individually designed to prepare graduates to work effectively with certain types of exceptional children and to qualify for supervisory or leadership roles in special education.

Prerequisites
1. Michigan Teaching Certificate or equivalent.
2. A minimum of one year of successful teaching experience for the Master Clinical Teacher and the leadership personnel degree programs.
3. A point-hour ratio of at least 2.6 during the last sixty semester hours of undergraduate study.

The Master of Arts in Special Education is designed for the following:
1. Certified regular classroom teachers interested in obtaining an endorsement to teach mentally retarded, emotionally disturbed, or physically and otherwise health-impaired, or to develop competence in the area of teaching gifted persons. Prerequisite course work may be determined by the Department of Special Education.
2. The Master Clinical Teacher program is specifically designed to accommodate experienced special education personnel who qualify for a Michigan endorsement in Special Education and are desirous of acquiring advanced knowledge, skill, and experience in working with exceptional persons. Prerequisite course work or equivalents to be completed prior to admission to this degree program include the following:
   - MATH 150 Structure of Arithmetic
   - ED 312 Teaching of Reading
   - SPED 530 Education of Exceptional Persons
   - SPED 533 Diagnostic and Prescriptive Techniques in Special Education
   - SPED 534 Curricular and Instructional Provisions for Exceptional Children and Youth
   - SPED 588 Behavior Disorders in School-Aged Learners

3. Certified and endorsed special education teachers may earn additional teaching endorsements by qualifying for and gaining admission to the master’s degree program. Endorsements may be completed in the following categorical areas: emotionally disturbed, mentally retarded, physically and otherwise health-impaired, severely impaired, learning disabled, and preprimary impaired.
4. Special Education personnel who wish to obtain professional preparation which will enable them to serve in leadership roles are expected to have earned an undergraduate degree in one of the categorical areas of exceptional children and have special class teaching experience. Major emphasis in this program will be placed on research, supervision, and administration in special education.

Program requirements
All students who receive a master’s degree in the field of Special Education must complete the following requirements:
1. A minimum of thirty hours of graduate level work, 15-18 of which must be in Special Education.
2. Nine hours of credit in courses offered by departments outside the Department of Special Education.
3. A comprehensive written examination administered after the student has completed a minimum of twenty semester hours. Responsibility for scheduling this examination is to be assumed by the graduate student and the program adviser. Upon the receipt of the written request from the graduate student to the program adviser or department head, arrangements for the examination are to be made by the program adviser. Upon the receipt of the written request from the graduate student to the program adviser or department head, arrangements for the examination are to be made.

Speech Pathology And Audiology
Advisers: Michael J. Clark, Room 202, Speech and Hearing Center
Robert L. Erickson, Room 235, Speech and Hearing Center
John M. Hanley, Room 240, Speech and Hearing Center
Gary D. Lawson, Room 224, Speech and Hearing Center

The Master of Arts in Speech Pathology and Audiology, which is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA), provides academic and practicum experiences basic to the development of clinical competence in the management of language, speech, and hearing disorders. Students may emphasize Speech-Language Pathology or Audiology or both during graduate study and, in any case, are expected to complete the academic and practicum requirements for certification of clinical competence by the American Speech-Language-Hearing Association. The master’s degree program consists of a minimum of thirty-five academic credit hours and 150 hours of supervised clinical practicum. Supervised clinical practice is required during every term of registration. It includes regular case work responsibilities in the Charles Van Riper Language, Speech, and Hearing Clinic, as well as an assignment, for at least one term, to an off-campus practicum site.

Admission requirements
All eligible applicants for the master’s degree program will be considere, but admission will be granted only to those who most satisfactorily meet the requirements described below. The number of new admissions for each term will be governed by the number of available openings in the program. Students will be admitted for full-time study beginning only in the Fall or Winter term of each year. Admission decisions for the Fall term will be announced on March 15, April 30, and July 15. Admission decisions for the Winter term will be announced on September 15, October 15, and November 15. Applicants are
advised to complete the application process as early as possible. Specific admission requirements are outlined below:

1. A point-hour ratio of at least 2.6 during the last sixty hours of undergraduate study.

2. Completion of an undergraduate major, or equivalent undergraduate course sequence, in Speech Pathology and Audiology. The student who has not completed these requirements as an undergraduate will need to do so prior to enrollment in departmental graduate courses.

   a. Undergraduate preparation must include at least ten semester hours in courses that provide fundamental information on the normal development and use of speech, hearing, and language. Among these ten hours should be at least one course in phonetics, one course in anatomy and physiology of the speech and hearing mechanisms, one course in speech and language development, and one course designed with the science of speech and hearing. Course work in linguistics, biology, mathematics, and physics is highly recommended.

   b. Undergraduate preparation also must include a minimum of twelve semester hours in courses which provide basic information on the evaluation and treatment of language problems, articulation disorders, stuttering, and impaired hearing.

3. A point-hour ratio of at least 3.00 in all undergraduate speech pathology and audiology coursework.

4. Submission of scores on the General (Aptitude) Section of the Graduate Record Examination.

5. Evidence of personal and professional qualifications considered necessary for successful professional practice as reflected in:

   a. Three letters of recommendation from individuals able to judge the applicant's academic and practicum achievements and potential for successful completion of graduate work.

   b. Responses to a detailed departmental questionnaire/application.

Program requirements

Two options are available in the degree program. The student who elects to complete a Master's Thesis (6 hrs.) must complete at least thirty-five hours of course work plus the thesis. The student who elects the non-thesis option must complete at least thirty-five hours of course work.

Students who desire Michigan Teaching Certification should contact the Certification Office, College of Education, Sangren Hall. Specific program requirements are as follows:

1. Completion of a core of departmental graduate speech and language pathology and audiology courses specified by the department.

2. Completion of at least one departmental graduate topical seminar registration.

3. Completion of at least 300 hours of supervised clinical practicum, at least 150 of them at the graduate level. This experience must include work with a variety of specified disorders in children and adults.

4. Evidence of emotional and behavioral characteristics which, in the judgment of the departmental staff, will not jeopardize the student's professional competence.

   A Master's Thesis (6 hrs.) or one or more independent research registrations may be applied toward degree requirements by students who demonstrate research aptitude and interest. Students who anticipate doctoral study are expected to evidence the ability to formulate and conduct a research project.

   The academic and practical requirements can usually be satisfied in one calendar year plus one semester (five consecutive terms of enrollment). Students who enter with very little practicum may anticipate the possibility of some extension in the length of their programs. For students who have considerable undergraduate clinical experience and who are able to carry a heavier academic schedule, an accelerated course sequence lasting one calendar year (four terms of enrollment) is possible.

   Information regarding the various forms of financial assistance available to graduate students may be obtained by writing to the Department.

Statistics

Advisers:

Joseph McKean, Michael Stoline
Room 3319, Everett Tower

The master's program in Statistics is offered through the Department of Mathematics and Statistics. Two types of programs are available in this area.

Option I (Theoretical)

This option combines a regular Master of Arts in Mathematics with substantial work in statistics. A graduate from this option is well prepared to proceed into a doctoral program in statistics, to teach basic statistics at the college level, to use statistics professionally. A minimum of thirty hours is required, and the resulting degree is a Master of Arts in Mathematics with concentration in Statistics.

Admission requirements

Requirements are the same as for the Master of Arts in Mathematics.

Program requirements

In this option the student must complete the requirements of the Master of Arts in Mathematics with a program including the following courses: MATH 660, 665, and three of the following: 661, 662, 663, 664, 667, 669.

Option II (Applied)

This option will give students a combination of knowledge of statistical techniques, experience with using these techniques in applied situations, and understanding of the theoretical principles behind these techniques. Students receive excellent training for professional employment in industry or government, and at the same time obtain sufficient theoretical background to qualify them to teach elementary statistics or to continue into more advanced degree programs. This program includes an internship experience where it is expected that students will collaborate with professional statisticians in an actual work environment with real problems. The internship placement will be with an area industry or with the statistical laboratory in the department. A minimum of thirty-three hours is required, and the resulting degree is a Master of Science in Statistics.

Admission requirements

For admission to this option, candidates must have completed an undergraduate program containing a substantial amount of mathematics, including a complete calculus sequence, a course in probability, and a course in computer programming. A complete undergraduate mathematics major is not required since the requirements in pure mathematics are not as extensive as in Option I.

Program requirements

This option requires at least thirty-one hours of approved courses from the following groups:

1. MATH 506, 510, 562, 660, 662, and 666.
2. Three of the following: MATH 563, 566, 661, 663, 665, 666, 667, 669.
3. Two hours of MATH 691 and/or 696.
4. Three credit hours of MATH 698 or 712.
5. Pass the Department Graduate Exams in Statistics covering material in MATH 505, 660, and 662.

Financial assistance

The Department of Mathematics and Statistics offers opportunities for financial support of graduate students through Graduate Assistantships and Fellowships. Individuals desiring further information about such opportunities, or about the graduate program as a whole, should contact the Department Office (Room 3319, Everett Tower).

Vocational Education

Advisers:

Jack T. Humbert,
Room 1009, Distributive Education Building

The Department of Education and Professional Development and the Department of Consumer Resources and Technology offer the Master of Arts in Vocational Education.

This thirty-hour degree program offers advanced course work in the practical arts and vocational education to improve teaching capabilities in general, and teaching competencies specifically. The program is flexible to provide advanced techniques for teachers, and career preparation for administrators, supervisors, coordinators, and for any other specialized positions in the vocational education areas of distributive education, family economics, and industrial education.

Admission requirements

An undergraduate minor of twenty hours in distributive education, home economics, industrial arts, industrial education, vocational-industrial education, plus professional preparation in teacher education, including directed or supervised student teaching.

Program requirements

Complete at least thirty graduate credit hours, selected in consultation with the program adviser. The program of study will consist of 3-6 hrs. of Professional Education courses, 8-9 hrs. of Professional Vocational courses, 5-6 hrs. of Technical Content courses, and 6-12 hrs. of electives.
The following Graduate Specialty Programs are offered by Western Michigan University. Students interested should consult the adviser about the complete admission and program requirements.

**Alcohol And Drug Abuse**

**Adviser:**
Dennis Simpson, Room B-315, Ellsworth Hall

Western Michigan University offers a program in alcohol and drug abuse specializing through the Graduate Specialty Program in Alcohol and Drug Abuse (SPADA). The departments of Biology, Counseling, Education and Counseling Psychology, Psychology, Public Administration, Sociology, and the School of Social Work provide the multidisciplinary and interdisciplinary bases to the Specialty. Courses are planned and taught by faculty from the contributing disciplines.

Students receive training for dealing with varied aspects of substance abuse, including prevention, community education, treatment and rehabilitation, program management, and evaluation. Program graduates are employed by many public and private organizations, including social agencies, psychological clinics, family counseling services, alcohol and drug councils, hospitals, schools, and industries.

Students receive their master's degree in their respective disciplines and upon completion of the eighteen hour SPADA program requirements receive a certificate of Specialty in Alcohol and Drug Abuse.

**Admission requirements**

Students must be accepted by the Graduate College and admitted to a master's, specialist, or doctoral degree program. Persons who have previously completed a graduate degree or an acceptable equivalent (e.g., B.D. or U.B. from an accredited institution) may apply for admission to the SPADA Program.

**Program requirements**

In addition to satisfactory completion of the requirements of the individual department or school, each student will satisfactorily complete a program consisting of nine semester hours of courses related to substance abuse, three hours from a list of approved electives outside the participant's discipline, and a six hour field placement in one or more agencies dealing with some phase of substance abuse. Credit for the field placement will be elected from courses designed for such activities in the department or school in which the student earns his or her graduate degree. The hours taken for the academic and seminar components of the Graduate Specialty Program are in addition to the degree requirements of the department or school in which the student is enrolled. In some of these units, the required SPADA courses may be integrated with the regular degree requirements. Specific requirements of this integration vary and can be determined for each department or school. In addition to the six semester hours field training experience, the following courses are required in the Graduate Specialty Program in Alcohol and Drug Abuse:

- BIOL 507—The Biology of Addictive Drugs (3 hrs.)
- SOC 617—The Etologies of Substance Abuse (3 hrs.)
- BIOL 603, CECP 631, SOC 618, or SWRK 663—Seminar in Substance Abuse (3 hrs.)

*These courses are cross-listed in the departments and school indicated and graded on a Credit/No Credit basis.

SPADA participants must elect one of the following courses outside their department or discipline:

- PSY 526 Human Drug Use and Abuse (3 hrs.)
- PSY 663 Mental Therapy (3 hrs.)
- SOC 642 Social Epidemiology (3 hrs.)
- SOC 687 Evaluation Research (1 hr.)
- SWRK 636 Theory and Practice of Group Treatment (3 hrs.)
- SWRK 687 Seminar in Social Policy, Planning, and Administration (3 hrs.)
- HHS 530 Clinical Theory of Health and Human Services (variable topics course) (3 hrs.)
- Women and Substance Abuse Treatment Legal and Illegal Drugs
- The Family and Addiction
- Drugs and the Elderly
- HHS 560 Applied Alcoholism Recovery Techniques (3 hrs.)

**Electron Microscopy**

**Adviser:**
Gyula Ficsor, Room 5060, McCracken Hall

The Graduate Specialty Program certificate will be awarded to those candidates who have completed a minimum of 10 credit hours of prescribed course and laboratory work beyond a master's degree in a biologically related area. The candidate must demonstrate to the satisfaction of a committee composed of three members (2 of which must be Biomedical Sciences Faculty) competence in preparation of specimens, operation and maintenance (reasonable and required) of equipment, and photographic processing and printing. The evaluation of competence will be by an oral or written examination and practical demonstration of skills. The purpose of the program is to allow the interested student to acquire skills beyond the master's degree but short of the requirements for a Ph. D. The program will be balanced between theoretical, practical preparations, interpretation, and scope operation and maintenance. It will equip the candidate to be a productive member of an operating electron microscopy laboratory.

**Requirements for entry**

1. Completed master's degree in a biologically related area.
2. A degree of competence in electron microscopy (i.e., the Master's Thesis or a project area required use of an electron microscope laboratory).
3. Chemistry background through two courses in biochemistry.

**General Course requirements**

The candidate must complete 632, 710, 712, and a course in histology.

List of required courses:


- **BMED 712** Professional Field Experience—Working experience in a professional electron microscope laboratory, 6 hrs. (Fall or Winter)
- **BMED 537** Histology, 3 hrs. (Winter) or **BMED 554** Histological Techniques, 3 hrs. (Spring) or **BMED 574** Embryology, 3 hrs. (Winter)

*To be arranged as projects between W.M.U. and a commercial electron microscopy laboratory.

**To be arranged between W.M.U. and the Argonne National Laboratories Electron Microscope Laboratories. The student will work for one semester at Argonne National Laboratory full-time on projects mutually directed by Argonne and Western Michigan University-faculty. The progress of the student will be monitored by frequent site visits by the W.M.U. participant. (Details of the appointment must be arranged on an individual basis between Argonne and W.M.U. personnel at least 5 months prior to actual work. Appointments can be made for only 1 candidate for each of the Fall and Winter terms.)

**Notes**

1. The course BMED 574—Embryology, 3 hrs. (Winter) will be done by students who are interested in research in embryology and histology.

2. The course BMED 632—Advanced Techniques in Electron Microscopy, 4 hrs. will be done by students who are interested in research in electron microscopy.

3. The course BMED 712—Professional Field Experience—Working experience in a professional electron microscope laboratory, 6 hrs. (Fall or Winter) will be done by students who are interested in working at a professional electron microscope laboratory.

4. The course BMED 537—Histology, 3 hrs. (Winter) or BMED 554—Histological Techniques, 3 hrs. (Spring) or BMED 574—Embryology, 3 hrs. (Winter) will be done by students who are interested in histology or embryology.

5. The course BMED 632—Advanced Techniques in Electron Microscopy, 4 hrs. will be done by students who are interested in advanced electron microscopy techniques.
Western Michigan University offers a multidisciplinary Graduate Specialty Program in Gerontology. This program, designed for graduate students in master's or doctoral programs who wish to add Gerontology to their degree programs, consists of 20 hours of course work, field experience, and/or thesis/dissertation credit. Ordinarily the specialization will require some work beyond that required for most master's or doctoral degrees. A certificate of completion of the Graduate Specialty Program in Gerontology will be awarded at the completion of the course of study.

Admission requirements
Students must be admitted to The Graduate College and to a regular master's, specialist, or doctoral degree program in the University and must apply for admission to the Graduate Specialty Program through the Gerontology Program Office and to The Graduate College.

Program requirements
In addition to completing the requirements of the degree program, persons seeking the Graduate Specialty Program in Gerontology must complete a course of study totaling 20 semester hours. Some required courses for the specialization may be integrated with relevant to gerontology by the Gerontology Adviser.

Adviser:
Ellen K. Page-Robin,
B108 Henry Hall

Program requirements
The academic core and clinical program consists of fifteen semester hours, distributed in the following manner:

- Introduction to Holistic Health Care (3 hrs.)
- HHS 599 Blind Rehabilitation (3 hrs.)
- HHS 651 Holistic Methods, Part I (3 hrs.)
- HHS 652 Holistic Methods, Part II (3 hrs.)
- HHS 712 Field Experience in Holistic Health Care (3 hrs.)
- Cognates in Holistic Health Care (6 hrs.)
- Seminar in Gerontology, 3 credit hours
- Health and Human Services 662, Multidisciplinary Seminar in Gerontology, 3 credit hours
- Health and Human Services 662, Program Planning and Development in Gerontology, 3 credit hours
- Up to six hours of thesis/dissertation or field experience from the student's graduate department may also be credited.

The remainder of the 20-hour requirement will be acquired through elective courses chosen from a list of approved courses available through the Gerontology Program Office.

Holistic Health Care
Adviser:
Molly Vass,
B112 Henry Hall

The Graduate Specialty Program in Holistic Health Care is designed to provide education and experience in holistic approaches to health. It is a fifteen semester-hour graduate program that can be taken by itself if an established professional area appropriate graduate degree or must pursue the program in conjunction with a related graduate degree program at Western Michigan University. Candidates must also be admitted or obtain permission to take classes by The Graduate College. Successful completion of HHS 531, Introduction to Holistic Health Care, is a prerequisite to admission. Admission forms are available through the College of Health and Human Services.

Program requirements
Successful completion of HHS 531, Introduction to Holistic Health Care, is a prerequisite to admission. Admission forms are available through the College of Health and Human Services.

Policy, Planning, And Administration
Adviser:
Molly Vass,
B112 Henry Hall

The Policy, Planning, and Administration program is designed to build on the practitioner's development, service delivery experience, career aspirations, and his/her understanding of social services. Students will develop learning contracts with course instructors that require identification, analysis, and solution of significant policy, planning, and administrative problems. Assignments will be developed that have a problem-solving or developmental character and that have relevance for the individual's organization.

Admission requirements
Students must be admitted by The Graduate College and the School of Social Work, present evidence of a master's degree in social work with a major in social treatment, have completed a research and statistics course, be or have been employed in a health or human service organization, and complete an interview as conditions of acceptance.

Program requirements
Completion of a minimum of eighteen hours of graduate courses. A minimum of twelve hours must be completed within the policy, planning, and administration concentration in the School of Social Work, and six hours of electives must be completed from the list approved by the policy, planning, and administration faculty.
Section III
Specialist Degree
Programs and Requirements

General Requirements
For A Specialist Degree

Admission
See Calendar of Events for application deadline.
1. See specific program description to determine the minimal entrance requirements.
2. Official transcripts of all courses taken beyond high school showing the degrees earned.
3. A point-hour ratio of at least 2.6 (A = 4.0) in the last two years of undergraduate work for a program permitting entrance with a bachelor's degree. A point-hour ratio of at least 3.25 for all graduate work undertaken beyond the bachelor's degree.
4. Attainment of satisfactory scores on standardized tests approved for each program by the Graduate Studies Council. A satisfactory score usually is considered to be at least the fifth percentile or better.
5. Acceptance of an application by the Graduate College and an academic unit for a definite program of study.

Candidacy
1. A Graduate Student Permanent Program which will constitute an application for admission to candidacy must be submitted during the first semester or session of enrollment.
2. Reservations indicated on the Certificate of Admission and/or the Graduate Student Permanent Program must be removed before candidacy will be approved.
3. A point-hour ratio of at least 3.25 must be secured in all graduate work taken. Honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university.

Graduation
See Calendar of Events for application deadline.
1. Diploma Application: A diploma application must be submitted by October 1 for the December Commencement, by February 1 for the April Commencement, and by June 1 for the August Commencement.
2. Minimum Credit Hours: Completion of a minimum of sixty hours of accepted graduate credit in an approved program of study.
3. Residence Requirement: 1) One semester (Fall, Winter, or Spring-Summer) of full-time enrollment at Western Michigan University, or 2) enrollment in two sessions in consecutive years and the intervening semesters.
4. Point-hour Ratio: A point-hour ratio of at least 3.25 is required for all work taken for the degree. Honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university.
5. Hours After Candidacy: The election and completion of at least six hours is required after being approved for Candidacy.
6. Transfer Credit: A student with a master's degree from another university who completes the remaining credits for a specialist degree at Western Michigan University may transfer up to thirty-six credits. A student without a master's degree who completes the credits for a specialist degree at Western Michigan University may transfer up to twelve credits.
7. Time Limit: A student who has a master's degree is required to complete a specialist degree program in five years; a student admitted without a master's degree is required to complete the specialist degree program in six years.
8. Research Subject Protection: Students conducting research that involves human or animal subjects must have the research proposal approved by the appropriate University board, thus assuring compliance with the regulations for the protection of such subjects. For more information, call the Division of Research and Sponsored Programs, 383-1632.
9. Specialist Project: A student who intends to register for the Specialist Project (6 hrs.) is required to meet with the Dissertation Secretary in The Graduate College before registering for the class so that the student is informed about the regulations pertaining to the preparation of the manuscript.

Educational Leadership

Advisers:
Edgar A. Kelley, Chairperson; Robert O. Brinkerhoff, Mary Anne Bunda, David Cowden, Kenneth Dickie, James R. Sanders, Lawrence B. Schlack, Carol F. Sheffer, Uldis Smidchens, Daniel L. Stufflebeam, Charles C. Warfield. The Department office is located in Room 3312, Sangren Hall.

The Specialist in Education is awarded in curricula intended to prepare persons for leadership roles in K-12 school administration. Students seeking admission to this degree program may be required to complete course work appropriate to a master's degree program with specialization or concentration in K-12 school administration before being considered for admission to the specialist program.

Admission Procedures
The procedures for admission to an Ed.S. program are identical to those required for admission to a doctoral program. Students planning to seek admission to an Ed.S. program are advised to review the admissions standards and procedures applicable for admission to doctoral programs offered by the Department.

Program Requirements
The Program of studies for the Ed.S. is planned as a terminal academic degree appropriate for those students who wish professional preparation for careers in K-12 school administration but who do not plan to continue degree studies after completion of the Ed. S. Thus, persons seeking admission to the Ed.S. program should be fairly definite about professional goals and aspirations.

Students who seek admission to the Ed.S. are advised to consider any formal or informal requirements or recommendations which are applicable for admission to doctoral programs offered by the Department. Students are further advised to investigate the specific requirements of the state or states in which they plan to seek employment after completion of the Ed. S. degree.

Those seeking information about admission requirements and program requirements may contact the Department Office for further information.

Students who plan to seek admission, but who have not yet been admitted, should consult with the Department Chair before enrolling in courses. Students who have not been admitted should note that completion of courses prior to admission is not a guarantee of admission. For this reason, persons planning to seek admission are encouraged to complete the admission process before enrollment in courses which are to be proposed for inclusion in the program of studies for the Ed.S. degree.
School Psychology
Howard Farris, Program Coordinator
Arlene Lewis, Program Secretary
Room 255, Wood Hall

The Specialist in Education in School Psychology is a competency based program designed to prepare persons for careers in School Psychology. Applicants are admitted to the specialist program and receive the master's degree in the process of completing the specialist sequence.

The program has adopted an apprenticeship training model in which the applicant receives a personal appointment to one faculty adviser and two faculty sponsors. These faculty then form the training committee for the student. Apprentices are encouraged to participate in the daily conduct of the Department's various training and research activities.

The focus at the master's level is on learning basic psycho-educational, behavior analysis and research skills, and the methods for applying these directly with clients within the school setting. At the specialist level, the student develops the consultation and system analysis skills needed to implement the educational and behavior change programs through other professionals and parents.

The program emphasizes the learning characteristics of mainstream and exceptional children as well as a careful analysis of the various educational environments in which these children are required to perform. The student masters educational and behavioral techniques which focus on constructing educational environments to maximize each child's personal set of learning characteristics.

Completion of the specialist degree is required for recommendation for temporary approval. After one year of successful practice as a school psychologist, the graduate is eligible to be recommended for full approval as a Michigan School Psychologist. Applicants must apply directly to both the Graduate College and the Department of Psychology. Those applying for Fall admission should submit all materials by February 15, while those applying for Winter admission (January) should submit materials by October 15.

Admission requirements
1. Completion of a major or broad minor in Psychology
2. Graduate Record Examination: Verbal and Quantitative Aptitude Test scores
3. Miller Analogies Test scores
4. Three letters of recommendation.
5. Vita and/or Autobiography.

Experiences with children and educational staff in school settings, course work in education, or teaching certificate are considered but not required for admission.

Program requirements
Upon successful completion of a program of 65 graduate credit hours, both a Master of Arts in Psychology and a Specialist in Education in School Psychology are awarded. This is a competency based program approved by the Michigan State Board of Education. Degree requirements may be satisfied by written validation of a specified set of skill competencies or by completion of designated courses, or both. Responsibility to ensure proper experiences for competency validation or course work completion is placed on the student and the faculty training committee. The training sequence will include:

1. Up to nine credit hours of prerequisite course work may be required of an entering student who does not have sufficient undergraduate training in behavior analysis or who fails to pass an exam in basic applied behavior analysis concepts. The need for such prerequisites and the specific courses will be decided by the major adviser, and these hours will not be included in the 65 credit hours required in the program.
2. Competency validation and/or course work in Psychology 517, 519, 601, 602, 603, 608, 634, 655, 668, 683, and 686. PSY 570 is recommended but not required.
3. Practicum experiences in at least two settings.
4. Six hours of course work outside of Psychology.
5. Completion of a 600 clock hour (12 credit hour) internship experience, half of which must be in a school setting under supervision of a fully approved school psychologist or consultant and a WMU faculty member.
6. Specialization in one or more topical areas, which may include: (a) educational assessment and planning; (b) educational technology; (c) behavior analysis and modification; (d) curriculum design, programming, and coordination; (e) teacher consultation techniques; (f) parent and child counseling; (g) work with deaf, blind, speech, or orthopedically impaired; (h) American sign language and braille; (i) work with general and/or specific social and academic behavior adjustment problems; (j) mainstreaming procedure and models; (k) research methods; (l) administration and program management; (m) interdisciplinary teaming approaches; (n) criterion referenced behavioral assessment techniques; (o) professional ethics and legal issues; and (p) educational system analysis, synthesis, and evaluation.
7. Completion of a six-credit-hour Specialist Project.

In addition to preparation for full approval as a Michigan School Psychologist, the Specialist degree program is considered as basic preparation for doctoral training in School Psychology.
Section IV
Doctoral Degree Programs and Requirements

Western Michigan University offers doctoral programs in eight areas. The Doctor of Education is offered in Educational Leadership, Personnel, and Special Education; the Doctor of Philosophy is offered in Mathematics, Sociology, Science Education, and Psychology. The Doctor of Public Administration is also offered. Each program involves approximately three calendar years of study, of which at least an academic year of two consecutive semesters must be spent in full-time study.

Each student’s program will be planned by a committee selected in consultation between the student and the graduate advisor of the program in which the student wishes to study. A student will be expected to register for at least ninety hours of graduate level work while completing his or her program. The exact distribution of the ninety hours among courses, seminars, and research will depend upon the program and will vary from one student to another. Each program, however, will contain a significant amount of research, and each student will be required to register for and complete a dissertation for fifteen hours of graduate credit. A student will be expected to select two appropriate research tools. The decision regarding the specific research tools must be made by the student’s doctoral committee. If the committee wishes to recommend research tools other than languages, computer programming, or statistics, the recommendation and standard of proficiency expected must be approved by the Graduate Studies Council.

Appropriate competency in language, statistics, and computer programming has been established for each program and approved by the Graduate Studies Council. Appropriate competency in language, statistics, and computer programming has been established for each program and approved by the Graduate Studies Council.

After admission, all requirements for the degree must be completed within seven years preceding the date on which the degree is conferred. Under extenuating circumstances, additional time may be granted by The Graduate College.

A student will be expected to pass those examinations established by the unit in which he or she is studying. In all cases, these examinations will include comprehensive examinations of the subject matter areas included in the student’s program of study and a final oral examination.

General Requirements
For A Doctoral Degree

Admission
See Calendar of Events for application deadline.
1. Specific program description to determine the minimal entrance requirements
2. Official transcripts of all courses taken beyond high school showing the degrees earned
3. For students who have completed at least twenty hours of graduate work, a point-hour ratio of at least 3.25 for all graduate work undertaken beyond the bachelor’s degree. The student who has a bachelor’s degree and less than twenty hours of completed graduate work needs at least an overall 3.0 point-hour ratio in completed graduate work.
4. Names and addresses of three references who may be consulted.
5. Evidence of appropriate background objectives, and communication skills demonstrated in an autobiographical statement.
6. Attendance of satisfactory scores on standardized tests approved for each program by the Graduate Studies Council. Graduate Record Examination scores on the Aptitude Test are required for each doctoral program except the program in Special Education which requires the Miller Analogies Test. The Miller Analogies Test is also required for the doctoral program in Psychology. A satisfactory score usually is considered to be one that is at the fifteenth percentile or better.
7. Attestation of satisfactory score on the English Qualifying Examination. A non-credit English course must be passed by students failing the English Qualifying Examination. This requirement is waived for a student with an advanced degree.
8. Admission by both The Graduate College and the unit offering the doctoral program.

Applicability
1. A student admitted with less than twenty hours of graduate work must request status as an applicant after completing two full semesters of graduate work at Western Michigan University or twenty semester hours of graduate work beyond those accumulated at the time of admission, whichever comes first. A student who is granted this request to the adviser who will submit a recommendation to The Graduate College.
2. A student admitted with more than twenty hours of graduate study must request status as an applicant after completing one full semester of graduate work at Western Michigan University or forty semester hours of graduate work, whichever comes first.
3. Criteria for being awarded status as an applicant include:
   a. An overall point-hour ratio of at least 3.25 in all graduate work completed.
   b. Commitment to a specific degree program.
   c. Approval of the dissertation with an overall point-hour ratio of at least 3.25. Honor point deficiencies acquired in credits earned at Western Michigan University cannot be made up by credits earned at another university.
2. Three years of study of which at least an academic year of two consecutive semesters must be spent in full-time study.
3. After admission, all requirements for the degree must be completed within seven years preceding the date on which the degree is conferred. Under extenuating circumstances, additional time may be allowed by The Graduate College.
4. Consultation with the Dissertation Committee in The Graduate College before registering for Doctoral Dissertation (15 hrs.) in order to be informed about the regulations pertaining to the preparation of the manuscript.
5. Students conducting research that involves human or animal subjects must have the research proposal approved by the appropriate University board, thus assuring compliance with the regulations for the protection of such subjects. For more information, call the Division of Research and Sponsored Programs, 383-1632.
6. Approval of the dissertation by the Doctoral Dissertation Committee, composed of a minimum of three members of the Graduate Faculty, at least one of whom shall be from outside the student’s major department or unit. The dissertation must be in a form acceptable to the unit and The Graduate College.
7. Satisfactory performance on the doctoral examination.
Counselor Education and Counseling Psychology

Advisers:
Beverly Belson, Robert L. Betz, Kenneth Bullmer, William A. Carlson, John S. Geisler, Alan J. Howestadt, Gilbert E. Mazier, Joseph R. Morris, Robert M. Oswald, Edward L. Trembley, Thelma M. Urbick. The Department office is located in Room 3109, Sangren Hall.

Five doctoral program options are offered through the Counseling Psychology Department. These programs, leading to a Doctor of Education degree, are governed by training committees comprised of graduate students and faculty. The Counseling Psychology Training Committee is responsible for the Counseling Psychology doctoral program. The Counseling and Related Educational Program Training Committee is responsible for all other departmental doctoral programs. Community Agency Counseling, Counselor Education and Supervision, Pupil Personnel Services in Schools, and Student Personnel Services in Higher Education.

Admission
Admission to a doctoral program is a two-step process. Applications first must be submitted to The Graduate College. Persons admitted by The Graduate College may be considered for admission to a specific program by the appropriate departmental training committee. Applicants should request current admission information from The Graduate College and the Department. A student admitted to a specific doctoral program is expected to follow the policies, procedures, and course requirements for that program. One may not change to another program without formal approval. Each student, upon admission to a doctoral program, is assigned a temporary doctoral adviser. Later, as outlined in the Handbooks, a student selects and requests the appointment of a permanent Doctoral Committee.

Counseling Psychology

This doctoral program is designed to prepare professional counselors. The program of study requires students to pursue a combination of course work, practica, research, dissertation, and internship training typically expected for psychologists seeking certification eligibility. The program is designated as a doctoral program in psychology by the Council for the National Register of Health Service Providers in Psychology. The credit hour requirements and the coursework for the Counseling Psychology program include:

1. Basic course requirements Psychology core (53 hrs.):
   a. Methodology (9 hrs.)
   b. Cognitive-affective basis of behavior (3 hrs.)
   c. Biological basis of behavior (3 hrs.)
   d. Social basis of behavior (6 hrs.)
   e. Individual counseling (9 hrs.)
   f. Other scientific foundation courses (3 hrs.)
   g. Knowledge and use of ethics (3 hrs.)
   h. Supervised practica (17 hrs.)

2. Advanced preparation and specialization (14-15 hrs.):
   a. Psychodiagnoitics (6 hrs.)
   b. Counseling and psychology theory and practice (8-9 hrs.)
   c. Electives (9 hrs.)
   d. Internship (4 hrs.): 200 clock hours in an American Psychological Association approved setting or the equivalent setting.

3. Doctoral Dissertation (18 hrs.)
   a. Dissertation Seminar (3 hrs.)
   b. Doctoral Dissertation (15 hrs.)

Total Hours 98

All Counseling Psychology students are expected to demonstrate competencies in psychological theory, practice, and research by passing a series of doctoral comprehensive examinations in the following areas: 1) general knowledge of psychology; 2) counseling psychology theory and knowledge; 3) scholarly inquiry and communications; and 4) practitioner skills.

Community Agency Counseling

The significant growth in the number of community counseling and mental health agencies has created a need for professionals who possess excellent counseling skills and sound leadership qualifications. Upon completion of the Community Agency Counseling doctoral program, graduates should be prepared to assume leadership, administrative, and supervisory roles in mental health centers, substance abuse agencies, family counseling services, juvenile and youth consultation centers, rehabilitation clinics, outpatient and after-care services, and other human services agencies which provide counseling, psychological, and educational services for their clientele.

This doctoral program of study has been developed to enhance significantly the skills, attitudes, and competencies of students pursuing this specialization. Students completing this specialization are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) an understanding of academic program development, curriculum and administration; 5) research skills; and 6) competencies associated with being an educational leader.

Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional associations. Graduates of the program are prepared to function productively and effectively as counselor educators and supervisors in colleges, universities, and in governmental and regulatory agencies.

Pupil Personnel Services

This specialization is designed for experienced school counselors and guidance specialists who wish to prepare for administrative and leadership positions in public and private school systems and intermediate school districts. To administer an integrated and systematic program of guidance services, an individual needs to demonstrate 1) competencies in guidance and counseling activities; 2) organizational and administrative skills; 3) competencies in personnel services; program conceptualization, budget development, accountability, evaluation, and research; 4) competency in public relations; 5) competency in career development; 6) competency in program delivery systems; 7) competence in planning, goal setting, role development, and coordination; and 8) competencies associated with being a professional educator. Doctoral students are expected to develop leadership skills by actively participating in professional organizations which promote and enhance the school counseling and pupil personnel fields.

Student Personnel Services in Higher Education

This specialization is designed for individuals who wish to become leaders in higher education. Students completing the graduate program should be prepared to administer programs competencies relevant to the design, funding, organization, implementation, and evaluation of community mental health service delivery systems.

Counselor Education and Supervision

The Department recognizes its responsibilities to educate persons who will become leaders in counseling programs of the future and in this way contribute to the further development and enhancement of the counseling profession. Doctoral students pursuing this specialization are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) an understanding of academic program development, curriculum and administration; 5) research skills; and 6) competencies associated with being an educational leader.

Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional associations. Graduates of the program are prepared to function productively and effectively as counselor educators and supervisors in colleges, universities, and in governmental and regulatory agencies.
related to or incorporating the services of 1) admissions, 2) housing and residential life, 3) academic and special advisement, 4) career development, planning, and placement, 5) financial aids, 6) records and registration, 7) international student advisement, 8) student activities and organizations, and 9) other student support systems. Students desirous of emphasizing course work related to counseling center positions should consider the Counseling Psychology program, Department of Counselor Education and Counseling Psychology.

Competencies viewed as essential are 1) a broad understanding of the history of higher education and specifically the history, philosophy, and current practices within the area described as student services, 2) the ability to articulate the theories of student development and conceptualize the application of theoretical concepts to the administrative areas of student affairs, 3) a knowledge of organization models, budgetary systems, personnel practices, and administrative tools and techniques, 4) an understanding of the processes and techniques related to assessment of student needs and program evaluation, 5) an awareness of the law and education as evidenced in constitutional provisions, legislative enactments, and court decisions; and 6) an understanding of the development of influencing strategies relevant to institutional decision-making processes and political realities.

Educational Leadership
Advisers: Edgar A. Kelley, Chairperson; Robert O. Brinkerhoff, Mary Anne Bunda, David Cowden, Kenneth Dickie, James R. Sanders, Lawrence B. Schlack, Carol F. Sheffer, Uldis Smidchens, Daniel L. Stufflebeam, Charles C. Warfield. The Department office is located in Room 3312, Sangren Hall.

Doctoral programs of study are offered in three areas of concentration and specialization 1) K-12 school administration, 2) higher education administration, and 3) measurement, research, and evaluation. In addition, individualized programs may be designed. Persons who aspire to career roles which may require certification or licensing (e.g., school leadership roles in K-12 schools) are advised to review the requirements for such certification or licensing in preliminary planning prior to application for admission.

Admission Procedures
Persons seeking admission to a doctoral degree program must be admitted by The Graduate College and by the Department. Application materials which should be submitted to The Graduate College include: (a) a completed admissions application, (b) an autobiographical statement, (c) transcripts of all previous undergraduate and graduate studies, and (d) a report of scores on the Graduate Record Examination. Minimum standards for admission have been established by the Department with the approval of The Graduate College. When all application materials required by The Graduate College have been received, the Graduate College forwards application materials of students who meet the minimum standards for admission to the Department, which completes the initial screening of applicants. Students who do not meet the minimum standards for admission may be denied admission at this point in the admissions process.

Admission requirements for The Graduate College have been fulfilled, the student must meet the following requirements: (1) two-semester sequences in Algebra, Analysis, and Topology, and a semester course in Complex Analysis; (2) an approved graduate sequence in any other area other than those specified in (1); (3) four additional approved courses including at least one graduate course in each of Algebra, Analysis, Probability, Statistics, and Computer Science. The balance of his/her program will consist of advanced courses, seminars, and research leading ultimately to a dissertation constituting a significant contribution to some field of mathematics.

Mathematics
Gary Chartand, Chairperson of Advisers Room 3319, Everett Tower

The Doctor of Philosophy in Mathematics is designed to give the student a broad but intensive background in a variety of fields of mathematics, with special emphasis on some selected area in which the student will be prepared for, and participate in, creative mathematical inquiry. The Department doctoral work in mathematics can be in pure mathematics, applied mathematics, and mathematics education. More specifically, the area of specialization may be chosen from among algebra, college mathematics teaching, complex analysis, differential equations, graph theory, group theory, optimization theory, and topological graph theory. Alternatively, a student may pursue a Ph.D. in Mathematics with Concentration in Graph Theory and Computer Science or with Concentration in Statistics. These two programs are described below.

Admission requirements
A student may enter this program with a master's degree or directly upon completion of a bachelor's program. In addition to satisfying the general admission requirements of The Graduate College, the student must have completed a sufficient level of mathematical training with satisfactory grades as determined by the Department Doctoral Committee. Upon entrance to the program the student is assigned an adviser who assists him/her in planning his/her program until he/she reaches the stage of having a Dissertation Adviser appointed.
Courses in this program emphasize a strong cross-section of discrete mathematics and computer science. Increasing demand for employees in business, industry, and academic settings with background in computer science ensures that graduates from this new doctoral option will be particularly attractive to employers.

Admission requirements
A student may enter the doctoral program, Graph Theory and Computer Science option, with a master's degree or directly upon completion of a bachelor's degree. In addition to satisfying the general admission requirements of The Graduate College and the Mathematics Department, the student must have acquired a sufficient level of training in mathematics, as well as a knowledge of a high level programming language (preferably both PASCAL and FORTRAN), an assembly language and data structures. Three letters of recommendation are required.

Advising
Upon entrance into the doctoral program, Graph Theory and Computer Science option, the student will be assigned a program adviser who will help the student plan his or her program until the student has a dissertation adviser.

Program requirements
1. Departmental Graduate Examinations
   a. Linear Algebra (530).
   b. Topology (622), and
   c. Real Analysis (673).
2. Coursework and Dissertation (minimum of 90 hours)
   a. Approved two-semester graduate sequences in each of graph theory, algebra, and probability and/or statistics.
   b. An approved graduate course in each of combinatorics, measure and integration, scientific programming, advanced data structures, analysis of computer algorithms, and mathematical theory of formal languages.
   c. An approved seminar discussing relationships between graph theory and computer science.
   d. Approved additional graduate courses, reading courses, and seminars, and
   e. Research and dissertation (normally 15 hours) which may be in graph theory or computer science.
3. Departmental Preliminary Examinations
   Each student in the doctoral program, Graph Theory and Computer Science Option, must pass Departmental Preliminary Examinations in three areas: Graph Theory, Computer Science, and Algebra.
4. Research tools
   For students in the doctoral program, Graph Theory and Computer Science Option, these will consist of competence in applied mathematics (two approved graduate courses) and an approved foreign language, or two approved foreign languages.

Administration
The doctoral program, Graph Theory and Computer Science Option, is jointly administered by the Department Doctoral Committee and the Graph Theory and Computer Science Program Committee.

Concentration In Statistics
Adviser: Gerald Sievers, Room 3319, Everett Tower

Admission requirements
Students in the doctoral program, Statistics Option, will be those who have been admitted to the doctoral program of the Department and who have been designated as “Statistics Option” at the time of admission. A student in the regular doctoral program can request a change of status to the Statistics Option. Admission and change of status requests for the doctoral program, Statistics Option, will be considered by the Statistics Doctoral Subcommittee and final decisions will be made by the Department Doctoral Committee.

The usual admission requirements of The Graduate College and the Department must be met. In addition, applicants should have completed (or be completing) a master’s degree in statistics or a closely related field. Applications must include three letters of recommendation.

Advising
The Statistics Doctoral Subcommittee will be responsible for the advising of students in the doctoral program, Statistics Option. Upon entrance to the doctoral program, Statistics Option, the student will be assigned an adviser by the Statistics Doctoral Subcommittee and the Department Doctoral Committee for planning the student’s program until (s)he reaches the status of candidate. During the semester in which the student attains the status of candidate, with the approval and advice of the Department Doctoral Committee and the Statistics Doctoral Subcommittee, (s)he will be assigned a dissertation adviser. The candidate and the dissertation adviser will select with the approval of these committees a Dissertation Committee for the candidate. In each of the above situations final appointment is subject to the approval of the Chairperson of the Department and The Graduate College.

During the first semester, the student must have a plan of study written by the Statistics Doctoral Subcommittee and approved by the Department Doctoral Committee. The selection of preliminary exams shall be included.

Program requirements
1. Departmental Graduate Examinations: As early as possible, a student must pass Departmental Graduate Examinations in:
   a. Linear Algebra (530).
   b. Real Analysis (673), and
   c. Statistics
   The Statistics DGE shall consist of three, two-hour examinations in the areas of probability, theoretical statistics, and applied statistics. The material covered will be from the
DOCTORAL DEGREE PROGRAMS AND REQUIREMENTS

Psychology
Wayne Fuqua, Program Committee Chairperson
Arlene Lewis, Program Secretary
Room 255, Wood Hall

The Doctor of Philosophy in Psychology is designed to provide intensive training in Experimental Analysis of Behavior, Applied Behavior Analysis, Clinical Psychology, or School Psychology. The Ph.D. degree is a research degree for persons intending to assume leadership roles in teaching, research, and service in a variety of professional and academic institutions.

In addition to meeting the entrance requirements of The Graduate College, applicants are expected to show evidence of interest in and aptitude for conducting research.

Graduate students receive a personal appointment to a doctoral chairperson and two faculty sponsors in an apprenticeship role to facilitate the full development of the student’s academic interests within the research programs of the Department and the University. The program is arranged to encourage active participation in the daily conduct of the Department’s academic program and research activities.

The credit hour requirements of the Ph.D. program are arranged to prepare students for teaching and research. The coursework includes:

- Applied Behavior Analysis (90 hrs.)
  1. Experimental analysis of behavior (6 hrs.)
  2. Statistics and experimental design (6 hrs.)
  3. Behavior modification: Areas of research and application (15-18 hrs.)
  4. Systems analysis (6 hrs.)
  5. Practicum in applied behavior analysis (12 hrs.)
  6. College teaching experience (6 hrs.)
  7. Professional problems and ethics (3 hrs.)
  8. Electives and cognate courses (12-15 hrs.)

- Experimental Analysis (90 hrs.)
  1. Experimental analysis of behavior (6 hrs.)
  2. Statistics and experimental design (6 hrs.)
  3. Experimental Analysis: Areas of research and application (15 hrs.)
  4. History and systems (9 hrs.)
  5. Apprentice research (6 hrs.)
  6. College teaching (6 hrs.)
  7. Professional problems (3 hrs.)
  8. Electives and cognate courses (18 hrs.)

School Psychology (95 hrs.)
1. School Psychology Foundations (19-20 hrs.)
2. Learning Applications (22 hrs.)
3. Behavior and Systems Analysis (6 hrs.)
4. Research Methods (6 hrs.)
5. College Teaching (6 hrs.)
6. Professional Problems (3 hrs.)
7. Practicum (4-6 hrs.)
8. Internship (12 hrs.)
9. Specialist Project (6 hrs.)
10. Dissertation (15 hrs.)

Clinical Psychology (90 hrs.)
1. Clinical Foundations in Psychology (18 hrs.)
2. Methodology (6 hrs.)
3. Clinical Psychology (21 hrs.)
4. Clinical Practicum (6 hrs.)

The research activity of the doctoral student is continuous and is encouraged through participation in the apprentice research program, completion of a six credit hour Master’s Thesis, the completion of approved practicum, and completion of a fifteen credit hour dissertation. In addition to the required hours of formal course work, research activity, and professional experience, the student is required to demonstrate competence in two research tools selected from foreign languages, American sign language, computer usage, or advanced statistics. The doctoral candidate will also show evidence of an ability to interpret, integrate, and discuss research data by the satisfactory completion of comprehensive examinations in two areas of concentration and the preparation of a review paper of publishable quality.

The program is arranged to provide formal evaluations of the student as he/she progresses from baccalaureate apprentice to doctoral applicant with the completion of the Master’s Thesis and to doctoral degree candidate with completion of the comprehensive examinations and the review paper. The award of the Ph.D. degree is made following the satisfactory completion of the required hours of approved course credit, demonstration of competence in two research tools, submission of an approved review paper and two area examinations, and the oral defense of the dissertation before the student’s doctoral committee at a public presentation.

The Department of Psychology offers financial assistance through Department assistantships and program fellowships. Additional information concerning financial awards and proctorships may be obtained from the Department office.

Public Administration
Adviser:  
Peter Kobrak, Program Director  
Center for Public Administration Programs  
B-1, Hillside Building-East

The Doctoral program in Public Administration is designed for those who have several years of experience in administrative line or staff positions and wish to develop managerial and analytic skills which will enable them to assume positions of greater responsibility and authority. Courses in the DPA program focus on the analysis, evaluation, and implementation of public policy. The program is structured to provide decision-makers with a more sophisticated understanding of the total governing process. Completion of the DPA will provide graduates the background to analyze a wider range of alternative policies and to weigh competing choices in the decision-making process.

Courses are taught by graduate faculty members drawn from several departments and colleges at Western Michigan University. The program is offered only in Lansing and is administered by the Center for Public Administration Programs through the WMU.
**Science Education**

**Adviser:** Robert H. Poel, Room 313, Moore Hall

The Doctor of Philosophy Degree in Science Education involves a minimum of ninety semester hours of graduate work in a broad science program with course elections in more than one science. Three options of specialization or concentration are possible. In the first option, 20 hours of graduate work in one science, selected from Biology, Biomedical Sciences, Chemistry, Geology, or Physics are required. Ten hours of graduate work in each of two sciences must be elected. The elections are designed to provide depth in one science area and breadth in other science areas in order to prepare graduates of the program, among others, to be (1) directors of science instruction or department heads in large school systems or in state agencies, (2) college instructors who are likely to teach science and science education methods or courses for both preservice and inservice teachers, (3) teachers of college science courses, or (4) researchers in the area of science education. A second option emphasizes environmental science. That option requires graduate work in two natural sciences, 20 semester hours in one and 10 in another selected from the departments mentioned above, and additional courses dealing with environmental issues offered in departments such as Geography, Environmental Science, and Sociology. This option is designed to prepare graduates to be, among others, (1) developers, teachers, and/or administrators in academic or public institutions, (2) consultants in environmental education, (3) advisers to developing nature centers and other environmental education centers, (4) supervisors of student teachers in conservation or elementary and secondary school environmental science programs, or (5) environmental managers, including individuals with expertise in the areas of management of energy and material resources. The third option, the biology/biomedical option, prepares students for teaching and research careers in areas of biology and biomedical sciences. Option III is based on in-depth study of at least 20 graduate semester hours in one area of the biological or biomedical sciences and a minor of at least 10 graduate semester hours in the other science. Supporting course work in education and a minor concentration of ten graduate semester hours in biochemistry, biostatistics, computer science, physics, or another approved science area is required. This option is also required for students preparing to teach, do research, or be clinicians in a number of areas in biology and biomedical sciences.

**Admission requirements**

The minimum admission requirements to this degree program are an undergraduate major in one science (Biology, Biomedical Sciences, Chemistry, Earth Science, Geology, or Physics) and an undergraduate minor in a second science. Students electing Option I should have a minor in a third science and a minor of one year of undergraduate work in a fourth science. Thus, it is expected that all students in the program will have some undergraduate preparation in each of Biology, Chemistry, Geology, and Physics. Students entering with less than these requirements will be expected to complete them at the undergraduate level. Undergraduate deficiencies may be made up after admission to the doctoral program. In addition, all students are expected to meet the regular admission requirements established by The Graduate College.

**Program requirements**

1. Sixty semester hours of coursework beyond the master's.

The sixty hours of course work are divided into four modules which contain the following courses:

**POLICY ANALYSIS MODULE**

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<tbody>
<tr>
<td>PADM 673 Quantitative Public Policy Analysis (3 hrs.)</td>
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<tr>
<td>PADM 678 Program Evaluation (3 hrs.)</td>
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<tr>
<td>PADM 691 Designing Policy and Policy Systems (3 hrs.)</td>
</tr>
<tr>
<td>PADM 691 Statistics for Public Administrators (3 hrs.)</td>
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<tr>
<td>PADM 693 Action Research Project (to be elected twice) (3 hrs.)</td>
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**POLICY FORMULATION MODULE**

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<tr>
<td>PADM 671 The Public Good (3 hrs.)</td>
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<tr>
<td>PADM 672 Historical and Comparative Analysis of Public Policy (3 hrs.)</td>
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<td>PADM 675 Advanced Administrative Theory (3 hrs.)</td>
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**POLICY IMPLEMENTATION MODULE**

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<tr>
<td>PADM 674 Human Behavior in Public Organizations (3 hrs.)</td>
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<td>PADM 676 Cases in Public Policy Implementation (3 hrs.)</td>
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<tr>
<td>PADM 677 The Public Administrator (3 hrs.)</td>
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<td>PADM 682 Administrative Decision Making (3 hrs.)</td>
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**DISSERTATION MODULE**

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<tr>
<td>PADM 698 Studies in Selected Policy Areas (3 hrs.)</td>
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<tr>
<td>PADM 695 Research Design (3 hrs.)</td>
</tr>
<tr>
<td>PADM 730 Doctoral Dissertation (15 hrs.)</td>
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**Note:** The first three years of the program involve course work with courses meeting two evenings per week. The fourth year will be devoted to the dissertation. This work involves a review of the literature in a policy area and then research and interpretation of the findings in that policy area.
research problem generally is formulated by the student and is in an area of Science Education, Environmental Science, Biomedical Science, or a science topic approved by the student's Doctoral Advisory Committee. 

The residency requirement for this degree program is one calendar year of full-time study on the campus. To be admitted to candidacy for the doctoral degree, the student must complete the course work, the research tools, the comprehensive examination, and also two years of successful teaching experience in addition to the other requirements of all doctoral degree programs. Exceptions to the teaching requirement may be made on an individual basis for students in Option II and III.

Sociology

Director, Graduate Studies: Stanley S. Robin, 2413 Sangren Hall
Adviser: Stanley S. Robin, 2413, Sangren Hall

The Ph.D. program in Sociology is designed to prepare students for careers in sociological research and teaching. Broad training in sociology is provided through a wide variety of courses and research experiences. Each student's program is individually guided by a doctoral committee.

A basic feature is the core training in general sociology, theory, research methods, and social psychology. Specialization is required in three areas of sociology. Two are selected by the student from the departmental areas of concentration: Applied sociology, criminology, medical sociology, social psychology, sociology of social problems. A third area of individual specialization is chosen by the student with the approval of the student's doctoral committee. Course work in a cognate area, approved by the student's doctoral committee, is also required. The areas of concentration are important and active ones in the field, and thus provide students with valuable specialties to augment the doctoral training in the discipline as a whole.

Admission requirements

1. Master's degree in sociology
2. Grade-point average of 3.25 in all graduate work.
3. Applicants who hold a master's degree in a related field may be admitted to the program, but may be required to make up deficiencies as a condition of admission.
4. Applicants must supply three letters of recommendation from academic and/or professional sources to Graduate Admissions Committee, Department of Sociology.

Program requirements

1. Complete, beyond the master's degree, at least sixty hours of course and dissertation credits; courses in addition to the required core courses are selected in consultation with the student's doctoral committee.
2. Demonstrate competence in two research tools selected from foreign language other than English, research methodology, statistics, and computer programming.
3. Pass examinations in two departmental areas of concentration and in one individual area of specialization.
4. Write and successfully defend an original dissertation to the satisfaction of the doctoral committee and The Graduate College. Prospective students are expected to satisfy all requirements for admission to doctoral programs specified by The Graduate College. They must also have acquired a minimum of two years of successful professional experience in serving handicapped persons. Admission to the program is contingent upon a satisfactory score on the Miller Analogies Test and the successful completion of a personal interview with a committee comprised of graduate faculty of the Department of Special Education.

Upon acceptance to the Department, a Program Adviser will be designated to work with the student in developing the student's overall program. In addition to the prescribed course work, the student will complete an internship in college teaching and an internship in administration of programs in special education. During the last semester of course work, the student will be required to complete successfully a written comprehensive examination.

All students in the program will be required to complete successfully a scholarly dissertation. Following the guidelines established by The Graduate College, the student will select a dissertation adviser and a dissertation committee who will guide the student in the development of a dissertation. Following the completion of the dissertation, the student will be required to complete successfully an oral defense of the dissertation which will be conducted by the dissertation adviser, the dissertation committee, and an additional reader selected by the student and the dissertation adviser from the graduate faculty outside the Department of Special Education.

Financial support

A number of departmental, University, and governmental assistantships, fellowships, and associateships are available to qualified students. Educational opportunities and part-time employment may be available through the facilities of the Leonard C. Kercher Center for Social Research. Research through the Center includes studies of education, mental illness, marital roles, race relations, group dynamics, deviant behavior, comparative institutions, and numerous other topics. Graduate students frequently participate in these studies.

Additional information and application forms may be obtained from the department chair.

Special Education

Advisers: Joseph J. Eisenbach, Alonzo E. Hannaford, Donald F. Sellin. Office: 3506 Sangren Hall

The Doctor of Education in Special Education is designed to prepare an individual to serve as a college teacher in a Department of Special Education and as an administrator of educational programs for the handicapped.

Application for admission to the Ed.D. program must be made to The Graduate College. Fifteen credit hours are required for the dissertation.

5. Criteria and procedures for meeting these requirements are described in detail in the department's Graduate Manual.

Financial support

A number of departmental, University, and governmental assistantships, fellowships, and associateships are available to qualified students. Educational opportunities and part-time employment may be available through the facilities of the Leonard C. Kercher Center for Social Research. Research through the Center includes studies of education, mental illness, marital roles, race relations, group dynamics, deviant behavior, comparative institutions, and numerous other topics. Graduate students frequently participate in these studies.

Additional information and application forms may be obtained from the department chair.
Section V
Description of Graduate Courses

COLLEGE OF ARTS AND SCIENCES

A. Bruce Clarke, Dean
Clare R. Goldfarb, Associate Dean

Graduate Offerings:
Anthropology
Arts and Sciences
Biology and Biomedical Sciences
Black American Studies
Chemistry
Communication Arts and Sciences
Computer Science
Economics
English
Geography
Geology
History
Languages and Linguistics
Mathematics and Statistics
Medieval Studies
Philosophy
Physics
Political Science
Psychology
Public Administration
Religion
Science Division
Social Science Division
Sociology

The College of Arts and Sciences offers a variety of subjects that familiarize the graduate student with the world of ideas and deepen his/her understanding of our cultural heritage. Graduate programs are offered in Anthropology, Biology, Biomedical Sciences, Biostatistics, Chemistry, Communication Arts and Sciences, Computer Science, Development Administration, Earth Science, Economics, English, Geography, Geology, History, Mathematics, Medieval Studies, Physics, Political Science, Psychology, Public Administration, School Psychology, Science Education, Sociology, and Statistics.

The College of Arts and Sciences cooperates with the College of Education in offering the following teaching programs:
Teaching of English and Teaching of Geography

Anthropology (ANTH)
R.J. Smith, Chairperson; Professors E. Garland, W. Garland, Greenberg, Jacobs, R. Loeffler, Maher, Sundick; Associate Professors Cremin, E. Loeffler.

Open to Upperclass and Graduate Students

500 Topics in Archeology
3 hrs.
A consideration of the prehistory of a particular geographic area (e.g., the southwestern United States, the Circum polar) or of selected theoretical problems (e.g., artifact typology, prehistoric ecology). The topic to be studied will be announced each semester. May be repeated for credit. Prerequisite: Varies with topic.

501 The Rise of Civilization
3 hrs.
The archeological science in one or more of the nuclear centers of prehistoric civilization will be considered in some detail. The course may focus intensively upon one area, or it may give equal emphasis to two or more areas in a comparative framework. The specific area or areas to be studied will be announced each semester. May be repeated. Prerequisites: ANTH 210 or consent of instructor.

502 The Origins of Agriculture
3 hrs.
An intensive study of the human transition from hunting-gathering to cultivation during the post-Pleistocene period. Topics to be treated include: both archeological and botanical models to explain these processes; the comparison of agricultural systems in various parts of the world; the geographic distribution and biosystematics of selected cultivars; and the cultural systems which have arisen from the economic foundation of plant domestication. Prerequisite: ANTH 210 or consent of instructor.

510 Field Methods in Archeology I
3 hrs.
Instruction in the archeology of a particular area (e.g., the Great Lakes, Midwest Riverine area) with emphasis on cultural processes and ecological relationships as these emerge during the course of field work on the specific problems chosen for investigation in a given field season. May be repeated for credit. Prerequisites: Consent of instructor.

511 Field Methods in Archeology II
3 hrs.
Implementation of the field research strategy. Instruction in the basic skills of site excavation, mapping, and retrieval and recording of data, also laboratory analysis, including classification and cataloguing of artifacts. Depending upon the problem orientation in a given field season, instruction may include site location survey, site sampling techniques, and paleoenvironmental instruction. To be taken concurrently with ANTH 510. May be repeated for credit. Prerequisite: Consent of instructor.

520 History of Ethnological Theory
3 hrs.
A systematic examination of the evolution of the significant theoretical problems and contributions in anthropology over the last two centuries. Developments are examined in relation to the prominent figures in the discipline and their times. Prerequisites: ANTH 220, 240, or consent of instructor.

522 Methodology in Ethnographic Research
3 hrs.
Emphasis is on quantitative and qualitative research materials as the basis for successful description and hypothesis testing in cultural anthropology. Considers the importance of research design and operations in generating more accurate observations on which theory building and testing rest. Includes introduction to ethnographic research techniques: e.g., participant-observation, structured and semi-structured interviews, questionnaires, sampling, technical equipment, etc. Prerequisite: ANTH 220, 240, or consent of instructor.

523 Ethnographic Field Session
3-6 hrs.
Supervised field examination of human communities in respect to specific ethnographic questions; analysis of field data, and report writing. May be repeated for credit up to a total of six hours. Prerequisite: Consent of instructor.

531 Medical Anthropology
3 hrs.
An examination of anthropological research relating to cross-cultural beliefs and practices about health and illness and the relationship between folk and scientific medical care systems. Included is analysis of public health programs in Western and developing societies, the effect of institutional/bureaucratic social structure on the adequacy of health care systems; and patients' rights in this age of extraordinary medical technology. Prerequisites: ANTH 220, 240, or consent of instructor.

532 Culture and Personality
3 hrs.
An investigation of the interaction of culture and personality with particular attention to the role of culture as a force in the development of the individual. Prerequisites: ANTH 220, 240, or consent of instructor.

536 Cultural Evolution
3 hrs.
An inquiry into the dynamics of culture through a study of selected theories of cultural change and their application to...
50 COLLEGE OF ARTS AND SCIENCES

concrete situations such as the rise of complex civilizations and the reactions of non-Western societies to contact) with the West. Prerequisites: ANTH 220, 240, or consent of instructor.

538 Law and Culture
3 hrs.
A study of law through the theory and method of comparative legal dynamics. The relation of law to the whole of culture; the function of law as revealed in the comparative study of societies ranging from simple to complex. Prerequisites: ANTH 220, 240, or consent of instructor.

540 Social Impact Assessment
3 hrs.
The application of anthropological knowledge to assess and evaluate the sociocultural effects of proposed developmental policy, programs, or projects as they relate to environmental impact assessment while in the planning stage, to improve project design, and mitigate undesired secondary effects.

542 Development Anthropology
3 hrs.
An examination of the role of social science when applied to the solution of specific development problems, particularly in the Non-Western World. Explores a wide range of applied or adaptive research techniques designed to insure that directed social change actually benefits those for whom it is intended. Also surveys numerous research strategies, methods and constraints involved in conducting research for national or international development agencies. Prerequisites: ANTH 220, 240, or consent of instructor.

545 Topics in Ethnology
3 hrs.
An intensive study of the cultures of an area of the world (e.g., Japan, Philippines, Caribbean, East Africa) or selected problems (e.g., kinship systems, millenarian movements). Topic will be announced each semester. May be repeated for credit. Prerequisites: ANTH 220, or 240, or consent of instructor.

551 Human Osteology
3 hrs.
A study of the human skeleton. Emphasis will be on morphological and metrical variation, odontology, paleopathology, and reconstruction of the individual and the population. Prerequisite: ANTH 250, or consent of instructor.

555 Topics in Physical Anthropology
3 hrs.
A consideration of the biological relationships of specific population groups of general problems in human biology (e.g., human genetics, human growth and constitution, paleopathology, dental anthropology). Topic will be announced each semester. May be repeated for credit with different topics. Prerequisite: ANTH 250.

596 Readings in Anthropology
1-4 hrs.
Independent study arranged in consultation with an instructor. Intended for advanced students with good academic records. One to two hours credit per semester, cumulative to four hours. Prerequisite: Consent of instructor.

Open to Graduate Students Only

601 Seminar in Cultural Anthropology
3-4 hrs.
Intensive study of the contemporary issues in sociocultural theory. May be elected as a graduate cognate course by students in other disciplines. May be repeated for credit when topics vary. Prerequisite: Consent of instructor.

602 Seminar in Archeology
3-4 hrs.
Advanced study in the major problem areas of prehistoric research. May be elected as a graduate cognate course by students in other disciplines. May be repeated for credit when topics vary. Prerequisite: Consent of instructor.

603 Seminar in Physical Anthropology
3-4 hrs.
Advanced instruction and research in the principal problem areas in physical anthropology. May be elected as a graduate cognate course by students in other disciplines. May be repeated for credit when topics vary. Prerequisite: Consent of instructor.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

Arts and Sciences (A-S)

Open to Underclass and Graduate Students

American Studies

A-S 501 Studies in American Culture
1-4 hrs.
An interdisciplinary study of perennial issues in American life. The materials for this course are drawn from literature, the arts, the social sciences, philosophy, and religion. This course must be approved by the American Studies Program Adviser.

Environmental Studies

EVS 550 Contemporary Environmental Projects
1-4 hrs.
Contemporary Environmental Projects is designed for students who wish to carry on advanced interdisciplinary work in Environmental Studies. May be conducted under the direction of a faculty member. Will be geared to a single project in which there is outside investigator, research, field experiences, and/or workshop experiences. Students selecting this course will work on projects especially designed for their programs. The goal of this course is to identify a problem, outline the approach to study, and to consider paths to solving the problem. The course is repeatable for up to eight hours of academic credit. Prerequisite: Consent of instructor and approval of the Director of the Environmental Studies Program.

Foreign Studies Seminars

Students may receive up to six hours credit in any combination of departments as described provided the seminar is planned with that combination in mind. No student will receive credit under any of the course plans indicated here for work done in seminars planned and conducted by other institutions or for work done independent of seminars planned by the College of Arts and Sciences.

A-S 504 Foreign Studies Seminar
1-6 hrs.
Seminars in the Social Sciences conducted outside the U.S. Students who complete such a seminar may receive credit in the departments of Anthropology, Economics, Geography, History, Political Science, or Sociology if the credit is approved by the chairperson of the department prior to registering for the seminar. May be repeated for credit.

A-S 505 Foreign Studies Seminar
1-6 hrs.
Seminars in the Humanities conducted outside the U.S. Students completing such a seminar may receive credit in the departments of Communication Arts and Sciences, English, Languages and Linguistics, Philosophy, Religion, and the departments of the College of Fine Arts if the credit is approved by the chairperson of the department prior to registering for the seminar. May be repeated for credit.

Biological and Biomedical Sciences

Pipec, Chairperson; Professors Beuving, Brewer, Buthala, Ehre, Eisenberg, Engelmann, Fisco, Fisch, Friesen, Vanne, VenderBeek, Wood, Associate Professors Ginsberg, Inselberg, McIntire, Assistant Professors Cowan, Walker

Biology (BIOL)

Open to Underclass and Graduate Students

501 Ecological Adaptations of Organisms
3 hrs.
An investigation of the many environmental factors (light, temperature, time, magnetism, and others) that influence the life and behavior of organisms. A study will be made of the strategies used by organisms to adapt to these factors. Adaptation will be considered as adjustments in both behavior and physiology. Ecological interactions between the environment and the organisms at the molecular, cell, and organ levels will be studied. Plants, animals, and microorganisms will be used as examples. Prerequisites: BIOL 101, 102.

502 Human Ecology
3 hrs.
A study of the various aspects of the ecology of humans, including pollution, population, land use, and nutrition. One student project and required field trips. Prerequisite: Eight hours of Biology or consent of instructor.

505 Quantitative Biology
3 hrs.
The use of the computer and statistics to perform analyses of biological concern. Emphasis will be placed on ecological and physiological analyses. Lectures and regularly assigned homework exercises. Previous computer programming experience is desirable. Prerequisites: BIOL 201 and a basic statistics course or consent of instructor.

507 The Biology of Addictive Drugs
3 hrs.
The principles of pharmacology (mode of action and effects of drugs) are related to abuse drugs, such as marijuana, alcohol, heroin, methedone, LSD, amphetamines (Speed), and cocaine. The course is
designed primarily for non-science majors to give them an understanding of the objective and subjective effects of drug use. Legal and social implications of illegal drug use are discussed. No prerequisites.

509 Evolution
3 hrs.
A consideration of the theory of evolution by natural selection, including discussions of the mechanisms of evolution and predictions generated by the theory. Prerequisites: BME 250 and BIOL 301 or consent of instructor.

512 Environment and Health Problems
3 hrs.
The impact of the environment on the health of the individual and of populations, the relationship between physiological and anatomical difficulties, and the various means employed in meeting these challenges. Prerequisites: Eight hours of Biology.

515 Plants for Food and Industry
3 hrs.
Representative cereal, fiber, and industrial plants of primary economic importance will be examined, such as wheat, rice, wood and its uses, soybeans, and grapes. Following a discussion of plant composition and some of the important processes involved in plant growth, the course will investigate the botanical characteristics of each plant, the areas where it is grown, and the special aspects of its composition and growth habits that account for its economic prominence. Its value in human nutrition, and some of its special problems. The course is enriched with several demonstrations and lab experiences that include diverse practical applications. Prerequisites: BIOL 102, CHEM 101, or equivalent courses.

517 Cell Physiology
3 hrs.
Concerned with the details of structure and functioning of cells, both animal and plant. The current status of major problems in the field is considered. Prerequisite: A course in physiology.

520 Systematic Botany
3 hrs.
Principles and techniques of plant classification, nomenclature, and biogeography are presented in lectures and field, and laboratory experiences using vascular plants as examples. Evolutionary trends, family characteristics and experimental systematics of vascular plants are emphasized. Students will be expected to learn to recognize 100-150 plant species by common and scientific name. Prerequisite: BIOL 102 or equivalent.

523 Heredity and Plant Breeding
3 hrs.
Principles of plant breeding. Quantitative genetics, population genetics, systems of mating, heterosis, and the genetics of pathogenic organisms are discussed. The basic unity of methods used in breeding self-pollinated and cross-pollinated species is considered. Prerequisite: Eight hours of Biology.

525 Biological Constituents
3 hrs.
The chemical elements in plants and animals, as well as the synthesis, characterization, and degradation products of the more important compounds. Prerequisites: Twelve hours of Biology and one year of Chemistry or consent of instructor.

526 Plant Disease
3 hrs.
Considers plant disease as one complex of phenomena within the much larger complex of the biological sciences. Rather than being a catalog of diseases, their causes, characteristics, and control, it portrays plant pathology in terms of general biological concepts. Prerequisite: Eight hours of Biology.

528 Biology of Non-Vascular Plants
3 hrs.
A detailed comparative study of the structure, reproductive cycles, and ecology of the various groups of algae, fungi, and bryophytes. Laboratory study will be complemented by field investigations. An independent project may be required. Prerequisite: BIOL 102.

529 Biology of Vascular Plants
3 hrs.
A detailed comparative study of the structure, reproductive cycles, and phylogeny of vascular plants. Laboratory study will be complemented by field trips. An independent project may be required. Prerequisite: BIOL 102.

533 Neuroendocrinology
3 hrs.
Neuroendocrinology is designed to acquaint the student with the interrelationships of the environment and the organism, as mediated by the neuroendocrine system. The physiology and morphology of the neuroendocrine system will be studied, as well as the chemical structure of the neurotransmitters. Regulation of cellular chemistry by the neuroendocrine products will be emphasized. Prerequisites: An independent project must be approved. Prerequisites: BIOL 102, CHEM 101, and a course in physiology.

535 Plant Nutrition
3 hrs.
The elements essential for plant growth and development, their uptake, and their main functions in plant are examined. Some important relationships of plant nutrition to human nutrition will be pointed out. Throughout the course, a balance between theory and application will be maintained. The cycling of elements in nature provides insights into ecological aspects of plant nutrition. Several demonstrations and lab experiences serve to enrich the course. For example, students cooperate in making up nutrient solutions, growing various plants in them, and observing the effects of nutrient deficiencies. Prerequisites: BIOL 102, CHEM 101, and a course in physiology.

538 Field Natural History
3 hrs.
A study of biological communities, with particular emphasis on those accessible for use by public schools (e.g., school grounds, vacant lots, roadsides, parks, and undeveloped areas). Primarily for teachers. Prerequisite: At least twelve hours of Biology or consent of instructor.

539 Animal Behavior
3 hrs.
Animal behavior with emphasis on evolution and ecology. Includes an introduction to the ethological point of view. One student project. Prerequisite: Eight hours of Biology or consent of instructor.

541 Invertebrate Zoology
3 hrs.
A study of the anatomy, physiology, embryology, and life history of representatives of the major groups of invertebrate animals. Prerequisite: Twelve hours of Biology, including BIOL 101.

542 Entomology
3 hrs.
A general study of insects. Their structure, classification, life histories, ecological relationships, and economic importance. Collection and identification of local species is included. Prerequisite: Eight hours of Biology, including BIOL 101.

547 Ornithology
3 hrs.
An introductory course that explores both scientific and popular aspects of bird study. Life history, behavior, ecology, and conservation are considered. Field identification is emphasized.

548 Animal Ecology
3 hrs.
Principles of animal populations and communities, inter-relations of life history features (such as habitat selection, reproductive patterns) and population traits, competition and predation and their role in the evolution of community structure, and the roles of animals in the functioning of ecosystems. Methods of determining abundance are studied. Prerequisite: BIOL 301, or equivalent.

549 Field Ecology
3 hrs.
Field studies of forest, native grassland, wetlands, and other local ecosystems. Plant and animal composition, geological history, human effects, succession, and other aspects of the structure and workings of ecosystems are integrated. Field ecological methods are emphasized. Prerequisite: A course in ecology.

550 Plant Anatomy
3 hrs.
An embryological and histological approach to the study of morphogenesis in seed-bearing plants. Primary emphasis will be placed on monocots and dicots. Prerequisite: BIOL 102.

551 Plant Parasitology
3 hrs.
A study of parasites and host-plant relationships illustrated by representatives of the major parasite groups. Special attention is given to the parasites of man. Prerequisite: Twelve hours of Biology, including BIOL 101.

552 Plant Ecology
3 hrs.
A detailed study of the growth, distribution, survival, and environmental interactions of plants. Ecological plant analysis methods will be given strong emphasis. There will be laboratory and field investigations. An independent project may be required. Prerequisites: BIOL 102 and BIOL 201.

553 Limnology
3 hrs.
Biological, chemical, and physical aspects of lakes, ponds, and streams. Ecological relationships of invertebrate animals and lower plants are emphasized. Prerequisites: BIOL 101 and 102, CHEM 101 recommended.

554 Water Pollution Biology
3 hrs.
A comparison of organisms which live in clean waters as contrasted to those in polluted waters. Streams, lakes, and ponds
52 COLLEGE OF ARTS AND SCIENCES

555 Marine Biology 3 hrs.
A survey of marine biology topics including: the physical marine environment and general principles of marine ecology, marine plants and animals, with emphasis on their special roles and adaptations, major marine communities, and marine biotic resource conservation and utilization. Selected topics of current research are included.

559 Radiation Biology 3 hrs.
Study of the nature of radiation and radioactive decay, the uses of radioisotopes in biological investigation and the effects of radiation on living systems. Prerequisites: Twenty hours of mathematics or science or consent of instructor.

560 Ichthyology 3 hrs.
A general survey of fishes that considers their anatomy, physiology, ecology, behavior, and phylogeny. Field and laboratory work emphasizes the methods of collection, preservation and identification of fish species. Paper may be required. Prerequisite: Eight hours of Biology, including Biology 101.

588 Readings in Biology 1-3 hrs.

599 Independent Studies in Biology 1-4 hrs.
For advanced students who wish to carry on advanced work in special fields. Prerequisite: Consent of instructor.

Open to Graduate Students Only

601 Special Investigations (various areas) 2-6 hrs.
An independent study in one of the various specialties represented by members of the department. The field in which work is offered will be indicated on the student record. May be repeated for credit up to a maximum of six hours. Prerequisite: Consent of instructor.

603 Seminar in Substance Abuse I 3 hrs.
An interdisciplinary seminar designed to reflect broadly conceived intervention strategies ranging from primary prevention to rehabilitation of the addict. The basic training in the principles of intervention and clinical practice will continue to be taught within the student's basic professional discipline. In part, the seminar will be used to elaborate upon the applications of these principles to the problems of substance abuse. This course is cross-listed with Counseling-Personnel, Social Work, and Sociology. Prerequisite: Admission to Specialty Program in Alcohol and Drug Abuse, or consent of instructor. Graded on a Credit/No Credit basis.

604 Seminar in Substance Abuse II 3 hrs.
Continuation of BIOL 603. This course is cross-listed with Counseling-Personnel, Social Work, and Sociology. Prerequisite: Admission to Specialty Program in Alcohol and Drug Abuse, or consent of instructor. Graded on a Credit/No Credit basis.

Seminars in Biology 2-3 hrs.
Seminars in which a selected area of biology is studied in depth. Oral presentations and discussion will be required. Possible topics will reflect the interests and expertise of the biology faculty. The specific topic dealt with in a given semester will be indicated in the Schedule of Classes and on the student's record. Students may take one or all topics offered for credit. Prerequisite: Consent of instructor.

611 Seminar in Animal Biology
612 Seminar in Plant Biology
613 Seminar in Ecology
614 Seminar in Genetics/Evolution
615 Seminar in Physiology

Topics in Biology 3-4 hrs.
Courses in which a selected area of biology is studied in depth. Possible topics will reflect the areas of expertise of the biology faculty. The specific topic dealt with in a given semester will be indicated in the Schedule of Classes and on the student's record. Students may take one or all topics offered for credit. Prerequisite: Consent of instructor.

621 Topics in Animal Biology
622 Topics in Plant Biology
623 Topics in Ecology
624 Topics in Genetics/Evolution
625 Topics in Physiology

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.
710 Independent Research 2-6 hrs.
712 Professional Field Experience 2-12 hrs.

Biomedical Sciences (BMED)

518 Endocrinology Fall (alternate years), 3 hrs.
A survey of the hormonal integration of organ-system function, including the chemical nature of these secretions, the cellular and biochemical mechanisms of hormone actions, and the endocrine feedback control mechanisms. The regulatory nature of hormones in developmental processes, in adaptation, and in disease processes will be stressed. Prerequisite: BMED 350, biochemistry recommended.

519 Endocrinology Laboratory
Winter (alternate years), 3 hours. Laboratory experience in endocrinological concepts involved in endocrine research and clinical testing. Prerequisite: Permission of instructor.

520 Human Genetics 3 hrs.
The principles of human heredity with particular emphasis on the clinical significance of biochemical and chromosomal variation. Abnormalities of development and methods of risk analysis in genetic counseling are discussed. Prerequisites: BMED 250 or BMED 495, or consent of instructor. Biochemistry recommended.

524 Microbial Genetics Fall, 3 hrs.
A molecular approach to microbial genetics, dealing primarily with bacterial and viral systems. Emphasis is placed on current literature and on the application of concepts of biomedcal research. Prerequisites: BMED 250 and BMED 312 or consent of instructor. Biochemistry recommended.

525 Genetics Laboratory Winter 88, 3 hrs.
Students will acquire techniques currently used in the field of genetics. Although all areas of genetic interest will be presented, emphasis will be placed on the areas of Cytogenetics, biochemical genetic toxicology and genetic counseling techniques which are currently used in medical, industrial biomedical research areas. In addition time will be provided for in depth experimentation. Prerequisites: BMED 250 or equivalent.

531 Biology of Aging 3 hrs.
This course is designed to provide non-majors with an understanding of the aging process. The lectures will emphasize the anatomical, physiological, and molecular changes which occur in cells and organs with aging. Clinical applications are introduced where they provide additional insight into the aging process.

532 Bacterial Physiology Winter 3 hrs.
Bacterial structure-function relationships are examined in a biochemical context. Current concepts of cell biochemistry are organized around the bacterial cell as a traditional model system for understanding energetics, synthesis of cell structures, transport, metabolism and regulatory mechanisms. The course is designed for advanced undergraduates and beginning graduate students. No textbook required; reading assignments are from the scientific literature. Prerequisites: A microbiology course and a biochemistry course.

534 Virology 3 hrs.
A study of the classification, structure, and chemistry of viruses. Emphasis will be placed on the cell-virus interaction leading to the disease process or cellular alterations in mammalian systems. Prerequisite: BMED 312: biochemistry recommended.

536 Immunology 3 hrs.
A study of the biological and biochemical mechanisms of the immune response and the chemical nature of antibodies, antigens, and their interaction. Emphasis will be placed on in vivo and in vitro humoral and hypersensitive reactions. Prerequisites: BMED 250, biochemistry recommended.

537 Histology Fall, 3 hrs.
A study of the function and microscopic anatomy of mammalian tissues. Prerequisite: BMED 211 or consent of instructor.

540 Cell and Organ Culture 3 hrs.
The purpose is to introduce the student to the fundamental procedures of cell and organ cultures of mammalian tissue. The application of cell and organ culture to routine clinical, research, or drug screening procedures will be emphasized, as well as specialized procedures employed to solve specific biomedical research problems. Prerequisite: Consent of instructor.
554 Histological Techniques
Winter of alternate years, 3 hrs.
A variety of techniques, including celloidin, paraffin, decalcification, and special stains, will be used to prepare mammalian tissues for histological examination. Prerequisite: BMED 537 or consent of instructor

570 General Pathology
Fall of alternate years, 4 hrs.
An introduction to pathology which describes the structural and biochemical changes occurring in cells and tissues following injury or disease. Prerequisites: BMED core curriculum and organic chemistry.

574 Embryology
4 hrs.
Embryology is the study of the development of an organism from a single fertilized cell to a complex multicellular fetus. The course will present this material from both a classical descriptive and experimental cellular point of view. In addition to the lecture, laboratory exercises will provide experience in the recognition of the various stages of development and in the culturing and manipulations of embryos in vitro and in vivo. Prerequisite: BMED 213, 250, or equivalent.

598 Readings in Biomedical Sciences
1-3 hrs.
599 Independent Studies in Biomedical Sciences
1-3 hrs.
For advanced students who wish to carry on advanced work in special fields. Prerequisite: Consent of instructor.

Open to Graduate Students Only

601 Special Topics
2-6 hrs.
Critical examination of developments in the various specialties represented by members of the department. The field in which work is offered will be indicated in the student's record. May be repeated for credit. Prerequisite: Consent of instructor.

602 Seminar: Variable Topics
2-6 hrs.
Several seminars in various areas of Biomedical Sciences will be offered. The student's record will indicate the seminars in which he/she has participated. May be repeated for credit. Prerequisite: Consent of instructor.

610 Biomedical Science for Secondary Education
3 hrs.
Instructional laboratory techniques suitable for secondary education programs in health and human biology. This course is directed toward graduates with science degrees who teach secondary education units in health and human biology. Course content is variable to take advantage of new techniques, available instruction, and the interests of the students. Prerequisite: Consent of instructor.

621 Mutagenesis/Carcinogenesis
3 hrs.
Through lectures, presentations by students, and reading of the current literature, the mechanism of action, impact on human health as well as practical aspects of detection of mutagens and carcinogens are examined. Prerequisites: One course in genetics and one in biochemistry or consent of instructor.

630 Electron Microscopic Techniques
3 hrs.
A technique oriented laboratory stressing the various preparatory procedures employed for viewing biological materials. Prerequisite: Consent of instructor.

631 Experimental Microbial Physiology
3 hrs.
An experimental approach to microbial physiology, biochemistry, and molecular biology with major emphasis on laboratory techniques. Prerequisite: Consent of instructor.

632 Advanced Techniques in Electron Microscopy
4 hrs.
A laboratory course emphasizing currently developing technology. This course is designed for graduate students who have a working knowledge of electron microscopy and its application to biologic problems. The course will be personalized instruction in techniques of autoradiography, protein tracer, such as peroxidase, ferritin, lanthanum, etc.; special tissue preparations, such as in vivo perfusion, variad fixatives, varied embedding material, etc.; and particulate materials preparation. The student will conduct detailed examinations of his/her preparations and prepare critical critiques.

633 Topics in Biomedical Sciences
3 hrs.
Courses in which a selected area of biomedical sciences is studied in depth. Possible topics will reflect the areas of expertise of the biomedical sciences faculty. The specific topic dealt with in a given semester will be indicated in the Schedule of Classes and on the student's record. Students may take one or all topics offered for credit. Prerequisite: Consent of instructor.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.
710 Independent Research
2-6 hrs.
712 Professional Field Experience
2-12 hrs.

713 Comprehensive Examination

510 Multicultural Education
3 hrs.
This course is designed to prepare teachers and administrators who will work in a multicultural setting. The course is primarily aimed at helping teachers at any level who teach a social studies component, but teachers of other subjects (e.g., physical and biological sciences and special education and school administrators) will find the course useful. Students will learn how to compile data on the ethnic makeup and resources of the local community, develop instructional packages for use in multicultural courses, and evaluate materials prepared for multi-ethnic audiences.

598 Individual Study
2-4 hrs.
Independent research or investigation of a specific topic related to the Black experience. May be repeated for credit.

Open to Graduate Students Only

600 Black Americana Studies-Seminar
4-6 hrs.
In depth study of specific areas of Black American life and culture. Since Black Americans have been involved in the total life of the nation, special study is called for. There are at least two dimensions which lend themselves to special study. The first and most obvious is that of unusual achievement by persons of known and identifiable African ancestry. A second and more elusive dimension is Black “influence”—positively and negatively—in American life and culture.

Chemistry (CHEM)


Open to Upperclass and Graduate Students

501 Chemical Communications
1 hr.
Principles and techniques involved in writing and/or presenting technical information is discussed and practiced through a series of lectures and assignments. Prerequisite: Twenty-four hours of chemistry.

505 Chemical Literature
2 hrs.
An introduction to the use of the various types of chemical literature such as journals, abstracts, monographs, government and institutional publications, and patents. Both manual and computer search techniques are employed in the course of completing assigned problems involving literature searches in analytical, biological, inorganic, organic, and physical chemistry fields. Prerequisite: Twenty-three hours of chemistry.

506 Chemical Laboratory Safety
1 hr.
An introductory chemistry course which stresses the correct handling of chemicals in the laboratory. This course is required of all students who have not had a previous course in the chemical sciences. Emphasis is placed on precautionary methods to avoid damaging accidents and on emergency procedures to apply when accidents occur. Prerequisite: Twenty-four hours of chemistry.
509 Topics in Chemistry
3 hrs.
A topic is presented in greater depth or from a perspective different from that of a typical undergraduate course. Representative topics, such as pesticides and drugs, industrial chemistry, chemical pollution, etc., according to student interests and requests. Prerequisite: Sixteen hours of chemistry or consent of instructor.

510 Inorganic Chemistry
4 hrs.
The course includes descriptive and theoretical inorganic chemistry as well as preparation of different types of inorganic compounds. Prerequisite or concurrent enrolment: CHEM 431.

520 Instrumental Methods in Chemistry
3 hrs.
An introduction to the theory and application of modern chemical instrumentation is presented. General topics covered are elementary electronics, electrochemistry, spectrometry, and other instrumental techniques. Four hours of laboratory per week. Prerequisites or concurrent enrolment: CHEM 431, 436.

530 Introduction to Spectroscopy and Molecular Structure
3 hrs.
Introduction to the basic principles of atomic and molecular spectroscopy with emphasis on quantum concepts, interpretation of spectra in relation to changes in atomic and molecular energies, elucidation of molecular structure from interactions with electromagnetic radiation in the ultraviolet, visible, infrared, and microwave regions and with magnetic fields as applied to nuclear resonance and electron spin resonance. Prerequisite: CHEM 431.

535 Introduction to Physical Chemistry
3 hrs.
The introduction and applications of chemical structure, energetics, and rates and mechanisms of processes as a basis for understanding the principles of chemistry. This course may not be applied to the requirements for a major in chemistry or for a graduate curriculum in chemistry. Prerequisites: Sixteen hours of chemistry, MATH 123, PHYS 111, or 211.

550 Biochemistry I
3 hrs.
The chemistry, properties, and molecular biology of proteins and nucleic acids. Includes discussions of amino acids, enzymes, and biochemical energetics. Prerequisites: CHEM 361 and 430 or 535.

552 Biochemistry I with Laboratory
4 hrs.
This course consists of 550 plus lab. Experiments involve more advanced techniques and instrumentation than in 456 laboratory. Emphasis will be on purification of proteins and nucleic acids. Prerequisites: CHEM 361 and 430 or 535.

554 Biochemistry II
3 hrs.
Continuation of 550 and metabolism of carbohydrates and lipids. Metabolism of amino acids and photosynthesis. Prerequisite: CHEM 550 or 552.

556 Biochemistry II with Laboratory
4 hrs.
This course consists of 554 plus laboratory. Experiments involve more advanced techniques than in 456 laboratory. Emphasis will be on metabolism of carbohydrates, lipids, proteins, and nucleic acids. Prerequisite: CHEM 550 or 552.

560 Qualitative and Spectroscopic Analysis of Organic Compounds
4 hrs.
A course in the qualitative and spectroscopic methods of identification of organic compounds in the pure state and in mixtures which has as a secondary goal the development of deductive reasoning in the field of organic chemistry. Prerequisites: CHEM 361 and twenty-four hours of chemistry.

564 Drugs and Pesticides
3 hrs.
This course introduces students to the chemical nature and uses of drugs and pesticides. Abuses and potential toxicological hazards are also discussed in respect to biological-chemical properties and the behavioral-sociological implications. Prerequisite: 361 or 365.

570 Polymer Chemistry
3 hrs.
The aspects of macromolecular chemistry which are significantly different from the chemistry of small molecules are studied. In particular, mechanisms and techniques involved in the synthesis of macromolecules, and the structure, composition, mechanical properties, and solution properties of polymers are studied in terms of the organic, physical, and analytical chemistry involved. Prerequisites: CHEM 361 or 365, and CHEM 431 or 535.

580 History of Chemistry
3 hrs.
This course is taught from the point of view of the history of chemical theory in which the evidence for the theories is critically presented. Prerequisite: Sixteen hours of chemistry, including at least one semester of organic.

590 Special Problems in Chemistry
2 hrs.
Research work on a problem in chemistry in association with a faculty member. May be repeated for credit. Graded on a Credit/No Credit basis. Prerequisites: Twenty-four hours of chemistry, which includes CHEM 436, and approval of the department chairperson and a faculty director.

Open to Graduate Students Only
601 Graduate Seminar
1 hr.
Graduate seminar in chemistry. Required of all candidates for advanced degrees in chemistry. Graded on a Credit/No Credit basis. (Two semesters; 1 hr. credit.) Prerequisite: CHEM 501 or equivalent.

605 Advanced Chemistry Laboratory Technique
1 hr.
Content of course will vary depending on needs and interests of the students. Topics may include glassblowing, laboratory electronics, vacuum line, manipulations under controlled atmosphere, separation and purification, and radio-chemical techniques. May be repeated for credit. Prerequisite: Approval of instructor.

610 Advanced Inorganic Chemistry
3 hrs.
Covers the principles in inorganic chemistry and the chemical elements. Such topics as extranuclear structure of the atoms, periodic classification of the elements, valency and the chemical bond, complex ions and coordination compounds, acids and bases, and nonaqueous solvents are included in the study of chemical principles. The remainder of the course concerns the chemical elements and their compounds. Prerequisite: CHEM 510.

611 Advanced Inorganic Chemistry
3 hrs.
The chemistry of the transition elements. Consideration of the electronic and magnetic states of the transition metals and their compounds, the symmetry, stability, and reaction mechanisms of transition compounds, application of bonding theories, systematic chemistry of the transition and inner transition elements. Prerequisite: CHEM 510.

622 Theory of Analytical Chemistry
3 hrs.
A course in the fundamental principles underlying chemical methods of analysis. Special emphasis is placed on equilibria, kinetics, and mechanisms of the important types of chemical reactions (acid-base, precipitation, complex formation, and redox) involved in chemical analysis; on methods of separation (precipitation, electrodereaction, and distillation techniques), and on the application of statistical methods of sampling, experiment design, and interpretation of results. Prerequisite: CHEM 431.

624 Analytical Spectroscopy
3 hrs.
A comprehensive treatment of those instrumental techniques which are based upon the phenomena of absorption or emission of energy by matter. Emission spectroscopy: Raman spectroscopy, mass spectrometry, ultraviolet, visible, and infrared absorption spectroscopy, fluorimetry, and other selected topics. Prerequisite: CHEM 520.

625 Electroanalytical Chemistry
3 hrs.
The theory and application of electrochemical measurements are discussed with particular emphasis on the theoretical aspects of polarography, potentiometry, amperometry, conductometric titrations, and other selected topics. Prerequisite: CHEM 520.

626 Chemical Instrumentation
3 hrs.
Principles and characteristics of construction and design for chemical and optical instruments. Prerequisite: CHEM 520.

630 Advanced Physical Chemistry
3 hrs.
A study of the fundamentals of quantum mechanics and some of its applications to chemistry. Included are the exactly solvable systems, some approximation methods used for chemical problems, and in more complicated molecules, and introduction to group theory representations and character tables. Some prepared computer programs will be used. Prerequisite: CHEM 431.

633 Chemical Thermodynamics
3 hrs.
Includes a review of the three laws of thermodynamics, state functions, activities, partial molar quantities, thermodynamics of solutions, equilibrium, and statistical thermodynamics. Prerequisite: CHEM 431.
635 Chemical Kinetics 3 hrs.
Measurement of reaction rates, reaction rate theory, mechanisms of elementary processes, reactions in solution and on surfaces, complex reactions, application of kinetics to mechanisms, and photochemistry. Prerequisite: CHEM 431.

650 Proteins and Nucleic Acids 3 hrs.

652 Lipids 3 hrs.
The chemistry, metabolism, and methods of isolation and analysis of the major classes of lipids are discussed. Specific topics include fatty acids, fats, phospholipids, glycolipids, and chromatography. Prerequisite: CHEM 554 or consent of instructor.

653 Enzymes 3 hrs.
A study of enzyme catalysis, kinetics, structure and mechanism, and a survey of experimental methods for determining these aspects of enzyme function. Prerequisite: CHEM 550.

661 Organic Reactions 3 hrs.
An intensive study of organic reactions with emphasis on preparative scope and utility. The following types are considered: Aliphatic substitution, oxidation, reduction, condensation, etc. Prerequisite: CHEM 361.

662 Stereochemistry 3 hrs.
A consideration of shapes of molecules and the isomeric consequences. Atomic and molecular orbital interpretation of molecular shape. The stereochemical relationships in substitution and alkene addition reactions will be considered. Prerequisite: CHEM 361.

663 Mechanisms in Organic Chemistry 3 hrs.
Free radical, ionic, and multilcenter reaction types are considered. The influence of structure and media on reactivity is included. Prerequisites: CHEM 361 and 431.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis 6 hrs.

730 Doctoral Dissertation 15 hrs.

735 Doctoral Research 2-10 hrs.

Communication Arts and Sciences (CAS)

Dieker, Chairperson; Professors Heing, Jaksa, Smith, Associate Professors Cotrell, Crane, Gichrist, Northouse, Pagel, Rhodes, Robeck, Rossman, Sill, VanHoeven, Washington, Woodworth, Yelsma, Assistant Professor Lipkin.

Open to Upperclass and Graduate Students

505 Special Topics in Communication 1-3 hrs.
Advanced group study of special topics in communication education, interpersonal and organizational communication, mass communication, oral interpretation, and film. Many of these special courses are organized in response to special needs or interests of students on campus, in the community, and in the region. Some topics are announced in the Schedule of Classes; some are added during the semester. Further information and a full listing of topics may be obtained from the Departmental offices, 300 Sprau Tower. Six hours of 505 and 605 may be accumulated as credit toward a Master of Arts in CAS.

530 Studies in Attitude Change: Variable Topics 3 hrs.
Selected areas of detailed study within the total range of rhetoric. Each of the courses listed below carries separate credit, and a student may take any or all of the offerings listed. Prerequisite: CHEM 361.

Analysis in depth of continuing issues in mass communication. Topics vary from semester to semester, and students may take one or all topics for credit. Topics include:
- a. Teaching Mass Media in Secondary Schools
- b. Television and Politics

541 Mass Communication Law 3 hrs.
The laws, principles, and issues of mass communication regulation. Includes media ownership and licensing, programming, political broadcasting, controversy, defamation, obscenity, advertising, and the role of the FCC, FTC, and other regulatory agencies.

542 Mass Media and the Child 3 hrs.
Assesses the impact that mass media fare from radio, television, films, comics, and other media may have on the minds and behaviors of children.

543 Mass Communication and Social Change 3 hrs.
The course examines the role of the mass media in influencing public opinion, and the effects of these messages on individuals, groups, and institutions. The fields of politics, advertising, and public relations are studied from the communication's point of view of the practitioner and the consumer.

The course examines the role of the media in covering public affairs news and disseminating it to the public. Questions related to media access, fairness, media regulation, and message production are discussed at length of current events.

545 Television Criticism 3 hrs.
Examines the various functions and writings of contemporary television critics, and establishes criteria for evaluating television programs and program criticism. Students will view and analyze various television program types, including documentary, drama, visual essay, and other entertaining and educational programs.

546 Mass Entertainment 3 hrs.
This course examines the role and function of mass entertainment fare in modern society. Major topics include mass entertainment as part of leisure; the social and psychological functions of mass entertainment; measuring mass taste, and in depth study of popular mass media formats such as soap operas, detective, western, popular music, etc.

547 Organizational Uses of Radio and Television 3 hrs.
Applications of radio and TV technology for the business professional, educator, media specialist, and the clinician. Utilization of electronic media for training, research, observation, and instruction. In addition to required text materials, students must provide supplies averaging about $10.00 per student.

548 Broadcast Management 3 hrs.
Studies the functions and responsibilities of broadcast station management. Students examine theories of station management, audience research, budgeting and accounting principles, sales and regulatory problems.

549 Public Relations and Organizations 3 hrs.
The course will examine the role of public relations and public information in a variety of organizations with a communication theory perspective. The course is designed to prepare individuals for positions in public relations and public information, or for other positions in organizations concerned with the flow of information across organization boundaries.

550 Public Relations Program Development 3 hrs.
This is an advanced course in public relations emphasizing research methodology, developing planning objectives, and program evaluation for corporate, governmental, educational, and social service organizations. Prerequisite: CAS 549.

551 Methods of Film Analysis 3 hrs.
An investigation of the approaches to film analysis (auteurist, intentionalist, sociological, structural, historical, ideological, psychological) by intensive "reading" and shot sequence examination and evaluation of widely divergent works. Prerequisite: CAS 242 or 356.

560 Studies in Communication Education: Variable Topics 3 hrs.
Selected studies in background, methods, materials, and procedures in one of the several special areas. Possible topics include directing speech activities, communication behaviors of change agents, as well as others. Topics will vary from semester to semester, and students may take one or all topics for credit.
561 Teaching Communication in the Elementary School 4 hrs. Examination of the linguistic development of pre-school and elementary school children, the functions of language, study of the nature of emotional and physical development of children as related to nonverbal communication behaviors, study of materials and methods for affecting desired behaviors in children's thinking, communicating, and enjoying. The undergraduate student must have completed at least twelve hours of work in CAS or obtain consent of instructor. Prerequisite: ED 300 and CAS 385 or 366. Offered Fall semesters only.

562 Teaching Communication in the Secondary School 4 hrs. This is a course in becoming a professional teacher of communication. The focus of the course is self-examination, openness, and individual initiative. Some of the major topics are an examination of self in relation to teaching, evolving and changing philosophies of speech communication education, the world of high school teaching as it now exists, innovative procedures in teaching communication, and how to get and hold a job in speech communication. The class is, for the most part, a laboratory-workshop, using a mixture of group work, guest discussions, and special projects. The student must have completed at least fifteen hours of work in CAS and, ideally, take the course immediately prior to student teaching. Prerequisite: ED 301. Offered Winter of even years only.

564 Creative Drama for Children 4 hrs. Study of the principles, materials, and techniques of using informal drama as a classroom activity in elementary grades. Emphasizes theoretical and practical application through the planning and teaching of drama experiences.

570 Studies in Communication: Variable Topics 3 hrs. Selected areas of study within the total range of communication. Each course carries separate credit, and a student may take any or all of the offerings listed under CAS 570. The topics will be listed in the Schedule of Classes.

571 Theories of Interpersonal Communication 3 hrs. A study of the dynamics of interpersonal communication from various theoretical perspectives. Emphasis is on the assumptions, conceptualizations, and models which explain how people interact at the content and relationship levels.

572 Nonverbal Communication 3 hrs. The course examines theory and research in the nature and function of nonverbal message systems. Topics include: the role of nonverbal communication in the developmental stages of humans; individual differences in ability to interpret messages; the relativity of nonverbal communication to the concept of culture; extensions of a person such as space, clothing, possessions, and specific messages related to the face and body.

573 Personality and Communication 3 hrs. The course examines the major personality theories as they contribute to an understanding of the role of communication in self-development. Particular emphasis is given to humanistic theories.

574 Intercultural Communication 3 hrs. An examination of the factors contributing to effective communication in an intercultural context. The course focuses on such topics as ethnocentrism, cultural perceptions, values and beliefs, language and meaning, and nonverbal factors. Communication systems of selected countries are described and analyzed.

575 Family Communication 3 hrs. Examines the current literature pertaining to holistic systems, power influences, and satisfactory patterns of family communications. Students analyze family interactions and identify satisfactory patterns of marital family communication.

577 Communication Ethics 3 hrs. Principles and perspective of ethical speech communication are studied and applied to a variety of private and public communication situations. The impact of honest versus deceptive communication on the individual and society is evaluated.

579 Female-Male Interaction 3 hrs. Examines the variable of gender as it influences communication between women and men. Topics include female-male stereotypes, interpersonal attraction, differences in female-male verbal and nonverbal codes, relational dialogues and patterns, and female-male interaction on the job. Cross-listed with SOC 599.

581 Communication in Organizations 3 hrs. A study of communication practices and problems found within organizations with emphasis on the three aspects of organizational communication: development of theoretical perspectives; application of communication skills; and awareness of audit and research methodologies. Students will study the relationship between communication and management/employee effectiveness.

582 Group Communication Theory 3 hrs. A study of small group communication from theoretical perspectives. The emphasis will be on analyzing small group communication based on an understanding of group communication theories, concepts, and research methods.

583 Interviewing 3 hrs. Theories and principles of planning, conducting, and evaluating interviews are studied and applied to specific interview types, including selection, performance appraisal, survey, and journalistic interviews. Emphasis is placed on the perspective of the interviewer rather than the interviewed.

584 Health Communication 3 hrs. Studies concepts and theories relevant to the maintenance and enhancement of effective communication in health care settings. Emphasis is given to the study and application of communication theories to the transactions which occur among health professionals and between professionals and clients/patients.

591 Introduction to Communication Research 3 hrs. In this introductory course, students will acquire skills and knowledge of basic research design, data collection, data analysis, computer usage, and report writing needed for the completion of a research project.

598 Independent Study 1-4 hrs. A program for advanced students with an interest in pursuing independently a program of readings, research, or projects in areas of special interest. To be arranged in consultation with a member of the staff and the Chairperson of the Department.

Open to Graduate Students Only

600 Listening 3 hrs. Explores the role of listening in learning. Research in the field is examined and appraised. Listening tests are taken and discussed. Class members design listening projects or research projects. Focus increases sensitivity to the impact of speech.

605 Special Topics in Communication 1-3 hrs. Intensive group study of special topics in communication education, interpersonal and organizational communication, mass communication, oral interpretation, and film. Many of these special courses are organized in response to special needs or interests of students on campus, in the community, and in the region. Some topics are announced in the Schedule of Classes; some are added during the semester. Further information and a full listing of topics may be obtained from the CAS Department, Third Floor, Sprau Tower. Six hours of CAS 505 and 605 may be accumulated as credit toward a master's degree in CAS.

670 Seminar in Communication: Variable Topics 3 hrs. Exploration of selected topics in communication. Possible topics, each of which may be taken for credit, include:

- Current Issues in Communication
- Conference Leadership
- Communication and the Future
- Advanced Communication Theory
- Power/Leadership in Organizational Communication

671 Cognition and Emotion 3 hrs. Examination of cognitive, affective, and psychomotor aspects of communication. Emphasis is on current research and theory pertaining to the information processing of the individual, particularly in the areas of self-discovery, self-control, the creative self, the thinking self, the relating self, and the mediating self.

672 Seminar in General Semantics 3 hrs. A seminar which explores the differences between language and behavior. In depth study of differences between symbol and signal behavior, intensional and extensional languages, role of language in developing brain systems, a consideration of the Koraybik analogy of "map and territory," among other subjects.
673 Conflict Management
3 hrs.
Based on the assumption that conflict pervades human life, the course explores the strategies of productive and nonproductive interpersonal and social conflict within the organizational setting. Theories of conflict are examined, and an explanation of the sources that stimulate conflict in humans is made.

681 Group Communication Processes
3 hrs.
A study of small group communication as it affects problem solving and decision making procedures. Emphases will be on developing an understanding of how participants in problem solving groups work together and how they can be made more effective through leader facilitation. The student will have practical experience in studying problem solving and decision making methods.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-6 hrs.

Computer Science (CS)

501 Computer Concepts for Public Administrators
3 hrs.
A fundamentals course for students in academic programs in Public Administration. An introduction to how computers work, how they are programmed and their use in information systems. Students learn to work with computer input and output on the WMU DEC System-10 and write at least one elementary computer program. Course requirements include several reports and a term project. This course may not be used toward a major or minor in Computer Science.

502 Introductory Microcomputer Concepts for Teachers
3 hrs.
This course is designed to provide teachers with a minimum foundation in computer concepts and programming. Emphasis is on the use of the BASIC language to perform a variety of educational applications on microcomputers. Computer terminology and capabilities are explored as well as the significance of computers in contemporary society. Students will write a number of programs and will receive an introduction to the use of standard system software. Flowcharting is introduced. Examples of Computer Assisted Instruction will be given. Not for Computer Science majors or minors. Prerequisite: MATH 150 or equivalent.

503 Programming the Microcomputer for Teachers
3 hrs.
A course in programming at an intermediate level for teachers. An introduction to file handling and graphics on small computers will be provided. Flowcharting, top-down design and the development of algorithms are stressed. Some programming projects in each teacher's area of interest will be assigned. Not for Computer Science majors or minors. Prerequisite: 502.

504 Advanced Microcomputer Concepts for Teachers
3 hrs.
A course which will provide teachers with an understanding of how microcomputer software is developed to fit the hardware. A review of number systems and an introduction to machine and assembly languages is given. Programs will be written in these low level languages. An introduction to several data structures is provided. Concepts in graphics and file handling will be extended. Not for Computer Science majors or minors. Prerequisite: 503.

506 Scientific Programming
3 hrs.
Designed to give preparation in the use of numerical methods on digital computers for scientific and engineering applications. The FORTRAN language will be used. Problems such as series evaluation, multiplication and inversion of matrices, numerical integration and pointwise differentiation, as well as general numerical approximation will be prepared for the computer. Prerequisites: MATH 230 or 374 and CS 201 or 306. (Cross-listed with MATH 506.)

527 Theory of Computer Graphics
3 hrs.
A first course in the design of interactive computer graphics systems. Currently available hardware and software systems are described. Emphasis is on theoretical considerations in the design of interactive computer graphics software systems. Prerequisites: MATH 230 and CS 331.

542 Data Base Management Systems (DBMS)
3 hrs.
This course presents the fundamental concepts and practices of data base management systems. The data base environment and administration are defined along with the roles of the data base administrator and the data dictionary. Conceptual and logical models are discussed. The three approaches—relational, hierarchical and network—are briefly described. Data access techniques such as sequential and multi-level sequential indexes, linked lists, inverted files and hashing are briefly reviewed. A few commercial systems will be surveyed. Security, reliability and integrity will be studied. Students will acquire experience with the various topics by applying them to an actual data base system. Students will also write application programs which use the data base system. Prerequisites: CS 202 or BIS 362.

544 Software Systems Development
3 hrs.
Advanced computer programming techniques used in the specification, design, and implementation of large software systems. Testing and maintenance of software systems. Modular programming, top-down structured design, composite design, HIPO, project management. Emphasis is placed on the solution of large software system problems using a team approach. Prerequisite: CS 331.

554 Operating Systems
3 hrs.
Fundamentals are stressed. A historical survey of the development and growth of operating systems is given to lend perspective to the ideas that follow. Basic concepts and terminology will be emphasized. Programming assignments leading to the construction of a simple operating system are required. Processes, communication and synchronization, shared resources, memory management, resource allocation, scheduling, deadlocks, file management, and protection are discussed. Applications to a real system are investigated to motivate the ideas presented in the text and lectures. Prerequisite: CS 331.

560 Theory of Computation
3 hrs.
Provides an introduction to the theory of computation in the framework of programming languages. Basic definitions and concepts dealing with algorithms, sets, relations, functions, induction, operations on functions and cardinality are covered. Primitive and partial recursive functions are defined, and their properties treated with application to coding techniques. The Chomsky hierarchy of languages, including recursive and recursively enumerable sets and their acceptors, is introduced. Students are assigned theoretical as well as implementation oriented problems. Prerequisites: MATH 310 and CS 331.

581 Compiler Design and Implementation
3 hrs.
Students are introduced to major aspects of compiler design. These include lexical analysis, parsing, and translation. Each student will implement a small compiler using modern compiler writing tools. Prerequisite: CS 485 or CS 580.

595 Advanced Topics in Computer and Information Science
1-3 hrs.
The content of this course varies. It is intended to introduce the student to advanced topics which are normally offered as separate courses. The course may be taken more than once with approval of the student's adviser. Prerequisite: Approval of Department.

599 Independent Study in Computer Science
1-3 hrs.
Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

603 Studies in Computer Science
3 hrs.
Advanced work organized around topics related to the field of study indicated in the above title. Students may take this course more than once.
625 Computer Structures 3 hrs.
Provides the principles of design of modern digital computers. Circuit implementations of switching networks and and sequential machines are investigated. Recent computer developments such as microprocessors, disk memories, integrated circuits and microprogramming are included. Designs of various CPU circuits and memory organizations are considered. Prerequisite: CS 331.

631 Advanced Data Structures 3 hrs.
Stresses the representation and implementation of various data structures. The effect of data structures on program complexity is investigated. The uses of data structures in a variety of application areas are covered. Introduces complex data structures. Prerequisite: CS 331.

632 Analysis of Computer Algorithms 3 hrs.
Computing time and space requirements of algorithms are analyzed with emphasis given to the effect of data structure choice on program complexity. Various abstract models of computation are considered. Methods for proving program correctness and the related problems are identified. Students implement a number of algorithms on a computer and discuss aspects of the complexity and correctness of their programs. Prerequisites: CS 580 and 631.

643 Advanced Data Base Management Systems 3 hrs.
This course is an in-depth study of data base management systems with concentration on efficient design and usage. Topics covered include the design of data models, the theory of relational data bases, query optimization, recently developed protocols to guarantee consistency of data bases, the design of physical models, and performance analysis techniques. Algorithms and data structures such as B-trees, transposed files, phantom files and hybrid structures are also studied. Distributed data bases, data base machines and current query languages will be covered. Prerequisites: CS 331 and 542.

655 Advanced Operating Systems 3 hrs.
Advanced and current topics in operating systems research will be discussed. Analysis of competing techniques will be undertaken to present a better understanding of tradeoffs in design decisions. Modeling and performance evaluation will also be presented. A detailed and theoretical view of the basic operating system concepts will be emphasized. Programming assignments involving simulation and performance evaluation will be required. Prerequisite: CS 554.

680 Mathematical Theory of Formal Languages 3 hrs.
Definition of grammars and languages, recursive and recursively enumerable sets, decidability and undecidability, the Chomsky hierarchy of languages and their relation to models of automata. Prerequisite: CS 580.

681 Compiling Theory and Practice 3 hrs.
A study of theoretical and applied strategies for designing compilers and other types of language translation systems. Students will be assigned a programming project on compiling. Prerequisite: CS 581.

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625 Computer Structures
3 hrs.
Provides the principles of design of modern digital computers. Circuit implementations of switching networks and of sequential machines are investigated. Recent computer developments such as microprocessors, disk memories, integrated circuits and microprogramming are included. Designs of various CPU circuits and memory organizations are considered. Prerequisite: CS 331.

580 Mathematical Theory of Formal Languages
3 hrs.
Definition of grammars and languages, recursive and recursively enumerable sets, decidability and undecidability, the Chomsky hierarchy of languages and their relation to models of automata. Prerequisite: CS 580.

611 Artificial Intelligence
3 hrs.
Computer intelligence, computer learning, information representation, heuristics, problem solving, pattern recognition, natural language processing, computer vision and searching techniques. Applications in chemistry, medicine, game-playing, and psychology. The LISP language will be used for programming. Prerequisite: CS 331.

691 Seminar in Computer Science
1-3 hrs.
Open to Graduate Students Only—Please refer to the Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-6 hrs.

Economics (ECON)

Professors Gardner, Ho, Kripalani, Ross, Sichel, Zeider, Associate Professors Caruso, Hoffman, Payne, Assistant Professors Asella, B. Harik, S. Harik, Huang, Neil, Pozo.

Open to Upperclass and Graduate Students

500 Continuing Education in Economics: Variable Topics
1-3 hrs.
Application of economic principles and analysis to selected topics of interest to students in Continuing Education courses and workshops. Topics will vary and course may be repeated twice. May not be counted in fulfilling economics major, minor, or M.A. requirements.

501 Studies in Economic Problems: Variable Topics
3 hrs.
An examination of a selected area of concern not intensively covered in other courses. The topics of the course will be substantive as well as analytical. Topics may include such areas as poverty, the war industry, farm problems, misallocation of resources, welfare programs, unemployment, and others. May be repeated for credit with a different topic. Prerequisites: ECON 201 and 202.

502 Economic Statistics
4 hrs.
An introduction to statistical methods used in the analysis of economic data. Topics include descriptive statistics, probability theory, regression analysis, and hypothesis testing (including parametric and nonparametric methods). Prerequisites: ECON 201 and 202. MATH 118 or consent of instructor.

504 Introduction to Mathematical Economics
4 hrs.
An introductory course to acquaint the student with the application of basic mathematical concepts to economic analysis, including such topics as revenue curves, cost curves, capital assets, growth models, and multipliers and accelerators. Prerequisites: ECON 201 and 202. MATH 122 or consent of instructor.

505 History of Economic Thought
3 hrs.
A survey of the origin and development of economic thought from early times to the present. After a brief consideration of early mercantilism and the development of the philosophy of natural liberties, special emphasis will be placed on the contributions of significant thinkers and the influence of various schools of economic thought on national policy and economic development. Prerequisites: ECON 201 and 202.

507 Monetary Theory and Policy
3 hrs.
This course concentrates on the main elements of monetary theory and policy having to do with such problems as promoting economic growth, maintaining full employment and price stability, influencing the flow of capital into the various economic sectors with different possible social goals in mind, and stabilizing international trade and financial relationships. Prerequisite: ECON 420.

509 Econometrics
3 hrs.
The application of econometric techniques to the estimation of economic models. Topics include single and multi-equation models, properties of estimating procedures and time series analysis. Prerequisites: ECON 201, 202, and 502 or equivalent.

512 Collective Bargaining
3 hrs.
An analysis of the major problems in present-day collective bargaining, including the negotiation of collective agreements, the practical aspects, and the economic implications. Prerequisites: ECON 201 and 202 or consent of instructor.

515 Economics of Human Resources
3 hrs.
The course will examine the development and utilization of manpower in the United States, including such topics as labor force components, contributors to productivity such as education, training, health and mobility, and issues of manpower policy. Prerequisites: ECON 201 and 202.

516 Collective Bargaining in Public Employment
3 hrs.
This course examines collective bargaining developments in local, state, and federal governments, including bargaining strategies, negotiations, grievance procedures, strikes, and dispute settlements. Prerequisites: ECON 201 and 202 or consent of instructor.

517 Economics of Health and Human Services
3 hrs.
Economic problems of health and human services will be considered. Alternative policy solutions are viewed from the economist’s point of view. Not open to Economics graduate students.

525 State and Local Government Finance
3 hrs.
Practices, effects, and issues in state and local expenditure, taxation, and borrowing, with particular attention to property and sales taxation, to the financing of education and highways, and to intergovernmental fiscal relations. Prerequisites: ECON 201 and 202.
An analysis of the economic factors such as population, resources, innovation, and capital formation which affect economic growth. Selected underdeveloped areas will be studied to understand the cultural pattern and economic reasons for lack of development and the steps necessary to promote economic progress. Special attention will be paid to evaluating the effectiveness of the United States foreign-aid program and examining the issues arising as a result of the conflict with the U.S.S.R.

Prerequisites: ECON 201 and 202.

606 Applied Economics for Management 3 hrs.
The course examines the relationship between the theory of the firm and recent developments in the area of operations research. Among the concepts and tools discussed are game theory, linear programming, capital budgeting, inventory theory, input-output analysis, price policy, and cost analysis. This course may not be taken for credit if a student has received credit for ECON 400.

610 Economic Analysis for Administration 3 hrs.
This course will focus on the basic principles of economic theory and policy analysis to give the Public Administration student the essential tools needed for understanding policy analysis and resource allocation. Students will be expected to demonstrate the ability to analyze a policy or resource allocation problem using the tools presented in the course. Closed to Economics Graduate Students. Prerequisite: ECON 201 or consent of instructor.

620 Applied Economics 3 hrs.
Emphasis will be placed on decision-making under conditions of uncertainty. Topics will include advanced material in linear programming, game theory, capital budgeting and forecasting. Prerequisite: ECON 600.

588 Economic Development 3 hrs.
An analysis of the economic factors such as population, resources, innovation, and capital formation which affect economic growth. Selected underdeveloped areas will be studied to understand the cultural pattern and economic reasons for lack of development and the steps necessary to promote economic progress. Special attention will be paid to evaluating the effectiveness of the United States foreign-aid program and examining the issues arising as a result of the conflict with the U.S.S.R.

Prerequisites: ECON 201 and 202.

591, 592 Guest Economist Seminar 1 hr.
Seminar series on a topic of current interest featuring invited visiting economists. Topics will vary and courses may be repeated. Prerequisites: ECON 201 and 202.

586 Readings in Economics 1-3 hrs.
An independent program of study for qualified students to be arranged in consultation with the instructor. Prerequisite: Consent of Department Chairperson.

Open to Graduate Students Only

600 Applied Economics for Management 3 hrs.
The course examines the relationship between the theory of the firm and recent developments in the area of operations research. Among the concepts and tools discussed are game theory, linear programming, capital budgeting, inventory theory, input-output analysis, price policy, and cost analysis. This course may not be taken for credit if a student has received credit for ECON 400.

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Emphasis will be placed on decision-making under conditions of uncertainty. Topics will include advanced material in linear programming, game theory, capital budgeting and forecasting. Prerequisite: ECON 600.

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Prerequisites: ECON 201 and 202.

591, 592 Guest Economist Seminar 1 hr.
Seminar series on a topic of current interest featuring invited visiting economists. Topics will vary and courses may be repeated. Prerequisites: ECON 201 and 202.

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Open to Graduate Students Only

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This course will focus on the basic principles of economic theory and policy analysis to give the Public Administration student the essential tools needed for understanding policy analysis and resource allocation. Students will be expected to demonstrate the ability to analyze a policy or resource allocation problem using the tools presented in the course. Closed to Economics Graduate Students. Prerequisite: ECON 201 or consent of instructor.

620 Applied Economics 3 hrs.
Emphasis will be placed on decision-making under conditions of uncertainty. Topics will include advanced material in linear programming, game theory, capital budgeting and forecasting. Prerequisite: ECON 600.
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572 American Dialects
4 hrs.
A study of regional, social, and stylistic variation among American dialects with emphasis on the dialects of minority ethnic groups as structured systems.

574 Linguistics for Teachers
4 hrs.
An application of the concepts of linguistics to the teaching of language, literature, composition, and reading in the English curriculum. Prerequisite: ENGL 270, 271, 373, or equivalent.

582 Studies in Children’s Literature
4 hrs.
A study in depth of significant themes, movements, and types of children's literature. Prerequisite: ENGL 282 or permission of the department.

597 Studies in English: Variable Topics
1-3 hrs.
Group study of special topics in literature, film, English language, and writing. Many of these special courses are organized around special events or speakers on campus or in the community, or in response to special needs or interests of students. Some topics are announced in the Schedule of Classes; some are added during the semester. Further information and full listing of topics may be obtained from the English Department, sixth floor Sprau Tower.

598 Readings in English
1-4 hrs.
Advanced students with good scholastic records may elect to pursue independently the study of some topic having special interest for them. Topics are chosen and arrangements made to suit the needs of each student. Approval of English adviser required. May be elected more than once.

Open Only to Graduate Students admitted to English Curricula or by Permission of the English Graduate Adviser.

610 Seminar
3 hrs.
Study of a problem in literary history or criticism. May be repeated once with the permission of the graduate adviser.

615 Literary Criticism
3 hrs.
Readings in several significant theorists on the nature of literature, the characteristics of audience response to literature, and principles underlying the analysis and evaluation of literature. Works in at least two genres will be examined in light of these theoretical writings.

621 Studies in British Literature
3 hrs.
The advanced study of selected aspects of British literature. May be repeated once with the permission of the graduate adviser.

622 Studies in American Literature
3 hrs.
The advanced study of a topic in American literary history, such as The American "Renaissance," The 1920's, The Transcendental Tradition in American Literature, Fiction (or Poetry, or Drama) in America, or The Development of Modern American Prose Style. May be repeated once with the permission of the graduate adviser.

630 Research and Writing
3 hrs.
A survey of aids in research leading to completion of a writing project.

631 Essay Writing
3 hrs.
A course in the writing of informal expository prose in the forms used for addressing general audiences. There will be a generous amount of reading in exemplary works and a concern for understanding the rhetorical principles underlying good modern prose. Prerequisite: A bachelor’s degree.

632 Article Writing
3 hrs.
A course in the writing of informative prose directed toward a non-specialist audience. There will be study and practice in the methods of gathering and analyzing information and in the effective organization and presentation of factual material.

633 Professional Writing: Form and Technique
3 hrs.
A course in writing in the various formats needed by large institutions, whether academic, corporate, or public. Particular emphasis will be placed on the use of the interview to gather information, on preparing speeches, brochures, newsletters, and other publications, and on the techniques of non-personal prose.

640 The Nature of Poetry
3 hrs.
A study of styles, techniques, forms, and conceptions of poetry, involving practice in explication, both oral and written, of individual poems.

641 Studies in Modern Poetry
3 hrs.
An intensive study of the work of several modern poets.

642 Studies in Drama
3 hrs.
Selected areas of drama from classical times to the present.

644 Studies in the Novel
3 hrs.
An examination of significant forms and techniques employed in the novel from its beginnings to the modern age.

645 Studies in the Modern Novel
3 hrs.
An intensive study of the works of some important novelists of the twentieth century.

652 Studies in Shakespeare: Tragedy
3 hrs.
Selected tragedies of Shakespeare.

653 Studies in Shakespeare: Comedy
3 hrs.
Selected comedies of Shakespeare.

666 Graduate Writing Workshop
3 hrs.
Any given section of this course will focus on either poetry, fiction, or drama. Course organization will emphasize roundtable discussion of student writing. Course may be taken more than once, a student may elect up to 12 credit hours in one genre and up to 18 hours in all. M.F.A. candidates must take at least 6 hours in their area of specialization. Open to graduate students accepted into the M.F.A. program and, with the permission of the instructor, to other graduate students.

673 Psycholinguistics in Reading
3 hrs.
An examination of psycholinguistic insights into the nature of the reading process, with emphasis on practical implications and applications for the classroom. No prerequisite.

660 Advanced Methods in Teaching Literature
3 hrs.
A study of theories and methods of teaching language and composition.

681 Advanced Methods in Teaching Language and Composition
3 hrs.
A study of theories and methods of teaching language and composition.

697 Studies in English: Variable Topics
1-3 hrs.
Group study of special topics in language, literature, and composition. These special courses and workshops may be offered on campus, in the off-campus centers, or as in-service work in schools. Students may repeat this course, providing topics vary. For further information, consult the graduate adviser.

699 M.F.A. Project
3-6 hrs.
A collection of short fiction, a collection of poetry, a collection of one-act plays, a full-length play, or a novel. The work presented in fulfillment of this requirement must be judged by a committee of the graduate faculty to be worthy of publication or production; a public reading or performance is required.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

Geography (GEOG)
Quandt, Chairperson; Professors Dickason, Eichenlaub, Heller, Horst, Kirchherr, Micklin, Raup, Stoltman, Vuich, Assistant Professor Stolie.

Systematic Geography
Open to Upperclass and Graduate Students
521 Studies in Climatology and Meteorology
3 hrs.
Studies at an advanced level in climatology and meteorology. Topics of current interest to atmospheric scientists are examined in depth. Regional climatic phenomena and their relation to atmospheric circulation patterns are also investigated. Prerequisites: GEOG 225 or consent.

544 Studies in Economic Geography
2-3 hrs.
Presents world patterns of agriculture, manufacture, or transportation which link global production and consumption. In any term, the course focuses upon one of these three economic sectors. Prerequisites: GEOG 205 or 244 or consent.

a. Agriculture. Describes and analyzes agricultural systems throughout the world; focuses on selected crop-livestock systems and the changing character of agricultural land use in the United States.

b. Manufacture. Examination of theories and strategies of industrial plant location, the relationship of industrialization to regional economic growth and development, and
selected industry case studies evaluating the interrelations of locational, economic, technological, and political factors in the respective industry's historic evolution.

c. Transportation: Examination of the historic evolution of transport systems in developed and developing nations, transport factors in location theory, techniques of transport analysis, the urban transport dilemma, and competitive and complementary characteristics of the different transport modes.

545 Studies in Human Geography 2-3 hrs. Each course listed under this general title is a concentrated study of one of the principal subdivisions of human geography. The scope and principal themes of each specialized field will be studied with consideration given to current research on selected problems. Prerequisite: GEOG 203 or GEOG 205 or GEOG 244, or by consent of instructor. Course may be repeated for credit.

553 Water Resources Management 3 hrs. Examination of water resources management with emphasis upon regional development and utilization of available supplies. Topics include supply and demand, methods of technological and geographical augmentation (desalinization, inter-basin transfers, etc.), water administration and policies, and various water problems together with possible approaches to their solutions.

554 Outdoor Recreation: Resources and Planning 3 hrs. Examination of extensive, resource-based outdoor recreation (such as parks, wilderness, wild rivers, hunting and fishing, hiking, etc.) with emphasis upon recreational planning. Topics include supply and demand for outdoor recreation, identification of present and future recreational needs, policy considerations, administration of recreational land uses, and various problems associated with outdoor recreation. Readings, discussion, and student-designed and executed individual studies provide professional orientation.

555 Contemporary Issues in Resources Management 3 hrs. Examination of selected contemporary natural resource and environmental problems, such as questions of natural resource adequacy, environmental pollution, energy shortages, political and economic problems related to resource management, and individual studies of local environmental problems. Prerequisite: GEOG 350 or consent.

556 Studies in Urban and Regional Planning 3 hrs. Each of the courses listed under this number focuses on a major aspect of planning, including a review of the objectives of the planning process, legislation pertaining to planning control, and methods of acquiring and analyzing data required for the planning process. Prerequisite: GEOG 350 or consent.

557 Cities and Urban Systems 3-4 hrs. A review of factors in city growth (or decline), including the effects of economic geography on urban systems. May not be taken for credit if student has received credit for GEOG 316.

560 Seminar in Physical Geography 2-3 hrs. Survey of the physical, cultural, and economic geography of the United States and Canada. Focus on regional problems and outlooks. Lectures, assigned readings, and periodic seminars. May not be taken for credit if student has received credit for GEOG 300.

568 Seminar in Urban Geography and Planning 2-3 hrs. A review of the current literature and recent methodological developments in the field of urban geography and planning. Prerequisite: GEOG 556 or 570.

Regional Geography

Open to Graduate Students Only

510 Anglo American 3 hrs. Review of the physical, cultural, and economic geography of the United States and Canada. Focus on regional problems and outlooks. Lectures, assigned readings, and periodic seminars. May not be taken for credit if student has received credit for GEOG 380.

511 South America 3 hrs. Regional study of the nations of South America with attention to the interrelationships of the physical and cultural environments. Historical background necessary for the interpretation of the present political, social, and economic conditions is included. May not be taken for credit if student has received credit for GEOG 381.

512 Middle America 3 hrs. Systematic consideration of the physical environment of Mexico, Central America, and the West Indies. A problems approach is utilized to reckon with the economic, social, and political trends of the region. May not be taken for credit if student has received credit for GEOG 382.

513 Western and Southern Europe 3 hrs. Examination from western Europe from a regional perspective. The environmental and historical backgrounds serve as a foundation for more intensive study of contemporary conditions, problems, and issues. May not be taken for credit if student has received credit for GEOG 383.

518 The Pacific Realm 3 hrs. Analysis of the human and physical geography of the Southwest Pacific, with concentration on Australia, New Zealand, and Polynesia. May not be taken for credit if student has received credit for GEOG 385.

520 South Asia 3 hrs. Survey of the physical, cultural, and economic geography of the Indian subcontinental region (India, Pakistan, Bangladesh, Sri Lanka and the countries of the Himalayas). May not be taken for credit if student has received credit for GEOG 390.

609 Seminar in Geographic Planning 2-3 hrs. An investigation of selected topics in physical and human geography of a region, e.g., Latin America, Anglo-America, Europe. Regional concentration will vary from semester to semester, with the region being indicated at time of enrolment. May also be offered in conjunction with field studies to various areas, and may be repeated for credit. Prerequisite: An appropriate introductory course at either the undergraduate or graduate level.
Geographic Methodology and Research

Open to Upperclass and Graduate Students

557 Environmental Impact Assessment
3 hrs.
Alteration of the natural and human environment for perceived economic and social benefits often has significant adverse consequences. Recognition of this problem is reflected in federal, state, and local laws and regulations requiring environmental impact statements. The course provides an introduction to the analysis and preparation of environmental impact statements. Prerequisites: Senior standing and Geography 350 or permission.

566 Field Geography
2-4 hrs.
The theory and application of geographic techniques and instruments of field investigations: collection and analysis of field data, preparation and presentation of materials. The course is based primarily upon field experiences. (One hour lecture and three hours laboratory.) Prerequisites: GEOG 265 or 375 and 582 or consent of instructor.

567 Computerized Geodata Handling and Mapping
4 hrs.
Principles and procedures involved in structuring and using computerized geographic data systems (applicable to land use, impact assessments, and urban and regional planning), and in representing these data by computer mapping methods. Equivalent applications of these systems will be made to both microcomputers and larger main-frame computer systems. Prerequisite: Senior or graduate standing.

568 Quantitative Methodology
3 hrs.
Introduction to the application of quantitative concepts and methods in the analysis of geographic problems. Emphasis is placed on data base management, computer applications of common numeric and statistical methods, and utility assessment of various research designs and strategies. Prerequisite: GEOG 567 or consent.

580 Advanced Cartography
4 hrs.
A review of current trends and philosophies of cartography. A combination of lectures, demonstrations, and independent projects provide the advanced cartography student with opportunities to practice state-of-the-art map design, multicolor production, photo-reproduction and computer-assisted mapping. It is recommended that GEOG 567 be taken before 580. Prerequisite: GEOG 375 or equivalent.

582 Remote Sensing of the Environment
3 hrs.
The student will acquire proficiency in the fundamental techniques and skills of photogrammetry and photointerpretation during the first part of the course. The remainder of the semester will be spent in interpreting photos dealing with such topics as geomorphology, archaeology, vegetation and soils, water resources, rural and urban land use, as well as topics adapted to the interest and anticipated future work of the student.

597 Independent Study
1-3 hrs.
Designed for highly qualified majors and graduate students who wish to study in depth some aspect of their field of specialization under a member of the departmental staff. Prerequisite: Written consent of departmental adviser and instructor.

Open to Graduate Students Only

561 Geographic Research
4 hrs.
Problem formulation and research design are introduced in light of modern geographic thought and current practices. Other course emphases are sources of geographic information, search strategies, and the written presentation of research materials. Graduate students in geography are urged to complete this course as soon as possible. Prerequisite: Consent of graduate adviser.

665 Seminar in Geography
1-3 hrs.
Designed for the advanced student interested in analyzing problems related to various topics in geography. Prerequisite: Consent of instructor. May be repeated.

666 Professional Development Seminar
1 hr.
Students participate in selected activities related to professional development. These activities include critiques of professional presentations, participation in professional meetings, and presentations of papers to faculty and colleagues. This course cannot be repeated for credit. This course is graded on a Credit/No Credit basis.

682 Advanced Remote Sensing
3 hrs.
This course focuses on the interactive modes of interpreting remotely sensed imagery, especially digital satellite data. Digitizing of conventionally interpreted data will be interfaced with computer-generated data to establish geographic information systems. Individual projects will be carried out involving detailed fieldwork.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

Geology (GEOL)

Schmaltz, Chairperson; Professors Chase, Grace, Passero, Straw; Associate Professors Harrison, Schmidt; Assistant Professor Clarkson.

Open to Upperclass and Graduate Students

502 Problems in Geology and Earth Science
1-3 hrs.
Individual problems involving topical reading and/or research problems in earth sciences. May be repeated for credit. Prerequisite: Consent of instructor.

520 Economic Geology
3 hrs.
Origin, occurrence, and utilization of metallic and non-metallic mineral deposits, and mineral fuels. Prerequisite: GEOG 335 or consent of instructor.

530 Plate Tectonics and Earth Structure
3 hrs.
Major tectonic features and internal structure of the earth in relation to plate tectonics. Critical examination of the tenets of plate tectonics. Prerequisites: GEOL 131, 301, or 335.

532 Surficial Processes and Groundwater Geology
3 hrs.
Detailed consideration of fluvial, eolian and glacial processes, and the geographic aspects of surface water and groundwater hydrology. Qualitative and quantitative aspects of ground water movement, location, evaluation, and the influences of man on the hydrologic system.

535 Sedimentation and Stratigraphy
4 hrs.
Processes, characteristics, and relationships among fluvial, deltaic, strand plain, lagoon, shelf, and slope terrigenous depositional systems. Laboratory includes textural analysis; sedimentary structures; paleocurrent analysis; electric logs, subsurface maps, and application of statistical and computer methods to the solution of sedimentologic problems; and basin analysis. Course includes a 3-day field trip. Three lectures and one three-hour laboratory per week. Prerequisite: GEOL 131 and 335.

536 Glacial Geology
3 hrs.
A study of the mechanics of glacial movement, processes of glacial erosion and deposition, and the distribution of glacial features in space and time. Special emphasis will be placed on the glacial geology of the Great Lakes area. Prerequisites: GEOL 131 and consent of instructor.

539 Field Studies in Geology
1-6 hrs.
Field study of specific subjects in Geology. Subjects offered will be announced in advance and selected from the following: Regional Geomorphology, Field Mapping, Structural Geology, Petrology, Stratigraphy and Sedimentation, Environmental Geology, and other selected topics. It is recommended that the student should have Geology 100 or 130 and/or have the permission of the instructor before enrolling in this course. The course is normally taught the two weeks of summer prior to the fall term but may be offered at other times. Students planning to take this course should first check with the Earth Science adviser.

543 Palaeoecology
3 hrs.
Study will include the ecology, life, habits, and environmental interactions of ancient organisms. Prerequisites: GEOL 533 or BIOL 541.

544 Environmental Geology
3 hrs.
Geology related to human affairs and land use planning. Includes engineered properties of earth materials, waste disposal systems, slope stability, floods, erosion and sedimentation, land subsidence, volcanic hazards, earthquakes, and urban geology. Field trips required. Prerequisite: GEOL 130, 131, or consent.
545 Carbonate and Evaporite Depositional Environments
3 hrs.
Processes, characteristics, and relationships of modern and ancient and basinal carbonate and evaporite facies. Course includes an 11-day field trip (Spring Vacation) to investigate Holocene, Pleistocene, and Tertiary carbonate environments and facies in Florida, and a 3-day trip to northern Indiana and Ohio to examine Silurian Platform carbonates. Student projects include logging, description, and interpretation of core and slabs at the mesoscopic level. Two lectures and one 3-hour laboratory per week. Prerequisites: GEOL 533, 535, and consent.

560 Introduction to Geophysics
3 hrs.
Introduction to geophysical exploration methods including seismic reflection and refraction, gravity, electric, and electromagnetic methods. Prerequisites: PHYS 110-111 or 210-211, MATH 122, and GEOL 130.

561 Seismic Methods
3 hrs.
Reflection and refraction seismology as applied to the search for petroleum. Site studies in civil engineering, and other geologic problems. Two lectures and three-hour practical laboratory with field exercises and problems. Prerequisites: GEOL 560, MATH or CS 306, and MATH 123.

565 Gravity and Magnetic Methods
3 hrs.
Potential field methods as used in mining and petroleum exploration, for geologic mapping, and groundwater problems. Analytical solutions, numerical modeling, and other interpretational techniques. Prerequisites: GEOL 560, MATH or CS 506, and MATH 123.

566 Field Geophysics
3 hrs.
Field studies demonstrating the use of seismic refraction, gravity, and electrical resistivity methods for glacial geology and groundwater problems in the Kalamazoo area. Course also includes 1-week trip to Michigan's Upper Peninsula to apply magnetic, self potential, electromagnetic, and gravity methods in Precambrian terrain. Prerequisite: GEOL 560.

Open to Graduate Students Only

610 Geochemistry
3 hrs.
An introduction to the basic principles and theories of geochemistry. Prerequisites: GEOL 440 or permission.

611 Mineral Analysis
3 hrs.
X-ray diffraction and fluorescence techniques applied to mineralogical and petrological problems. Prerequisites: GEOL 335 or permission.

612 Hydrogeology
3 hrs.
The study of surface and ground water with special emphasis on its chemistry, movement, and relation to the geologic environment.

615 Contaminant Hydrology
3 hrs.
Theory and field methods related to the transport of contaminants in groundwater. Includes theoretical considerations, case histories, law, analysis of problems, and preparation of hydrogeological reports.

620 Marine Geology
3 hrs.
A course in oceanography with emphasis on marine geology and the relationships of physical, chemical, and biological principles to marine sediments and oceanographic processes. Prerequisites: GEOL 300 and consent.

630 Structural Analysis
3 hrs.
The theory of and methods involved in the geometric, kinematic, and dynamic analysis of deformed rock bodies. All scales of observation are considered from large map areas to hand specimens. Prerequisites: GEOL 430 and consent.

634 Research in Geology and Earth Science 1-4 hrs.
Advanced readings or research in an area to be selected after consultation with a supervising staff member. May be repeated for credit (for no more than a total of six hours).

640 Igneous and Metamorphic Petrology 4 hrs.
Advanced discussion of origins and positions of igneous and metamorphic rocks in light of recent experimental evidence and concepts of global tectonics. Prerequisite: GEOL 440 or equivalent.

650 Topics in Geology and Earth Science 2-4 hrs.
An intensive study of specific subjects in the area of Earth Science as listed. Prerequisite: Consent of instructor. Subject offered during a semester or term will be announced in advance.

655 Sedimentary Petrology 4 hrs.
Thin section and hand specimen study of sandstones, mudrocks, carbonate rocks, and chemical sediments, with emphasis on paleogeographic, tectonic, environmental, and paragenetic interpretation. Prerequisites: GEOL 335, 535, or consent.

660 Seminar in Geology and Earth Science 1 hr.
A seminar designed to provide students with the opportunity to examine and discuss important problems in Earth Science. Oral presentations will be required. Prerequisite: Consent.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.

710 Independent Research 2-6 hrs.

712 Professional Field Experience 2-12 hrs.

History (HIST)

Breisach, Chairperson; Professors Beech, Brown, Brumhuler, Castel, Corder, Davis, Gregory, Hammer, Mauer, Nahm, Noel, Schmitt; Associate Professors Burke, Hahn, Hawkes, Pattison, Assistant Professor Houdel

United States History

Open to Upperclass and Graduate Students

520 Colonial America 3 hrs.
The American colonies as part of the British empire, their founding, the causes and consequences of the American Revolution.

521 The Era of the American Revolution, 1763-1789 3 hrs.
Casts, characteristics and consequences of the American Revolution. Emphasis on factors which induced the British to alter existing relationships with the American colonies, and the nature of American responses. Efforts by both British and American leaders to preserve the imperial connection are studied along with the American movement to independence. The course also covers military and diplomatic aspects of the Revolution, and societal changes brought by American independence.

522 The Age of Democracy and Expansion, 1789-1848 3 hrs.
Deals with the establishment of the Federal Government, the origin and development of political parties, the causes and consequences of the War of 1812, territorial expansion and the increasing sectional conflict between North and South.

523 The American West 3 hrs.
A study of the exploration and settlement of the North American continent. Topics include Indian relations, utilization of land and resources in the fur trade, mining, and cattle ranching, and the establishment of law and order on the frontier.

524 The Civil War and Reconstruction 3 hrs.
Examines the origins of the Civil War, the reasons for Northern victory and Southern defeat, and the conflicts over Reconstruction policy and the status of Black Americans.

525 The Emergence of Modern America, 1877-1914 3 hrs.
This course will focus on the causes and consequences of industrialization, urbanization, Progressivism, and the concurrent revolutions in agriculture, transportation, and communications. Attention will also be given to changing attitudes and values, the problems of generalization, and the anonymous American.

526 United States, 1914-1945 3 hrs.
This course deals with four periods of recent American history: the Great War and Peace Conference of 1914-1919, the 1920s, the Depression, and American participation in World War II. Focus is on major social, political and economic trends, problems and personalities of the era, and the vastly changed position of the United States in world affairs.
Europe

Open to Upperclass and Graduate Students

549 Topics in Ancient History
3 hrs.
Selected topics in ancient history such as the rise of the great empires of the ancient world, the history of the Mediterranean world, and the development of political and social structures. This course may be repeated under different topics.

550 Topics in Medieval History
3 hrs.
Selected topics in medieval history such as the History of the Medieval Church, Daily Life in the Middle Ages, etc. Topic to be announced in the Schedule of Classes. Course may be repeated under different topics.

554 Renaissance and Reformation
3 hrs.
Major developments in the period: activities of merchant venturers; rise of the modern state; cultural achievements of the Italian Renaissance; religious thought of Luther, Calvin, and Zwingli; renewal of the Roman Catholic Church, Anglicanism; the Radical reformation; religious wars and cultural activities in the Reformation.

556 Studies in Modern European History
3 hrs.
Selected topics in European history since the 16th century. Topics announced in the Schedule of Classes. Course may be repeated under different topics.

559 The French Revolution and Napoleon
3 hrs.
The nature of revolution and revolutionary psychology; 18th century background to the French Revolution; major events and phases, Napoleon and the French empire; impact of the revolution on Europe and the rest of the world.

560 Nineteenth Century Europe
3 hrs.
Major developments in European history from the fall of Napoleon to the beginning of World War I. Confrontation between the forces of reform, conservatism, and nationalism; unification of Germany and Italy; the changing diplomatic balance, arts and culture of the era.

561 Victorian England: The Era of the Middle Class
3 hrs.
A look at the years of Victoria's long reign as Great Britain attempted to solve the problems caused by the French and Economic Revolutions through parliamentary reform and additional democracy, resulting in the transition from a rural to an urban society, the rise of the middle class to a position of dominance, and the emergence of Britain as the greatest industrial nation and the most powerful empire in the world.

562 Hitler's Europe, 1914-1945
3 hrs.
Major developments in European history from the beginning of World War I to the conclusion of World War II. The new structure of postwar Europe in the 1920s; the assault on ethnic and religious minorities and on democratic government; the collapse of international order and World War II; arts and culture of the era.

563 Europe Since 1945
3 hrs.
Major developments in European history since the end of World War II. Recovery and reconstruction; the movement toward European unity, the East-West conflict; roles and objectives of major European states and blocs in international affairs.

Theory and Practice

Open to Upperclass and Graduate Students

505 Local and Regional History
3 hrs.
Studies of small areas in detail. Frequently precede, modify, or augment historical studies of wider scope. Local historians rely heavily on primary sources such as archival and manuscript collections, genealogy, oral history, archival and ethnographic data. This course is an introduction to the sources and techniques of local historians and their applications to a variety of research objectives.

511 Introduction to Archives
3 hrs.
Theory, techniques, and practice in the development and administration of archives and archival materials.

512 Introduction to Museum Studies
3 hrs.
A survey course dealing with the history, philosophy, organization, and practice of museums. The course will examine the organization and structure of various types of museums, and will cover such topics as: collecting theory, conservations and security, care of collections, display techniques, historic preservation, registration and cataloguing, and museum ethics.

513 Historic Preservation
3 hrs.
Examination of problems in developing historic sites and districts. Topics include documenting historic sites, registration procedures, preservation law, funding sources, history of the preservation movement, social issues in urban rehabilitation, public, private and citizen interaction.

591 Topics in Theory and Practice
2-3 hrs.
Selected theoretical, technical, and interpretive issues in the field of history. Topics include philosophy of history, computers in historical research, interaction between history and such disciplines as archaeology, psychology, and climatology, new forms and techniques of historical documentation, and major historical interpretations current before the academic world and the public. Topics announced in the Schedule of Classes. Course may be repeated under different topics.

Open to Graduate Students Only

690 Historical Method
3 hrs.
This course is intended as a general introduction to the field of history and its recent development. Emphasis is upon the structures of historical explanation, and the use of expository oral and written skills in communicating historical knowledge to various audiences. The course also surveys library research methods, including major journals and bibliographical tools for general historical research. It includes examination of the interaction between history and other disciplines which provide epistemological frameworks for historical explanation, such as philosophy, biography, and psychology.

691 Historical Sources
3 hrs.
This course is an introduction to the sources and methods used in the study of traditional societies, particularly ancient and medieval Europe. Students are acquainted with the techniques of locating, studying and interpreting a variety of written sources, such as narratives, chronicles, annals, charters, early government records, etc., with an emphasis on authenticating, dating and localizing such materials. The course also covers techniques for dealing with the variety of material remains which can generate historical data, such as archaeology, numismatics, epigraphy, and so on. The major objective of the course is to create an awareness for students in all facets of historical studies of the great variety of sources available for historical reconstruction, as well as the need for painstaking research at the local level as the first step in synthesizing broader studies of various chronological periods and geographical areas.

692 Historiography
3 hrs.
A course in general historiography. Readings from a departmental list in addition to assignments in student’s major field. Prerequisite: HIST 690.

695 Readings in Selected Fields
3 hrs.
An individual study course designed to broaden a student’s knowledge in a selected field beyond the scope offered by regularly scheduled courses.

Other Courses

Open to Upperclass and Graduate Students

500 Studies in History
1-3 hrs.
Selected topics in historical studies. Topics announced in the Schedule of Classes. Courses may be repeated under different topics.

598 Independent Reading in History
2-4 hrs.
Variable hours
Professional internship experiences in museums, historical administration, historic preservation, editing, etc. Registration requires prior approval of the department chairman and the graduate adviser. Graded on a Credit/No Credit basis.
Open to Graduate Students Only

693 Seminar in History
3 hrs.
Course taught by the assigned instructor and by invited guest lecturers. Topics announced in the Schedule of Classes. Course may be repeated under different topics. Offered infrequently.

699 Historical Essay
4 hrs.
An analytical and interpretive study to be written under the supervision of a member of the history faculty and selected in consultation with the graduate adviser.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

Languages and Linguistics

Palmatier, Chairperson; Professors Coie, Dwarkesh, Ebling, Griffin, Haenicke, Krawutschke, Ortmann, Reish, Associate Professors Benson, Bigelow, Fobles, Felkel, Gardiner, Hendriksen, Kiesel, Miller, Teichert; Assistant Professors Harris, Muizniec.

Language Teaching Courses

Open to Upperclass and Graduate Students

558 Modern Language Instruction (in French, German, Spanish, or other language) 3 hrs.
Required for modern language teaching majors and minors (but the hours may not be counted toward the minor). This course will acquaint prospective language teachers with various approaches and strategies involved in modern language teaching. Specifically, in a performance-oriented program, students will learn theory and practice related to teaching the listening, speaking, reading, and writing skills, as well as the culture component. Preferably, students should complete the course before beginning directed teaching.

This course will be offered regularly. The comparable methods course for Latin is LAT 557, Teaching of Latin.

Translation Courses (TRNS)

Open to Upperclass and Graduate Students

510 Translation Seminar 4 hrs.
Intensive practice in translation, primarily of non-literary documents, into English. The course will also include some practical work in lexicography, error analysis, translation quality assessment and general problem solving. Prerequisites: LING 105; ENGL 305, TRNS 310; FREN 316, 317, 329, 551, or GER 316, 317, 325, 552, or LATV 316, 322, 325, 551, or SPAN 316, 317, 325, 552

590 Translation Practicum 3-6 hrs.
Under the direction of a faculty adviser, a student will serve an internship in the translation department of a major company, work under the supervision of a professional translator or in a translation agency, complete a substantial and useful translation project on campus, or attend a series of translation workshops. Off-campus work will be evaluated jointly by institutions or individuals supervising the internship and the faculty adviser. On-campus projects will be evaluated by a panel of faculty members. Specific assignments will be arranged in consultation with the adviser during the semester preceding the one in which the student expects to enroll in 590. TRNS 590 may be taken in two consecutive semesters (16 contact hours per week, 3 credit hours per semester, total of 6 credit hours) or in a single semester (32 contact hours per week, 6 credit hours). Prerequisite: TRNS 510.

French (FREN)

Open to Upperclass and Graduate Students

550 Independent Study in French 1-3 hrs.
Directed, individual study of a specific topic in a French literary or linguistic area. Departmental approval required for admission. Repeatable for credit. Prerequisite: A minimum grade point average of 3.0 in the major.

551 Advanced French Grammar and Composition 3 hrs.
Intensive review of French structure and practice in composition. Prerequisites: FREN 316 and 317 or equivalent.

552 Advanced French Conversation 3 hrs.
Intensive practice with spoken French. Prerequisite: FREN 316 and 317 or equivalent.

560 Studies in French Literature 3 hrs.
Topic varies according to genre, author, or period and will be announced. Each of these courses carries separate credit, although all are listed under 560. Thus, a student may take any or all of the offerings at various times. Prerequisites: FREN 316, 317, 329, and 320 or permission of instructor. Representative topics which may be treated in this area include: Medieval Literature—Outstanding works from various genres of the medieval period, such as chansons de geste, romans courtois, didactic works, fables, and poetry. Renaissance Literature—Outstanding works from the period, to include Montaigne, Rabelais, and the Pléiade. Seventeenth Century Literature—Literary trends of the seventeenth century, to include Corneille, Moliere, Racine, Pascal, and LaRouchefoucauld. Eighteenth Century Literature—Literature and philosophies of the French Enlightenment, to include major works by Voltaire, Rousseau, Diderot, and Montesquieu. Nineteenth Century Literature—Studies in romanticism. Twentieth Century Literature—Studies in realism and naturalism. Twentieth Century Literature—Studies in the contemporary novel. Twentieth Century Literature—Studies in the modern French theatre.

German (GER)

Open to Upperclass and Graduate Students

528 Survey of German Literature 3 hrs.
A comprehensive study of German literature from its beginning through Romanticism. Prerequisites: GER 316, 317, 322 or 325 or equivalent.

529 Survey of German Literature 3 hrs.
A comprehensive study of German literature from German Realism to the present. Prerequisites: GER 316, 317, 322 or 325 or equivalent.

550 Independent Study in German 1-3 hrs.
Directed, individual study of a specific topic in a German literary or linguistic area. Departmental approval is required for admission. Repeatable for credit. Prerequisite: One 500-level course in the major; a minimum grade point average of 3.0 in the major.

552 Advanced German Composition 3 hrs.
Intensive practice in composition and stylistics directed toward appreciation of literary and other written expression in German with work in free composition at an advanced level. Prerequisites: GER 316 and 317 or equivalent.

553 Advanced German Conversation 3 hrs.
Intensive training in conversational German with emphasis on colloquial language and idiom. Prerequisites: GER 316 and 317 or equivalent.

559 History of the German Language 1-3 hrs.
Survey of the development. Prerequisite: Six hours of 300-level German or above.

560 Studies in German Literature 3 hrs.
Topic varies according to genre, author, or period and will be announced. Each of these courses carries separate credit, although all are listed under 560. Thus, a student may take any or all of the offerings at various times. Prerequisites: German 316, 317, 322 or 325 or equivalent. Representative topics which may be treated in this area include: Lyric Poetry—Survey of the development with representative selections. Nineteenth Century Drama—Primarily Kleist, Grillparzer, Hebbel, and Hauptmann. Twentieth Century Drama—Representative selections.

Latin (LAT)

Open to Upperclass and Graduate Students

550 Independent Study in Latin 1-3 hrs.
Directed individual study of a specific topic or genre in a Latin literary or linguistic area (e.g., biography, bucolic poetry, comedy, history, or satire). Departmental approval required for admission. Repeatable for credit. Prerequisite: A minimum grade point average of 3.0 in the major.
557 Teaching of Latin
3 hrs.
For prospective teachers of Latin in the elementary or secondary school. Principles, problems, and current practices. Required for Latin teaching majors and minors.

560 Medieval Latin
3 hrs.
A study of the period 500-1500 A.D., when Classical Latin was blending into the new vernaculars to form eventual Romance Languages. Prose and poetic readings include a variety of themes reflecting the intellectual, cultural, and religious thinking of the times. Prerequisite: One of LAT 200, 201, 324 or equivalent or permission of instructor.

Latvian (LATV)

Open to Upperclass and Graduate Students

515 Methods of Teaching Latvian
2 hrs.
Evaluation of existing Latvian grammars. Examination of different language teaching methods. Psychological and sociological aspects of teaching at various levels in the Latvian community schools. Latvian teacher certification program. Opportunities to tutor beginning Latvian students, to engage in student teaching in the Kalamazoo Latvian School, and/or to work on a Latvian teaching-materials project. Prerequisite: LATV 201 or equivalent.

550 Independent Study in Latvian
1-3 hrs.
Directed individual study of a specific topic in a Latvian language, literature, or culture area. Departmental approval required for admission. Repeatable for credit. Prerequisite: Permission of instructor.

551 Advanced Latvian Grammar and Composition
3 hrs.
Intensive review of Latvian structure and practice in composition. Prerequisite: LATV 316 or equivalent.

560 Studies in Latvian Literature
3 hrs.
Topic varies according to genre, author, or period and will be announced. May be repeated for credit under a different topic. Prerequisite: Permission of instructor.

597 Seminar in Latvian Linguistics
2-4 hrs.
Each seminar will deal with a selected topic relating to Latvian linguistics, e.g., the development of the Latvian literary language—from folk literature to the present-day idiom. May be repeated for credit under a different topic. Prerequisite: Permission of instructor.

Russian (RUSS)

Open to Upperclass and Graduate Students

550 Independent Study in Russian
1-3 hrs.
Directed, individual study of a specific topic in a Russian literary or linguistic area. Departmental approval required for admission. Prerequisite: One 500-level course.

Spanish (SPAN)

Open to Upperclass and Graduate Students

510 Studies in Hispanic Culture
3 hrs.
An intensive study of various aspects of Spanish and Spanish American culture. Emphasis is on cultural understanding as an avenue to increased proficiency in the Spanish language. Since specific topics will vary each semester, this course may be repeated for credit. Prerequisites: SPAN 316, 317, either 322 or 323, plus one additional course at the 300- or 500-level.

526 Survey of Spanish Literature to the 18th Century
3 hrs.
A survey of Spanish literature from its origin to, and including, the seventeenth century. Prerequisites: SPAN 316, 317, and 325.

527 Survey of Spanish Literature from the 18th Century to the Present
3 hrs.
A survey of Spanish literature from the eighteenth century to the present. Prerequisites: SPAN 316, 317, and 325.

528 Survey of Spanish American Literature to Modernismo
3 hrs.
A survey of Spanish American literature from Modernismo to the late 19th century. Prerequisites: SPAN 316, 317, and 325.

529 Survey of Spanish American Literature from Modernismo to the Present
3 hrs.
A survey of Spanish American literature from the late 19th century to the present. Prerequisites: SPAN 316, 317, and 325.

550 Independent Study in Spanish
1-3 hrs.
Directed, individual study of a specific topic in a Spanish literary or linguistic area. Departmental approval required for admission. Repeatable for credit. Prerequisite: One 500-level literature course in the major, a minimum grade-point average of 3.0 in the major.

552 Advanced Spanish Grammar and Composition
3 hrs.
An advanced study of the intricacies and problems of Spanish grammar, syntax, and style with attention to improving written expression in Spanish at an advanced level. Prerequisites: Spanish 316, 317, and one additional 300-level course. At least three hours of 526, 527, 528, or 529 are recommended.

553 Advanced Spanish Conversation
3 hrs.
Intensive practice to reinforce and expand the basic oral communication skills and to develop flexible and idiomatic oral expression. Prerequisites: SPAN 316, 317, and one additional 300-level course. At least three hours of 526, 527, 528, or 529 are recommended.

560 Studies in Spanish Literature
3 hrs.
Topic varies according to genre, author, or period and will be announced. Each of these courses carries separate credit, although all are listed under 560. Thus, a student may take any or all of the offerings at various times. Prerequisite: Three hours of SPAN 526, 527, 528, 529, or departmental permission. Representative topics which may be treated in this area include: Cervantes—Don Quixote and other works of Cervantes together with his life and thought. Seventeenth Century Theater—Main works of Lope de Vega through Calderon de la Barca. Nineteenth Century—The Romantic Movement. Nineteenth Century Novel—Development of the regional novel from Fernando Caballero through Blasco Ibanez. Generation of ’98—Thought and works of typical representatives such as Unamuno, Azorin, Baroja, and A. Machado. Contemporary Theater—Evolution and analysis of the characteristics. Spanish-American Short Story—Significant short stories along with the cultural and social background. Contemporary Spanish-American Novel—The new Spanish-American novel along with the cultural and social background.

Linguistics (LING)

General Linguistics Courses

Open to Upperclass and Graduate Students

500 Introduction to Linguistics
4 hrs.
An introduction to modern linguistic theory and to the application of that theory to linguistically-related disciplines.

511 Methods of Teaching English as a Second Language
4 hrs.
Study of the application of linguistics and other disciplines to the teaching of Standard American English to speakers of other languages, with emphasis on current methods and materials for instruction and testing. Course work will include tutorial experience.

512 Principles of Teaching English as a Second Language
4 hrs.
Study of the linguistic theory and historical development of teaching English to speakers of other languages, as well as an examination of second language acquisition and the various aspects of bilingualism. Prerequisite: An introductory course in linguistics.

515 Methods of Teaching Critical Languages
2 hrs.
Study of the application of linguistics to the teaching of one or more “critical” languages. Emphasis will be on modern and traditional methods and materials for instruction and testing. Course work will include tutorial experience. May be repeated for credit for a different language. Prerequisite: LING 201 or equivalent.

540 Generative Grammar
4 hrs.
An examination of the theories of Transformational Grammar and Generative Semantics, and a study of their origins, development, modifications, and applications. Prerequisites: LING 500 or equivalent.
4 hrs.

A study of linguistic systems as they connect language and thought—and relate competence to performance—in the acquisition, production, and perception of language.

551 Psycholinguistics

4 hrs.

Topics from multivariate calculus, including jacobians and optimization techniques, and from linear algebra, including eigenvalues, idempotent matrices on generalized inverses. Emphasis on applications and examples from statistics. Prerequisites: MATH 230 and 272.

530 Linear Algebra

3 hrs.

Properties of linear dimensional abstract vector spaces, linear transformations, and matrix algebra are studied. Prerequisite: MATH 330.

540 Advanced Geometry

3 hrs.

Topics to be selected from projective geometry, algebraic geometry, differential geometry, or noneuclidean geometry. Prerequisite: Consent of instructor.

550 Teaching of Secondary Mathematics

3 hrs.

In this course consideration is given to curriculum problems and trends in secondary school mathematics and to specific problems of teaching mathematics effectively to elementary school students. Prerequisites: MATH 330 and 350.

552 Teaching of Elementary Mathematics

3 hrs.

Consideration is given to curriculum problems and trends in elementary school mathematics and to specific problems of teaching mathematics effectively to elementary school children. Computer terminology and applications of computers in elementary mathematics classrooms will be integral parts of this course. Prerequisite: MATH 265 or consent of instructor.

553 Participation in Elementary Mathematics Teaching

2 hrs.

Students will work cooperatively with an elementary school teacher in an elementary classroom in various aspects of helping children learn mathematics. The course will provide the prospective elementary teacher with an opportunity to work with small groups of young children and to observe them in mathematics learning. The student will be required to maintain a journal and to meet weekly with a staff member supervising the course. Graded on a Credit/No Credit basis. Prerequisite: MATH 552.

560 Scientific Programming

3 hrs.

Designed to give preparation in the use of numerical methods on digital computers for scientific and engineering applications. The FORTRAN language will be used. Problems such as series evaluation, multiplication and inversion of matrices, numerical integration and pointwise differentiation, as well as general numerical approximation will be prepared for the computer. Prerequisites: MATH 230 or 374 and CS 112 or 306. (Cross-listed with CS 506.)

507 Numerical Analysis

3 hrs.

Numerical methods including polynomial evaluation and interpolation, solution of systems of linear equations, solution of nonlinear equations, differentiation, integration, and the solution of differential equations. Additional topics may include systems of non-linear equations, optimization, approximation by polynomials, fast Fourier transforms and boundary value problems. Prerequisite: MATH or CS 506.

510 Multivariate Mathematical Methods

3 hrs.

The first course in the sequence MATH 562, 662 of applied statistics which combines both theory and applications. Topics include: elementary theory of estimation and hypothesis testing, the use of the normal, binomial, chi-square, F and t distributions in statistics problems; means and variances; simple linear regression, correlation, one-way and two-way analysis of variance, fixed effects models. Prerequisite: MATH 560 or 362.

563 Sample Survey Methods

3 hrs.

This course consists of a broad overview of the techniques of survey data collection and analysis and contains a minimum of theory. Topics may include: simple random, stratified, systematic, single-stage cluster, and two-stage cluster sampling; ratio and regression estimation, subpopulation analyses; problems of nonresponse; surveys of sensitive issues; minimization of survey costs; sample size determination. Real surveys are discussed and actual survey data are analyzed. Prerequisite: An introductory statistics course and consent of instructor.

564 Introduction to Statistical Computing

2 hrs.

An introduction to the use of statistical computer software. The emphasis will be on how to use existing software effectively. Statistical packages discussed will include MINITAB, SAS, SPSS, and BMDP. Statistical work treated will include: data entry, editing, statistical analysis of the one and two sample problems, analysis of variance, and regression analysis. Prerequisites: WMU’s introductory statistics course.

566 Nonparametric Statistical Methods

3 hrs.

This course presents a broad overview of the standard methods commonly referred to as nonparametric or distribution-free methods. Topics include: inferences for proportions, contingency tables, goodness of fit problems, estimation and hypothesis testing based on ranking methods, measures of rank correlation, efficiency. Emphasis will be on the application of nonparametric statistical methods to data from many different applied fields. Prerequisite: An introductory statistics course.

567 Statistical Design and Analysis of Experiments

4 hrs.

A course in experimental design and the analysis of variance with particular emphasis on industrial experiments. Topics include: completely randomized, randomized complete block, Latin square, and split-plot designs, orthogonal contrasts and polynomials, multiple comparisons, factorial arrangement of treatments, confounding, fractional replication. This course is molded around the complete analysis of good applied problems. Prerequisite: An introductory statistics course.

Opening to Upperclass and Graduate Students

506 Scientific Programming

3 hrs.

Designed to give preparation in the use of numerical methods on digital computers for scientific and engineering applications. The FORTRAN language will be used. Problems such as series evaluation, multiplication and inversion of matrices, numerical integration and pointwise differentiation, as well as general numerical approximation will be prepared for the computer. Prerequisites: MATH 230 or 374 and CS 112 or 306. (Cross-listed with CS 506.)

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Numerical methods including polynomial evaluation and interpolation, solution of systems of linear equations, solution of nonlinear equations, differentiation, integration, and the solution of differential equations. Additional topics may include systems of non-linear equations, optimization, approximation by polynomials, fast Fourier transforms and boundary value problems. Prerequisite: MATH or CS 506.

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567 Statistical Design and Analysis of Experiments

4 hrs.

A course in experimental design and the analysis of variance with particular emphasis on industrial experiments. Topics include: completely randomized, randomized complete block, Latin square, and split-plot designs, orthogonal contrasts and polynomials, multiple comparisons, factorial arrangement of treatments, confounding, fractional replication. This course is molded around the complete analysis of good applied problems. Prerequisite: An introductory statistics course.
602 Mathematical Modeling I
3 hrs.
This course considers the methodology of modeling a series of practical problems. The mathematical tools used may include dimensional analysis, optimization, differential and difference equations, graph theory and network flow theory. The practical problems may include population dynamics, economic theory of prices and production, scale models, scheduling problems, pollution, social group interaction, epidemics, and facility location. Prerequisite: MATH 574 or consent of instructor.

605 Optimization
3 hrs.
Optimization methods including nonlinear programming, calculus of variations, and integer programming will be covered. Network flow problems and dynamic programming may also be covered. Applications to problems in business and industry will be included. Prerequisites: MATH 123 and 408 or 608 or IEGM 610.

608 Linear Programming
3 hrs.
Linear inequalities, convex geometry, optimization in linear systems, zero-sum games, applications. Prerequisite: An introductory course in linear algebra.

609 Studies in Applied Math
3 hrs.
Advanced work organized around topics related to the field of study indicated at the time the course is scheduled. Students may take this course more than once.

The courses 611 through 619 are primarily designed to assist public administrators in understanding various applications of mathematics. Topics will be chosen from graph theory, linear algebra, numerical approximation, optimization and graphical linear programming, probability, and linear differential equations. Prerequisite: Consent of the adviser.

615 Intermediate Analysis
3 hrs.
This course will include the following topics: limits, continuity, differentiation, integration, applications. It will stress concepts rather than techniques. Prerequisite: Consent of adviser.

616 Survey of Algebra
3 hrs.
This course will discuss groups, rings, integral domains and fields, including such topics as homomorphisms and isomorphisms, subalgebras and ideals, with examples involving permutation groups, transformation groups, polynomial rings and finite fields. Prerequisite: Consent of adviser.

619 Computer Methods in Secondary Mathematics
3 hrs.
This course will emphasize applications of computer-programming techniques to the teaching and learning of mathematics in grades 7-12. The BASIC programming language will be reviewed in the context of solving mathematical problems using microcomputers and the WMU DEC system-10. Computer-oriented mathematics curriculum materials will be examined and developed. Prerequisite: Consent of adviser.
The courses 651, 652, 653, and 654 are advanced work organized around topics not usually considered in the above title. Students may take this course more than once.

651 Mathematics for Elementary School Teachers
3 hrs.
Emphasizes the concepts and foundations of the mathematics commonly taught in elementary school, and of associated problems of learning and teaching. Each student will be expected to study and report on some special problem or aspect of the teaching of mathematics. Prerequisite: Consent of adviser.

652 Mathematics for Junior High School Teachers
3 hrs.
This course is designed to acquaint the student with contemporary trends in junior high school mathematics. Several current programs will be studied to determine what topical content should be included and the treatment to be given to this content in a modern mathematical program for junior high school students. Prerequisite: Consent of adviser.

653 Studies in Teaching of Secondary Mathematics
3 hrs.
An advanced methods course devoted to identification and examination of strategies for teaching mathematics. Strategies for teaching skills, concepts, generalizations, problem-solving, and proof-making will be explicated. Prerequisite: Consent of adviser.

654 Curriculum Studies in Algebra and Geometry
3 hrs.
Current curriculum recommendations, problems, and trends in algebra and geometry are identified and discussed and the most recent experimental and commercial curriculum materials analyzed. Prerequisite: Consent of adviser.

656 Teaching of College Mathematics
2 hrs.
In this course consideration is given to curriculum problems and trends in post-high school mathematics. Research on specific problems of teaching mathematics effectively to college students will be emphasized. Prerequisite: Consent of adviser.

660 Statistical Inference I
4 hrs.
A first course in mathematical statistics. Topics include: distributions of statistics; asymptotic distribution theory; theories of estimation, functions of sufficient statistics; confidence intervals, theories of testing; uniformly most powerful tests, likelihood ratio tests; selected topics in statistics. Prerequisite: MATH 562.

661 Multivariate Statistical Analysis
3 hrs.
A theoretical treatment of multivariate statistical problems and techniques. Topics include: multivariate normal distribution; quadratic forms; multiple and partial correlation; sample correlation coefficients; Hotelling's T statistic; Wishart distribution; applications to tests of the mean vector and covariance matrix; incomplete data; factor analysis; cluster analysis; discriminant analysis. Prerequisite: MATH 663.

662 Applied Linear Models
3 hrs.
An advanced course in applied statistics. Linear models will be used to treat a wide range of regression and analysis of variance methods. Topics include: matrix review, multiple, curvilinear, nonlinear, and stepwise regression; correlation; residual analysis; model building; use of the regression computer packages at WMU; use of indicator variables for analysis of variance and covariance models. Prerequisite: MATH 562.

663 Linear Models
3 hrs.
A theoretical study of the general linear model including random vectors, quadratic forms, complete classes, multiple comparisons, orthogonal contrasts and polynomials; factorial arrangement of treatments; fixed, random, and mixed models; confounded designs, fractional replication. Prerequisite: MATH 662.

664 Design of Experiments I
3 hrs.
An applied course in the design and analysis of experiments. Topics include: general considerations in the design of an experiment, standard designs such as Latin square, balanced incomplete block, split plot, and nested; pooling of experiments; multiple comparison techniques, orthogonal contrasts and polynomials; factorial arrangement of treatments; fixed, random, and mixed models; confounded designs, fractional replication. Prerequisite: MATH 662.

665 Statistical Inference II
3 hrs.
Mathematical statistics is considered in a decision-theoretic framework. The decision problem, loss and risk function, Bayes procedures, minimax procedures, admissibility, complete classes; sufficiency, hypothesis testing and estimation. Prerequisite: MATH 660.

666 Nonparametric Statistical Theory
3 hrs.
A theoretical study of nonparametric statistics and robust statistical procedures. Topics may include: order statistics, empirical cdfs, M-estimates, rank statistics, optimality considerations, asymptotic distribution theory. Prerequisites: MATH 571 and 660.

667 Introduction to Random Processes
3 hrs.
This course is a treatment of random sequences and Markov processes. Discrete and continuous Markov processes, transition and rate matrices, Chapman-Kolmogorov systems, transient and limiting behavior, examples and illustrations; random walks, birth-and-death processes, etc.; stationary processes. Prerequisites: MATH 571, 510 or 530, and one probability course.

668 Categorical Data Analysis
3 hrs.
Statistical methods for discrete multivariate data and contingency tables will be discussed. The log linear model for two way and higher dimensional tables will be emphasized. Subtopics include maximum likelihood estimates, iterative proportional fitting, model selection, goodness of fit, logistic models, incomplete tables; symmetry, marginal homogeneity, and conditional independence models. Prerequisite: MATH 662.

669 Studies in Probability and Statistics
3 hrs.
The subject matter for this course is variable. Advanced work is considered and organized around topics not usually considered in the other courses.

673 Real Analysis
4 hrs.
Topology of n-dimensional space, continuity and differentiability of functions of one variable. Reimann-Stieljes integrals, convergence of sequences and series of functions, Fourier series, analysis of functions of several variables. Prerequisite: MATH 570 or approval of adviser.

676 Complex Analysis
3 hrs.
Topics include: Cauchy Theory, series expansion, power series, types of singularities, calculus of residues. Prerequisite: MATH 673.

677 Measure and Integration
3 hrs.
The basic theory of measure and integration, including such topics as Lebesgue measure, abstract measures, measurable functions, product measures, $L^p$ spaces, Radon-Nikodým theorem. Prerequisite: MATH 673.

678 Introduction to Functional Analysis
3 hrs.
Metric spaces, category, compactness, Banach spaces, Hahn-Banach theorem, completely continuous operators, Hilbert spaces, self-adjoint operators, elementary spectral theory. Prerequisite: MATH 677.

679 Studies in Analysis
3 hrs.
Advanced work organized around topics related to the field of study indicated in the above title. Students may take this course more than once.

689 Studies in Number Theory
3 hrs.
Advanced work organized around topics related to the field of study indicated in the title. Students may take this course more than once.

690 Seminar in Applied Mathematics
1-3 hrs.
Provides graduate students with the opportunity to participate as statistical consultants on real projects. The student consultants are involved with all aspects of the statistical consulting experience, from data manipulation and analysis to the design of the statistical aspects of the project and from interaction and effective communication with a client to the production of a final written report on the statistical aspects of the project. May be taken for credit at most three times. Prerequisites: MATH 662 (or concurrent enrollment) and at least one of MATH 563, 566, 567, or 568.

692 Seminar in Topology
1-3 hrs.

693 Seminar in Algebra
1-3 hrs.

694 Seminar in Graph Theory
1-4 hrs.
695 Seminar in Mathematics Education 1-4 hrs.
696 Seminar in Probability and Statistics 1-3 hrs.
697 Seminar in Analysis 1-3 hrs.
698 Statistical Consulting Internship 2-6 hrs.
The statistical consulting internship program provides a graduate student with the opportunity to work as a member of the staff in the Center for Statistical Services. The student gains considerable experience in all aspects of the consulting experience and the operation of a consulting center.
Prerequisite: Consent of Adviser.
699 Reading and Research 1-6 hrs.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.
712 Professional Field Experience 2-12 hrs.
730 Doctoral Dissertation 15 hrs.
735 Graduate Research 2-10 hrs.

Medieval Studies (MDVL)
Otto Gründler, Director
The Medieval Institute of Western Michigan University offers an interdisciplinary program leading to the Master of Arts in Medieval Studies. Either as preparation for further doctoral work or for a terminal degree, the program provides students with a broad background in medieval and Renaissance history, languages, literatures, philosophy, religion, the arts, and in research methodology.
Western Michigan University offers an academic environment appropriate for the study of the Middle Ages. The University library houses extensive holdings of books and periodicals in all areas of medieval studies, and the Institute of Cistercian Studies library contains unique collections of early manuscripts and rare books in the field of monastic and Renaissance history and thought. Western Michigan University is the host institution for the annual International Congress on Medieval Studies, and Medieval Institute Publications publishes various series of monographs and periodicals in the field of medieval studies.
The Teaching Faculty of the Medieval Institute are the following: George T. Beech (History), Guntram G. Bischoff (Religion), Gary Bigelow (Spanish), Ernst A. Breisch (History), Norman E. Carlson (English), Nancy Cutbirth (English), Audrey Davidson (Humanities), Clifford Davidson (English), Stephanie Demetrakopoulos (English), David Ede (Religion), E. Rozanne Elder (History), Robert W. Feik (Spanish), Billie Fisher (Art, Kalamazoo College), Jeffrey B. Gardiner (German), C. J. Ganakaris (English), Otto Grundler (Religion), L. John Link (Art), Elise Jorgens (English), Johannes A. Kissel (German), Peter Krawutschke (German), Emmanuel Nodel (History), George F. Osmun (Latin), Robert A. Paimatier (Languages and Linguistics), Kathleen Smith (French, Kalamazoo College), Thomas Seier (English), Matthew Steel (Music), John H. Stroupe (English), Larry E. Syndergaard (English), John Wickstrom (History, Kalamazoo College).

Medieval Institute
Open to Upperclass and Graduate Students
500 Interdisciplinary Studies in Medieval Culture 3 hrs.
An interdisciplinary course organized around selected topics in medieval and Renaissance studies. The focus may be in a specific period (The Twelfth Century), a religious movement (Monasticism), a political structure (Venice—A Renaissance city-state), or the social fabric (Medieval Man: Image and Reality). In each case faculty from several departments will approach the semester’s topic from the perspective and with the methodological tools of their respective disciplines, such as art, history, literature, music, philosophy, political science, and religion. The overall aim of the course is to demonstrate to students why one needs to acquire a variety of disciplines to understand a single complex problem, and how to put traditional building blocks together in new ways. The course may be repeated for credit with a different topic.
597 Directed Study 1-3 hrs.
Research on a selected topic in the field of medieval studies directed and supervised by a faculty member. Registration requires at least junior standing and approval by the Director of the Medieval Institute.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.
700 Master’s Thesis 6 hrs.
710 Independent Research 2-6 hrs.
712 Professional Field Experience 2-12 hrs.

Required Core Courses
ENGLISH
530 Medieval Literature 4 hrs.
560 Medieval Latin 3 hrs.
691 Historical Sources and Methods 3 hrs.
LATIN
560 Medieval Latin 3 hrs.
RELIGION
500 Christian Theology to 1500 4 hrs.

Cognate Electives
ART
583 History of Medieval Art 3 hrs.
585 History of Renaissance Art 3 hrs.
HISTORY
550 Topics in Medieval History 3 hrs.
554 Renaissance and Reformation 3 hrs.
692 Historiography 3 hrs.
ENGLISH
510 Special Topics: Norse Literature 4 hrs.
555 Major Writers: Chaucer, Dante, Milton, Spenser 4 hrs.
642 Studies in Drama 3 hrs.
653 Studies in Shakespeare: Comedy 3 hrs.
RELIGION
510 Millennium, Utopia, and Revolution 4 hrs.
510 Great Islamic Thinkers 4 hrs.
MUSIC
582 Western Music before 1600 4 hrs.
585 Medieval Music 2 hrs.
586 Renaissance Music 2 hrs.

Philosophy (PHIL)
Pritchard, Chairperson. Professors Ellin, A. Falk, Associate Professors Sheridan, Dilworth.
There is no graduate program in philosophy at WMU. Graduate students in other areas seeking to add analytical depth and perspective to their major studies through the study of philosophy should consult with the department chairperson, 5005 Friedmann Hall.

Open to Upperclass and Graduate Students
510 Professional Ethics 4 hrs.
A philosophical examination of the foundations of ethics in the professions. Topics to be considered include the professions and professionalism, relationships between professional and ordinary ethics, social responsibilities of the professions, professional/client relationships, regulation of the professions, and codes of ethics.
520 Mathematical Logic 3 hrs.
Basic ideas in modern mathematical logic; fundamentals of propositional and quantificational calculus; basic features of formal languages and axiomatic theories; topics in metamathematics, e.g., the deduction theorem, consistency and completeness, and incompleteness. Prerequisites: MATH 310 or MATH 314 or permission of instructor.
534 Moral and Philosophical Foundations of Health Care 4 hrs.
In this course philosophical reflection and biological science are combined in a critical examination of the nature and purpose of the health sciences. Topics to be considered include: the aims of the health sciences; the interplay of fact and value in health care; competing images of humankind embedded in health science; patient autonomy, dignity, and medical paternalism. This is a cross-college interdisciplinary course which is team taught with faculty from the General Studies Science area.

570 Philosophical Topics 1-4 hrs.
An examination of special philosophical topics. Topics to be listed in the Schedule of Classes.

598 Readings in Philosophy 1-4 hrs.
Research on some selected period or topic under supervision of a member of the Philosophy faculty. Approval of instructor involved and chairperson of the department's individualized courses must be secured in advance of registration.

Physics (PHYS)
Bernstein, Chairperson. Professors Carter, Hardie, Oppliger, Shamu, Soga, Associate Professors Halderon, Kaul, Tanis, Assistant Professors McGunn, Rosenthal.

Open to Underclass and Graduate Students

520 Analytical Mechanics 3 hrs.
The topics studied include the dynamics of a single particle and the motion of a system of interacting particles. Techniques of vector analysis are used frequently, and conservation laws are developed and applied. The Lagrangian formulation of mechanics is introduced. Prerequisite: Physics 211 and either MATH 274 or 374. The mathematics course may be taken concurrently.

540 Electricity and Magnetism I 3 hrs. Winter
This is a theoretical course providing a thorough investigation of electric and magnetic fields. The applications of the theorems of Stokes and Gauss are emphasized, and Maxwell's equations are developed. Prerequisites: Physics 211 and either MATH 274 or 374, or consent of the instructor.

541 Electricity and Magnetism II 3 hrs. Winter
This course is a continuation of 540 and is elective for majors wishing advanced work in field theory. Maxwell's equations and their applications to topics such as time-dependent fields, wave guides, and radiation will form the principal topics of the course. Prerequisite: Physics 540.

560 Quantum Mechanics 3 hrs. Winter
In this course the development of quantum mechanics is traced, and simple applications of the theory are discussed. Topics include cavity radiation, the photoelectric effect, defrorgie waves, the Rutherford-Bohr atom, the uncertainty principle, the Schroedinger equation with solutions, the coupling of angular momenta, and perturbation theory. Prerequisite: Physics 211 and 520 or consent of the instructor.

562 Atomic and Molecular Physics 3 hrs. Fall
This course continues the study of the applications of quantum mechanics. Topics include: the helium atom, multielectron atoms, the Raman, Zeeman, and Stark effects, stimulated emission, transition rates, selection rules, the diatomic molecule, and molecular physics. Prerequisite: Physics 560 or consent of the instructor.

563 Solid State Physics 3 hrs.
After an initial study of symmetry and crystal structure, quantum mechanics is used to describe the cohesion of solids, x-ray and neutron diffraction, the elasticity of solids, lattice vibrations, and the thermal and electrical properties of solids, with particular emphasis on metals. Prerequisite: Physics 560 or consent of the instructor.

564 Nuclear and Particle Physics 3 hrs. Winter
This course covers such topics as properties of nuclei, collision theory, nuclear reactions, nuclear models, fundamental interactions, and classification techniques used in particle physics. Discussions of experimental methods as well as theoretical treatments using quantum mechanics are included. Prerequisite: Physics 560 or consent of the instructor.

566 Advanced Laboratory 3 hrs. Winter
The objectives of this course are to provide the student with experience in the use of modern laboratory equipment and with a better understanding of several important physical phenomena. The student will perform experiments from a list covering three areas: atomic, solid-state, and nuclear physics. A portion of the semester may be devoted to studying a problem in depth. The course consists of three three-hour laboratory periods each week. Prerequisites: Physics 342 and Physics 560 (560 may be elected concurrently with 566).

570 Relativity 3 hrs.
This course is primarily devoted to the special theory of relativity. Topics include the Lorentz transformation, space-time diagrams, mechanics of systems of point masses, collisions, electromagnetism, and conservation laws. An introduction to the general theory of relativity will also be given. Prerequisite: Physics 520 (520 may be taken concurrently).

598 Selected Topics 1-4 hrs.
This course affords an opportunity for advanced students with good scholastic records in Physics to pursue independently the study of some subject of interest to them. Prerequisite: Consent of the instructor.

Open to Graduate Students Only

610 Research Seminar 1 hr.
A seminar for first-year graduate students which is offered every other winter semester. The seminar consists of faculty research talks and student talks (one by each student) on papers chosen by the students and approved by the faculty members. This course will be graded on a Credit/No Credit basis.

622 Quantum Mechanics I 3 hrs.
This course is designed to provide a foundation of fundamental techniques of calculation for more advanced work in the physics and chemistry of atoms, molecules, nuclei, and solids. An attempt will be made to provide an understanding of the principles of the subject through the Schroedinger-Hessenberg equations as well as through the formal operator theory of Dirac. The simple and representative systems of the complete harmonic oscillator and the one-electron atom will be discussed. The course will be confined almost solely to the non-relativistic approximation. This course and 624 are offered in alternate years.

623 Quantum Mechanics II 3 hrs.
This course is a continuation of 622. It employs state-vector formulation to study several problems of general interest, such as time-dependent perturbation theory, systems of identical particles, and introductory relativistic quantum mechanics. Prerequisite: PHY 622.

624 Statistical Mechanics 3 hrs.
Statistical methods, employing ensemble theory, are used to study the equilibrium properties of systems having many degrees of freedom. Classical and quantum theories are developed and applied to selected problems of interest in physics and chemistry. The relationships between microscopic and macroscopic properties are emphasized. This course and 630 are offered in alternate years.

630 Classical Mechanics 3 hrs.
Lagrange's equations are developed early in the course and are used in the analysis of both point-mass and rigid-body problems. The modifications of classical mechanics required by the theory of relativity are reviewed. The Hamilton equations of motion and Hamilton-Jacobi theory are introduced, and some of the analogies between classical and quantum mechanics are discussed. This course and 624 are offered in alternate years.

662 Electricity and Magnetism 3 hrs.
This course deals with the static electromagnetic field and its interaction with matter. The applications of boundary value problems are emphasized. This course and 622 are offered in alternate years.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.

710 Independent Research 2-6 hrs.
Political Science (PSCI)
Rossi, Chairperson; Professors Bernhard, Chandler, Clark, Dahlgberg, Enslen, Isaak, Kaufman, Kim, Kobrak, McNair, Olton, Pflum, Plaatje, Richmond, Robinson, Rogers, Ziring; Associate Professors Dicie, Hannah, Jickling, Renstrom, Assistant Professors Houghton, Thompson.

Open to Upperclass and Graduate Students
504 Making of Public Policy in the U.S. 3 hrs.
A study of the formation of public policy at the local, state, and national levels with emphasis on the impact of decision processes upon policy outcomes.

506 Problems of American Government 3-4 hrs.
A critical examination of major problems facing national, state, or local government with emphasis upon contemporary efforts and studies designed to understand or solve such problems. Topics will vary from semester to semester and students may repeat the course.

516 Political Campaigning 4 hrs.
How are elections won? The course provides a practical guide on how to organize and conduct a political campaign. For the potential candidate or campaign worker, it tells how to do it. For others, it describes how campaigns are used to try to influence voters.

520 Constitutional Law 3 hrs.
Study of leading American constitutional principles as they have evolved through major decisions of the U.S. Supreme Court. Emphasis on judicial review, federalism, separation of powers, commerce, and taxation.

522 Civil Liberties and Civil Rights 3 hrs.
An examination of Supreme Court responses to First Amendment, criminal procedure, and equal protection questions with particular emphasis on political, social, and policy-making aspects.

526 Administrative Law and Public Regulation 3 hrs.
A study of the requirements for, and the limits on, the exercise of administrative powers by public officials charged with regulating significant aspects of the social and economic life of the nation. Special attention is paid to governmental regulation and the means of safeguarding individual rights through fair administrative procedures and judicial control over administrative determination. Prerequisite: PSCI 200 or a course in Economics.

530 Problems in Public Administration 3-4 hrs.
Consideration of issues and problems of current interest in the field of public administration. The course is intended to provide advanced work for undergraduates and to serve as an introduction to the field for graduate students without previous training in public administration.

531 Administration in Local and Regional Governments 3 hrs.
The administrative organization, structure, procedures, and forms of local units of government are analyzed.

532 The Bureaucracy 3 hrs.
The analysis of the role of public bureaucracies in the decision processes of government.

533 Public Personnel Administration 3 hrs.
This course emphasizes the development of public personnel patronage and merit systems, their structure, staffing, effectiveness, and current problems related to the staffing of public agencies.

534 Administrative Theory 3 hrs.
A study of descriptive theories of organizational and administrative behavior relevant to government administrative agencies. Theories of complex formal organizations, decisional theories, and systems theories will be analyzed.

535 The Politics of Governmental Budgeting and Finance 3 hrs.
A survey of the political process of governmental budgeting and finance. Budget systems including program planning and budgeting systems are studied. The politics of taxation and governmental revenues including intergovernmental transfers are studied for their impact on public policy choices.

536 Comparative Public Administration 3 hrs.
This course introduces students to a variety of public administration systems found in the contemporary world and includes a brief evolutionary history of these systems. Various theoretical models of administration and bureaucracy are compared with current practice in Western Europe, North America, the Soviet Union, and in contemporary Asian and African systems.

541 Comparative Political Systems 3 hrs.
A study of the principal types of political systems. The course examines comparatively and theoretically governmental institutions, political processes, political behavior, and political development.

542 Administration in Developing Countries 3 hrs.
A consideration of the relation of administrative structure and technique to the political, economic, and social problems of the developing countries. Special attention is given to the role of the bureaucracy in the political system and to the nature of, and obstacles to, administrative modernization.

549 Problems of Foreign Political Systems 3-4 hrs.
Course will consider selected problems of the governmental systems of Western and Eastern Europe, Asia, Africa, and Latin America. The specific problems, topics, and countries to be studied will be announced each semester. May be repeated.

552 Studies in International Relations 3-4 hrs.
Examinations selected topics within the field of international relations. Topics will vary and will be announced each semester. May be repeated.

553 United Nations 3 hrs.
A study of the United Nations in action. Attention is focused on significant political problems confronting world organization, i.e., functional and dysfunctional aspects of the UN; nationalism vs. internationalism; conflict resolution and UN peace-keeping efforts; specific UN accomplishments in maintaining a dynamic international equilibrium, UN weaknesses and the future of world organization.

555 International Law 3 hrs.
The theory, sources, development, and general principles of international law, and the relationship of law to the dynamics of international politics. Decisions of international and municipal tribunals and the practices of states will be used to demonstrate the basic rights and obligations of states in time of peace and war. Such topics as recognition of states, diplomatic practice, treaties, and neutrality will also be discussed.

557 Studies in Foreign Policy 3-4 hrs.
Examinations selected topics within the field of foreign policy. Topics will vary and will be announced each semester. Course may be repeated.

562 Modern Democratic Theory 3 hrs.
The course consists of two parts. First, a consideration of traditional democratic theories, and the criticism of these theories emanating from modern elitists such as Mosca, Michels, Pareto, and Ostrogorski. Second, an analysis of the attempts of contemporary economists, political scientists, and sociologists to meet these criticisms by revising democratic theory.

563 Theories of Revolution 4 hrs.
Examinations significant classical and contemporary theories of revolution with reference to both their analytical and normative implications.

564 Introduction to Political Analysis 3 hrs.
A consideration of the approaches and methods used by contemporary political scientists with an emphasis on the application of scientific method to the study of politics. Included are applications of leading models of politics and the formulation of concepts, generalizations, and theories.

572 Computer Applications for Political Scientists 3 hrs.
This course is designed to provide students with a foundation in computer concepts and applications in political science and public administration. They will learn to use application packages such as SPSS and DPL. The course includes computer exercises and a term project. Prerequisite: CS 105 or equivalent or consent of instructor.

590 Research Methods 3 hrs.
Study of the formulation of research questions, the design of research, the methods of data collection, and the procedures for analyzing data concerning political institutions and behavior.

591 Statistics for Political Scientists 3 hrs.
An introduction to statistical reasoning with particular reference to research on political institutions and behavior. This course will emphasize bivariate statistics, but will include a brief introduction to multivariate analysis. No mathematical prerequisite is required.
An opportunity for advanced students with good scholastic records to pursue some theories of community political behavior. The city will be used as a laboratory for the advancement of theoretical and empirical knowledge of politics. May be repeated.

610 American Political Institutions 3 hrs.
A systematic treatment of the characteristics of the coordinate branches of American government, interest group and media influences, and the processes by which public policy is formulated and carried out.

622 Seminar: The Judiciary 3 hrs.
Study and research of major topics of interest in the judicial process, judicial decision-making, judicial behavior, the judiciary as policy-maker, judicial systems, and public law. Topics will vary from semester to semester, and students may repeat the course.

626 Administrative Law and Governmental Rules 3 hrs.
Examination of the process by which local, state, and national laws are administered and enforced by public agencies. Special attention is focused on the development, adoption, and enforcement of administrative rules. Prerequisite: PSCI 200 or consent.

630 Seminar: Public Administration 1-3 hrs.
Study in selected topics in public administration. Subject matter will vary, and the course may be repeated. The number of hours for which the course is offered in any given semester will be listed in the Schedule of Classes.

631 The Foundations of Public Administration 3 hrs.
This course is designed to introduce and review major developments in the field of public administration, to acquaint the student with the constitutional and legal basis of administration in public agencies, and to review the ethical and legal significance of accountability in the public service.

633 The Political Environment of Public Administration 3 hrs.
This course examines the interaction between the administrative agency and the social, economic, and political forces which constitute its external environment. Emphasizes the sources of bureaucratic power, the nature of administrative and political elites, and the strategies which agencies pursue in seeking to survive and expand their programs. Explores the impact of the political system on administrative decision-making and agency responsiveness.

634 Seminar: Professional Issues in Public Administration 1 hr.
This seminar examines topics of interest to professionals in the field of public administration. May be repeated. Total not to exceed three hours. Graded on a Credit/No Credit basis.

635 Professional Seminar in Agency Administration 3 hrs.
This professional seminar concludes the MPA candidate’s program of study and provides an opportunity to focus all previous professional experience and academic preparation on the analysis and solution of a major problem confronting an agency of government. The candidate’s report culminating this study should be of educational value to the student, of practical benefit to the agency studied, and of academic quality acceptable to the faculty.

640 Seminar: Foreign Political Systems 3 hrs.
Study and research on major topics dealing with the political systems of selected countries. Independent research and seminar presentations for each student are stressed. The country to be studied may be located in Europe, Asia, Africa, or Latin America, and will be announced each semester. May be repeated.

644 Seminar: Political Modernization 3 hrs.
Focusing on the developing areas and using an interdisciplinary approach, the process of political modernization is examined in selected countries or typically on a cross-national basis. The topics to be studied will be announced each semester. Each student will conduct independent research. May be repeated.

645 National Political Systems and International Politics 3 hrs.
The course explores the interrelationships between national and international politics. Efforts are made to describe and explain variances and discontinuities between national policy and a country’s international posture. Subjects to be explored focus on political culture, mechanisms for addressing popular demands, political movements, ideological/philosophical conflict and external commitment.

646 Seminar in Development Administration 3 hrs.
The seminar is devoted to research related to administration in developing areas. Topics may range from general subjects dealing with various aspects of bureaucracy in one or more countries to narrow problems at the level of a ministry of sub-ministry. The research experience and final papers will be shared with the other students in the seminar.

650 Seminar: International Relations 3 hrs.
Study and research on a common topic of current international political, organizational, or legal significance. Individual papers and reports will be presented. May be repeated.

660 Seminar: Political Thought 3 hrs.
An analysis of problems and subject matter considered by political philosophers that are significant to the social sciences. Various issues arising in political thought, certain periods in history, or regions of the world may be considered. Subject will vary, and the course may be repeated.

661 Principles of Politics 3 hrs.
A systematic introduction to the concepts which are crucial to an understanding of the political institutions and processes. The course is directed to the needs of the beginning graduate student.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis 6 hrs.

710 Independent Research 2-6 hrs.

712 Professional Field Experience 2-12 hrs.

Psychology (PSY)

Lyon, Chairperson; Research Professor Ulrich, Professors Asher, Farris, Gault, Hutema, Kent, Kornakos, R. W. Malott, Michael, Mountjoy, Robertson, Associate Professors Alessi, Bretherow, Fuguta, Nangle, Poling, Assistant Professors Dickinson. M. K. Malott.

Open to Upperclass and Graduate Students

510 Advanced General Psychology 3 hrs.
Readings, lecture, and discussion designed to introduce non-majors in psychology to modern behavior theory. Emphasis will be upon human behavior, both normal and abnormal, with a significant portion of the course devoted to the higher cognitive processes. Recommended as a cognate course in Psychology. Recommended prerequisite: One prior course in psychology.

512 Behavioral Pharmacology and Toxicology 3 hrs.
Topics range from the use of drugs to clarify behavioral principles to the use of behavioral preparations to discern pharmacological effects. Readings include summaries of pharmacological evidences and selected empirical reports concerning both the behavioral techniques and pharmacological problems in basic research. Prerequisite: 12 hours of Psychology, permission of instructor, or enrollment in SPADA program.

513 Research in Animal Behavior 3 hrs.
A review of the research literature in several areas of animal behavior. Particular emphasis will be placed on species-typical behaviors and their ecological significance, and forms of learning which are not easily explained by simple operant and respondent models.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>516 Conditioning and Learning</td>
<td>3 hrs.</td>
<td>A study of the various approaches to response measurement, experimental methodology, and theoretical interpretations of data in the area of conditioning and learning.</td>
</tr>
<tr>
<td>517 Psychology of Learning for Teachers</td>
<td>3 hrs.</td>
<td>Designed to teach the principles of behavior and the application of these principles to teaching. Topic areas covered include the use of behavior principles in the development of objectives, selection and preparation of instructional material, classroom management and incentive motivation, behavior change, performance contracting and program evaluation. Practical application is stressed.</td>
</tr>
<tr>
<td>518 Research in Stimulus Control</td>
<td>3 hrs.</td>
<td>An examination of the literature surveying sensory and perceptual processes with an emphasis upon the research methodology in and theoretical interpretation of data from studies of stimulus control and discrimination in nonhuman organisms. Prerequisite: Twelve hours of Psychology or permission of Instructor.</td>
</tr>
<tr>
<td>519 Corrective and Remedial Teaching</td>
<td>3 hrs.</td>
<td>An introduction to and survey of various content skills, curriculum approaches, and special teaching techniques used in elementary school reading and mathematics instruction. Designed primarily for prospective school psychologists, focus is on academic skill content, sequencing of skill hierarchies, devising short term educational plans to teach specific skills, and evaluating the effectiveness of such plans. Graduate standing in psychology, education, or permission of instructor.</td>
</tr>
<tr>
<td>524 Human Sexuality</td>
<td>3 hrs.</td>
<td>Discussion of those human behaviors concerned with sex, sexuality, and reproduction. Consideration is given to the anatomical and psychological properties of sexual functioning in male and female. Emphasis is placed upon the sexual response cycle as described by Masters and Johnson. The course is not intended to provide therapy training.</td>
</tr>
<tr>
<td>526 Human Drug Use and Abuse</td>
<td>3 hrs.</td>
<td>This course will provide a general overview of basic pharmacological principles, discuss the behavioral physiological mechanisms of action of several classes of medicinal and recreational drugs, and survey the factors thought to contribute to responsible and irresponsible drug intake. Although human drug use and abuse will be the primary focus of the course, nonhuman research findings will be emphasized where appropriate.</td>
</tr>
<tr>
<td>528 Generalization, Discrimination, and Concept Formation in Humans</td>
<td>3 hrs.</td>
<td>Basic theoretical interpretations, methodological issues and data analysis in the stimulus control of behavior will be reviewed and analyzed with an emphasis on the potential and actual applications to human behavior.</td>
</tr>
<tr>
<td>530 Statistics for the Behavioral and Health Sciences</td>
<td>3 hrs.</td>
<td>An introduction to basic statistical procedures and concepts. Topics include measures of central tendency and variability, frequency distributions and graphic presentations, the normal curve, probability theory and the binomial, hypothesis testing, the t-test, ch square, correlation, regression and an introduction to analysis of variance.</td>
</tr>
<tr>
<td>535 Instrumentation in Psychology</td>
<td>3 hrs.</td>
<td>A survey of problems in response measurement in experimentation; Lecture and laboratory. May be repeated for credit.</td>
</tr>
<tr>
<td>542 Human Factors in Engineering</td>
<td>3 hrs.</td>
<td>A survey of research on the adaptation of equipment, products, and environment to human capacities. (Cross-listed with IEGM 542.)</td>
</tr>
<tr>
<td>550 Behavioral Medicine</td>
<td>3 hrs.</td>
<td>Application of behavioral technology to medical patients with emphasis on inpatient treatment. Sample topics include biofeedback, pain control, compliance with medical regimen, and issues in working in a medical setting.</td>
</tr>
<tr>
<td>562 Management of Health Related Behaviors</td>
<td>3 hrs.</td>
<td>A behavior analysis approach to the management of behaviors directly and indirectly impacting health. Emphasis will be placed on outpatient, public health applications and preventive approaches to health maintenance.</td>
</tr>
<tr>
<td>563 Applied Behavior Analysis: A Systems Approach</td>
<td>3 hrs.</td>
<td>The application of systems analysis concepts to the design of systems which yield behavioral measures of complex social situations. Prerequisite: Permission of the instructor.</td>
</tr>
<tr>
<td>570 A Behavior Analysis Approach to the Area of Reproduction</td>
<td>3 hrs.</td>
<td>Fall Topics will include: historical background, assessment, treatment, and legal implications of treatment.</td>
</tr>
<tr>
<td>572 Experimental Social Psychology</td>
<td>3 hrs.</td>
<td>Methodology of research with groups: with emphasis upon design and application. Prerequisite: Permission of the instructor.</td>
</tr>
<tr>
<td>595 History of Psychology</td>
<td>3 hrs.</td>
<td>The historical and philosophical foundations of contemporary psychology are examined. Approximately equal emphasis is placed upon theoretical and applied aspects of the evolution of the modern science. The origin and development of current behavioral approaches constitute a major focus.</td>
</tr>
<tr>
<td>597 Topical Studies in Psychology</td>
<td>1-4 hrs.</td>
<td>A survey and discussion of selected research topics of current interest. Topics may include both basic science and applied aspects of the discipline. Permission of Instructor. Courses may be repeated for credit, although the total number of credits may be limited by the degree program. Students should consult the program adviser. Courses may include the following: Parent Training Studies in Industrial Psychology Computer Assisted Instruction Theory of Direct Instruction</td>
</tr>
<tr>
<td>599 Special Projects in Psychology</td>
<td>1-5 hrs.</td>
<td>This course provides the graduate student with the opportunity for independent reading and/or research under the direction of a faculty member. Graduate standing and permission of instructor. May be repeated for credit, although the total number of hours in a degree program may not exceed five hours.</td>
</tr>
<tr>
<td>601 An Introduction to Issues in Behavioral Assessment</td>
<td>1 hr.</td>
<td>This course is designed to provide information on the legal and ethical issues in assessment which serve as a framework for the evaluation of testing procedures. An overview of norm-referenced assessment instruments, traditional personality tests, and criterion-references tests, as well as supervised practice in direct observational assessment are included. This course is scheduled for the first five weeks of the semester in which it is offered.</td>
</tr>
<tr>
<td>602 An Introduction to the Theoretical Analysis of Behavior</td>
<td>1 hr.</td>
<td>This course considers the extension of basic behavioral concepts and relations to thinking, private stimulus control, self-awareness, perception, and other related topics often considered least amenable to a behavioral analysis. It presents a radical behavioral position on these and other theoretical issues, and considers the various objections to this point of view. This course is scheduled for the second five weeks of the semester in which it is offered.</td>
</tr>
<tr>
<td>603 An Introduction to Professional Issues in Applied Behavior Analysis</td>
<td>1 hr.</td>
<td>This course considers an examination of recent literature with respect to the areas of legal regulation of behavior modification, professional standards of practice, conduct of human research, and an analysis of ethical behavior. This course is scheduled for the final five weeks of the semester in which it is offered.</td>
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</tbody>
</table>
608 Current Research in Applied Behavior Analysis
3 hrs.
A detailed examination of research methodology and strategies, emphasizing the areas of measurement, reliability, and single organism research design. In addition, several areas of current research interest, as exemplified by the Journal of Applied Behavior Analysis, will be studied. Prerequisites: Previous course work in applied behavior analysis and previous or concurrent enrollment in PSY 530, 634, or equivalent.

609 Advanced Seminar in Applied Behavior Analysis Research
3 hrs.
An advanced course emphasizing: a) the continued examination of current research topics, and b) the development of professional research skills (planning and preparation, grantsmanship, dissemination, skill maintenance). Prerequisites: Previous enrollment in PSY 608 and permission of instructor.

610 Experimental Analysis of Behavior
3 hrs.
A survey of the major facts, concepts, principles, and methodology of respondent and operant research. The emphasis will be on nonhuman research especially as described in the Journal of the Experimental Analysis of Behavior.

611 Current Research in Experimental Analysis
3 hrs.
A detailed study of the immediately preceding year’s principal research in the analysis of behavior. The emphasis will be on lower animal research, especially as described in the Journal of the Experimental Analysis of Behavior.

612 Advanced Physiological Psychology
3 hrs.
A survey of the interrelationships of physiological and behavioral processes. Lecture and laboratory. Prerequisite: Permission of the instructor.

620 Analysis of Abnormal Behavior
3 hrs.
An advanced study of behavioral disorders as characterized by the standard classification systems, the DSM III and ICD-9-M. With respect to their etiology, prognosis and treatment.

624 Personality Theory
3 hrs.
Consideration and evaluation of the major theories of personality with emphasis on those theories having implications for counseling and therapy. The course includes an examination of experimental evidence and illustrative case studies.

634 Advanced Statistics
3 hrs.
Topics include statistical decision theory, one factor analysis of variance, multiple comparison procedures, factor analysis, randomized block designs, fixed, random and mixed models, and basic issues in experimental design. Prerequisite: PSY 530 or equivalent.

635 Correlation and Regression Analysis
3 hrs.
An advanced course covering simple and complex correlation and regression, analysis of variance, and related topics. Prerequisite: PSY 634 or equivalent.

636 Experimental Design
3 hrs.
A study of true and quasi experimental designs. Single organism vs. group designs, and artifacts and interpretation. Statistical and non-statistical designs. Prerequisite: PSY 634 and 635.

637 Advanced Data Analysis
3 hrs.
Advanced procedures for the analysis of single subject and group experimental designs, including several variants of time series and analysis of covariance. Prerequisite: PSY 634 and 635.

643 Personnel Selection and Placement
3 hrs.
A critical study of assessment techniques such as testing, weighted application blanks, and interviewing. Included is consideration of administrative procedures and the methods of measuring the functional adequacy of assessment methods.

644 Personnel Training and Development
3 hrs.
The course emphasizes the principles of learning as well as techniques and administrative procedures used in the development of human resources at all levels.

645 Psychology of Work
3 hrs.
Emphasis is placed upon an investigation of worker attitudes, morale, motivation, supervisory styles, and social interaction as determiners of employees’ productivity and job satisfaction with particular attention paid to the “problem employee.”

650 Mental Health Law and Policy
3 hrs.
A seminar devoted to topics of current as well as historical professional concern regarding professional application and research ethics. Topics include the American Psychological Association publications on professional ethics and the use of human subjects in research as well as APA and Michigan laws relating to the practice of psychology, the rules of the Board of Psychology, the concept of licensure, advertising to the public and psychology in the media.

652 Systems Analysis
3 hrs.
An advanced course stressing integration of behavior analysis and systems analysis applied to the design, creation, and management of human performance systems. The course operates much of the time as a simulated organization with each student taking on a variety of organizational roles. Students do analyses of systems in which they are involved and implement their systems designs within the course and in external settings. Prerequisite: PSY 572.

655 Seminar in School Psychology
3 hrs.
A seminar devoted to current professional practices in School Psychology. Focus is on studying various models for delivery of special services in the schools, as well as the various legal, ethical, and practical constraints on operation of such systems. Techniques of system analysis and synthesis are covered as well as consultation methods employed to implement or facilitate operation of new school programs.

660 Introduction to Clinical and Community Psychology
3 hrs.
A survey of the fields of Clinical and Community Psychology with emphasis upon the new roles of Clinical Psychologists and Community Psychologists. Recommended for beginning graduate students.

661 Psychotherapy: Theory and Methods
3 hrs.
This is a treatment course which reviews several theoretical approaches to, and problem solving strategies for, a variety of client disorders. The course concentrates on the stages of treatment, the issues involved in treatment and various techniques of treatment. Permission of instructor.

662 Group Therapy
3 hrs.
Theory and application of problem solving interventions in a group setting. Various treatment techniques for a variety of problems are practiced through role playing and modeling in a small group setting. Permission of instructor.

663 Mental Therapy
3 hrs.
Theory and application of problem solving interventions for a variety of problems associated with couples. A social learning and strategic systems approach is emphasized. Permission of instructor.

664 Behavior Therapy
3 hrs.
This is a treatment course designed to familiarize the student with the methods, applications, theory and clinical literature of behavior therapy. Permission of the instructor.

665 Behavior Analysis and Behavior Modification
3 hrs.
This is a treatment course designed to familiarize the student with the methods, applications, theory and clinical literature of behavior analysis and behavior modification. Training in community applications and token economies, skills acquisition, self-management, and behavior programming are also included. Permission of instructor.

666 Family Therapy
3 hrs.
This is a treatment course involving problem solving interventions for a variety of problems associated with family units. The specific intervention model emphasized in the course may vary with the instructor. Permission of instructor.

667 Cognitive Behavior Therapy
3 hrs.
A course designed to provide the clinical student with the theory and applications of a cognitive-behavior approach. A variety of therapeutic interventions drawn from cognitive-based treatment models are examined both in terms of individual and group settings. Students are exposed to didactic discussions of the elements of different cognitive models as well as the practice of problem-solving techniques through supervised role-playing situations. Permission of instructor.
668 Behavioral Assessment and Consultation
3 hrs.
The course is intended to develop proficiencies in the assessment of behavior problems, using self-report measures, behavioral interviewing, direct observation techniques, and physical recording. Reliability and validity issues with respect to each assessment tool are covered. Behavioral consultation, an efficient alternative to one-to-one counseling in which therapist contact is primarily with the mediator rather than the client, is introduced. Students complete a lab project, using assessment and consultation techniques learned in the course. Prerequisite: PSY 601, nine hours graduate credit in psychology, or permission of instructor.

674 Verbal Behavior
3 hrs.
The experimental analysis of language and verbal behavior, with an emphasis upon the analysis of language as presented in the writings of B. F. Skinner.

676 Skinner's Recent Writings
3 hrs.
A consideration of About Behaviorism and Beyond Freedom and Dignity, especially as they consider issues of broad scientific, philosophic, and social significance. A much earlier work, Walden Two is studied for historical and comparative perspective. Prerequisite: Nine hours of graduate credit in Psychology or permission of instructor.

678 Behavior Analysis and Cognitive Psychology
3 hrs.
The first third of the course will consider behavioral approaches to the kinds of issues that are the major focus of cognitive psychology: complex human learning, memory, thinking, problem solving, imagery, language, and the self. The remainder will survey and analyze the approach to these issues taken by various types of cognitive psychologists: developments from the field of verbal learning, information theory, psycholinguistics, ethology, Piaget, and the cognitive behaviors. Prerequisite: Nine hours of graduate credit in Psychology or permission of Instructor.

679 Radical Behaviorism and Behavior Modification
3 hrs.
This course is intended to provide training in the theoretical analysis of various psychological events which include both behavioral and mental references. The course includes an in depth analysis of the theoretical basis of the philosophic position identified as "radical behaviorism" as contrasted with other positions in Psychology. Prerequisite: Nine graduate hours in Psychology.

681 Personality Measures (Non-Projective)
3 hrs.
Survey of the theory of personality assessment and the basic concepts of nonprojective measurement, with emphasis on the administration, scoring and interpretation of various instruments for personality evaluation. The course includes, but is not limited to, the supervised practice in the administration of the MMPI, clinical analysis questionnaire, and observational rating scales. Prerequisites: PSY 601 or equivalent and graduate program status.

682 Norm Reference Testing: Interpretation
2 hrs.
A lecture course with an emphasis on basic psychometric concepts, related to the theory and interpretation of test results and psychological assessment reports. The selection of remedial educational programs related to these test results, as well as the recent issues in intelligence testing controversy are discussed. The course emphasizes the selection of standardized test batteries and assessment techniques, including but not limited to: Stanford-Binet Intelligence Scale (1972), McCarthy Scales of Children's Abilities (1972), Peabody Picture Vocabulary Test, Bayley Scales of Infant Development, ITPA, Columbia Mental Maturity Scale, WPPSI, WISC-R, and WAIS. Prerequisites: PSY 601 or equivalent and degree program status. Not open to students completing PSY 683.

683 Norm Reference Testing: Interpretation and Administration
4 hrs.
A combined lecture and lab in individual assessment. Lecture focuses on basic psychometric concepts directly related to test administration and interpretation, as well as behavioral and diagnostic testing and interpretation. Includes the development of written educational programs from collected assessment data, and writing of clear and useful reports. Recent issues in the intelligence controversy are also covered. Laboratory focuses on supervised experience in administering, scoring, interpreting, and developing short term educational plans using selected batteries of standardized individual assessment techniques, including but not limited to: Stanford-Binet Intelligence Scale (1972), McCarthy Scales of Children's Abilities (1972), Peabody Picture Vocabulary Test, Bayley Scales of Infant Development, ITPA, Columbia Mental Maturity Scale, WPPSI, WISC-R, and WAIS. Prerequisites: PSY 601 and graduate standing in school or clinical psychology or permission of instructor.

684 Personality Assessment: Projectives
3 hrs.
A study of, and supervised practice in, the administration, scoring, and interpretation of the Rorschach, revised Bender Gestalt TAT and other projective tests. The course emphasizes the selection and interpretation of an integrated projective test battery for clinical evaluations. Prerequisites: PSY 601, 681, and degree program status.

686 Criterion Referenced Assessment
3 hrs.
A combined lecture and laboratory course covering theory and basic concepts related to criterion or domain referenced behavioral assessment. Supervised experience in administering, scoring, and interpreting selected formal and informal criterion referenced assessment systems, as well as developing personalized intervention plans with the collected data. Focus is on academic and social behavior, including but not limited to reading, language, mathematics, writing, spelling, fine and gross motor, social and self-help skills. Formal systems include: SRA Diagnostic Aids, reading and math, Pupil Record of Educational Behavior. Bessie (basic educational skills inventory) Criterion Test of Basic Skills. Assessment of children's language competency. Basic Concept Inventory, Key Math, and Woodcock Reading Mastery Test. Prerequisites: Graduate standing in school psychology, or permission of instructor, PSY 519.

690 College Teaching Seminar
3 hrs.
Discussion and design of college instructional technology, especially recent developments and research: Topics considered are decision-making, source materials, behavioral objectives, course design and programming, testing and evaluation, remediation, and grading practices.

691 College Teaching Practicum
3 hrs.
Supervised practice in the instruction of Psychology at the undergraduate level. The student will be responsible for the design, execution, and evaluation of a college course section involving undergraduate students.

696 Systematic Psychology
3 hrs.
An intensive study of current theories in psychology with emphasis on the philosophy of science and the logic of system building.

697 Advanced Topical Studies in Psychology
2-4 hrs.
An in depth examination, discussion, and survey of selected research and/or professional topics. Permission of instructor. May be repeated for credit, although the total number of credits may be limited by the degree program. Students must consult the program advisor. Course may include: Applied Multivariate Analysis, Advanced Industrial Psychology, Behavior Analysis of Parenting.

699 Clinical Practicum in Psychology
3 hrs.
Experience in a broad range of professional functions included in the practice of psychology under the supervision of a licensed psychologist. The experience includes, but is limited to: psychotherapy, diagnostic testing and consultation. The experience involves not less than 500 clock hours (15 weeks) in an organized health care setting. Written permission must be obtained from the Department Clinical Committee. Prerequisites: 681, 683, 661 and advanced standing in clinical psychology.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

720 Specialist Project
6 hrs.

725 Doctoral Research Seminar
2-6 hrs.

730 Doctoral Dissertation
15 hrs.

732 Doctoral Clinical Internship
1-4 hrs.

735 Graduate Research
2-10 hrs.
Public Administration
(PADM)

671 The Public Good
3 hrs.
This course will introduce students to the problems associated with defining the public good and the public interest, the historical and philosophical contexts of moral reasoning, the ambiguities of the value side of the policymaker’s life, and how to think constructively about moral dilemmas, how the administrator uses discretionary power; how personal moral codes relate to assumptions about professional ethics and standards.

672 Historical and Comparative Analysis of Public Policy
3 hrs.
This course will deal historically and comparatively with the substance of administrative practices and policy assumptions and applications.

673 Quantitative Public Policy Analysis
3 hrs.
This course will examine the principal quantitative methods of public policy analysis. The focus of the course will be on the use of quantitative analysis tools employed to study policy issues. A majority of the analytic tools and techniques considered will be data- and problem-oriented.

674 Human Behavior in Public Organizations
3 hrs.
This course is designed to aid in developing a basic understanding of human behavior within organizations and the implications this behavior has for organizational effectiveness. It also discusses the means available to a manager for improving performance within organizations. Topics include personality and motivation theories, group formation and dynamics, leadership, human factors, engineering, performance appraisal, and organizational development.

675 Advanced Administrative Theory
3 hrs.
Students will assess current normative and descriptive theories of Public Administration, the variety of conceptual systems, operationalism and levels of organizational analysis, and including the history of organization theory, the theory of bureaucracy, taxonomies, non-bureaucratic organizations, organization as a social issue, and tomorrow’s organizations.

676 Cases in Public Policy Implementation
3 hrs.
This course will utilize a case study approach to public management problems. Students will be asked to weigh such factors as the following on a case-by-case basis: economic costs and benefits, political stakes, organizational processes, interpersonal relationships, legal requirements, ethical obligations, and technological constraints.

677 The Public Administrator
3 hrs.
This course will examine the following factors: expectation versus reality in the administrative world, the nature of administrative work, asserting authority, building commitment and motivation, building lateral relationships, gaining power, working the hierarchy, designing valid controls, initiating change, the skills of the project manager, the psychological matrix of leadership.

678 Program Evaluation
3 hrs.
Pressure to reduce the nature, size and scope of government has heightened interest in evaluating the impact of governmental activities. This course will focus on how to measure the effectiveness of agency programs.

681 Designing Policy and Policy Systems
3 hrs.
The focus of this course is three-fold. First, it provides the administrator a conceptual understanding of the policy analysis process and illustrates how quantitative models fit into that process. Building upon this base, the second part of this course focuses on the bureaucratic and procedural impediments to implementing policy analysis. Finally, it considers how administrators manage research and analysis at various stages of the policy-making process.

682 Administrative Decision Making
3 hrs.
This course will examine the organization as a system of linked sub-systems and analyze the elements of decision making as influenced by its environment. The impact of bureaucratic pathologies on communication and control patterns will be related to managerial processes. Attention will be devoted to the effort of a systemic decision framework upon individual decisions and decision makers.

691 Statistics for Public Administrators
3 hrs.
This course is designed to assist public administrators in understanding various statistical procedures which could be used to comprehend and interpret data sets related to public policy analysis. Topics covered in this course include: review of basic statistics in the context of policy analysis, sampling theory and application, regression analysis, time series analysis, and cases studies used in analyzing policy data. Throughout the course, examples will be used from policy analysis and evaluation literature to illustrate the utility of the statistical procedures presented.

693 Action Research Project
3 hrs.
This course will be taken twice. Each time it will follow a methodological sequence of other courses that discussed various research techniques used in the analysis and evaluation of public policy. Various projects will be undertaken by students on a team basis. These projects will allow for the specific application of the tools of analysis previously examined in the quantitative survey courses. Repeatable for credit.

695 Research Design
3 hrs.
This course will include conceptual and mode analysis, hypothesis testing, research literature theory construction, and individual research papers. Those papers may become part of the student’s dissertation.

698 Studies in Selected Public Policy Areas
3 hrs.
The student in this tutorial course will review the specialized literature in the substantive or functional area of particular interest to them. After reviewing the literature generally, the student will write a paper that in a number of cases will become the literature review chapter in his or her doctoral dissertation.

700 Historical Studies in Religion
2-4 hrs.
The topic to be announced in the Schedule of Classes. The content of the course will vary from semester to semester. Students may repeat the course for credit as long as the subject matter is different. Topics such as the following will be studied: Zen Buddhism, Buddhism, Taoism, Shinto, New Religions of Japan; Religion in Japanese Literature, Islam in the Modern World; Christian Theology to 1500; Renaissance and Reformation Theory.

500 Morphological and Phenomenological Studies in Religion
2-4 hrs.
The topic to be announced in the Schedule of Classes. The content of the course will vary from semester to semester. Students may repeat the course for credit as long as the subject matter is different. Topics such as the following will be studied: Millenium, Utopia and Revolution, Femininity as a Religious Form, Great Islamic Thinkers, the Hindu Yogas, the Occult Tradition.

520 Methodological Studies in Religion
2-4 hrs.
The topic to be announced in the Schedule of Classes. The content of the course will vary from semester to semester. Students may repeat the course for credit as long as the subject matter is different. Topics such as the following will be studied: Scientific Issues in the Study of Religion; the Critical Theory, Myth and Symbol in Religion and Literature.

521 The Teaching of Religion in the Public School
2 hrs.
This course focuses on methods and issues involved inthe teaching of religion in the public school. Particular attention given to the problems of its constitutionality, the distinction between the academic study of religion and religious instruction, and the question of meaning. Various approaches to the teaching of religion are critically evaluated. Teaching methods appropriate to the level of instruction, availability, organization, selection, and use of materials will be discussed. Required of all students following a Secondary Education Curriculum which includes the academic study of religions as a minor.
530 Constructive Studies in Religion
2-4 hrs.
This course is designed to examine various science concepts and new developments of science of interest to science teachers. Each course will be subtitled, and the content will vary to reflect the various sciences, new developments and emphases, and the needs of the science teaching community. The course may be repeated for credit provided different topics are involved.

621 Topics in Science
2-6 hrs.
This course is designed to examine various science concepts and new developments of science of interest to science teachers. Each course will be subtitled, and the content will vary to reflect the various sciences, new developments and emphases, and the needs of the science teaching community. The course may be repeated for credit provided different topics are involved.

598 Readings in Religion
1-4 hrs.
Research on some selected period or topic under supervision of a member of the Religion faculty. Approval of instructor involved and Chairperson of the Department must be secured in advance of registration.

Science Division (SCI)
Distinguished University Professor G. Mallinson; Professors Hokeboer, Poel; Associate Professor J. Mallinson.

Open to Upperclass and Graduate Students
598 Readings in Science
1-4 hrs.
To be used by students seeking work in topics not otherwise available. The student is limited to not more than four hours in all reading courses and work must be completed under a member of the graduate faculty.

Open to Graduate Students Only
601 Problems in Science Education
1-4 hrs.
This independent study course allows students to study various problems in Science Education under the direction of a supervising faculty member. Individual or small groups of qualified students may be involved in these problem areas reflecting the current concerns of Science Education. The course is designed to meet the needs of students for firsthand experience in field or laboratory research, pilot projects testing new ideas or concepts, or developing learning materials or resources. The course may be repeated for up to 4 hours of credit.

610 Science for Elementary Teachers
2-3 hrs.
This course is designed for elementary and middle school teachers who lack adequate science backgrounds. The course deals with the role of science in the elementary curriculum and acquaints teachers with a survey of basic science concepts, content and teaching strategies appropriate for young children. No science prerequisites.

620 Topics in Science Education
2-6 hrs.
This course will present, analyze, and evaluate methods and techniques of teaching science. Topics may include new approaches for teaching science, new science curriculum, laboratory practices, science education research, motivational techniques, and other methodological problems confronting science teachers. Course content may vary, and the course may be repeated for up to six hours of credit provided different topics are involved.

625 Environmental Science Seminar
2-4 hrs.
Analysis of case studies of environmental problems. Covers the scientific, social, and political problems involved in environmental action and will include experiences with management of energy and material resources. May be repeated for credit up to a maximum of six hours.

690 Science Education Seminar
2-4 hrs.
Designed to provide an integrating experience for students in the Science Education doctoral program. The topics covered in the seminar will vary from one semester to the next. May be repeated for credit.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

710 Independent Research
2-6 hrs.

Social Science Division (SSCI)

Open to Upperclass and Graduate Students
600 Seminar in the Teaching of Social Studies
3 hrs.
An investigation of social development of the child from birth to adolescence. Course will focus on child’s interactions with parents and peers and these influence processes of learning, language acquisition, role-playing, the organization of knowledge, and development of self. Prerequisite: SOC 320 or Consent of Instructor.

521 Childhood Socialization
3 hrs.
Further analysis of selected topics in social psychology not intensively covered in other courses. Specific topics will be designated in the course title when scheduled. May be repeated for credit with a different topic. Prerequisite: SOC 320 or Consent of Instructor.

520 Studies in Social Psychology: Variable Topics
3 hrs.
Further analysis of selected topics in social psychology not intensively covered in other courses. Specific topic will be designated in the course title when scheduled. May be repeated for credit with a different topic. Prerequisite: SOC 320 or Consent of Instructor.

Sociology (SOC)

Chaplin, Chairperson. Professors Braithwaite, Friday, Markle, Page-Robin, Robin, VanValen, Wagenfeld, Walker; Associate Professors Kramer, Petersen, Wait, Weinrich, Assistant Professor Carangella MacDonald.

Open to Upperclass and Graduate Students
501 Social Systems Theory and Analysis
3 hrs.
An investigation and critique of social systems theory, general systems analysis, and specific systems analysis techniques which have been used in social organizations. Each student will be required to conduct a systems analysis during the course. Prerequisite: SOC 200 or consent of instructor.

510 Studies in Social Problems: Variable Topics
3 hrs.
An examination of a selected area of concern in social problems not intensively covered in other courses. The focus of the course will be substantive, as well as theoretical and methodological. Topics may include such areas as poverty, mental illness, narcotic addiction, alcoholism, aging, and international tensions. May be repeated for credit with a different topic. Prerequisite: SOC 200 or 210. or consent of instructor.

512 Child Abuse
3 hrs.
This course is an examination of child abuse in American society. Medical, psychological, educational, psychiatric, legal, and treatment perspectives are combined in a social analysis. The origins, family context, nature, extent and social context of child abuse are discussed. Currently practiced social and legal solutions are presented, as well as possible social change required to respond to this phenomenon.

515 Sociology of Mental Disorder
3 hrs.
This course will be concerned with examining the historical evolution and contemporary meaning of concepts of mental health and mental disorder. This course will also consider the amount and kind of mental disorder in society, the structure of the mental health care delivery system, the nature of help-seeking for mental disorder, and sociological analysis of psychotherapy. Prerequisite: SOC 200, or Consent of Instructor.

520 Studies in Social Psychology: Variable Topics
3 hrs.
Further analysis of selected topics in social psychology not intensively covered in other courses. Specific topic will be designated in the course title when scheduled. May be repeated for credit with a different topic. Prerequisite: SOC 320 or Consent of Instructor.

521 Childhood Socialization
3 hrs.
An investigation of social development of the child from birth to adolescence. Course will focus on child’s interactions with parents and peers and these influence processes of learning, language acquisition, role-playing, the organization of knowledge, and development of self. Prerequisite: SOC 320 or Consent of Instructor.
SOCIOLOGY

522 Adolescent Socialization
3 hrs.
An investigation of social learning and personality development in adolescence. This course examines the effects of interaction patterns and group allegiances, social class membership, biological maturation, sex roles and self-awareness on adolescent behavior, personality development and orientations toward the adult world and adulthood. Prerequisite: SOC 320 or Consent of Instructor.

523 Contemporary Social Movements
3 hrs.
A study of the origins, growth, and effects in contemporary society of social movements. Selected social movements including communism, fascism, the radical left, the radical right, women’s liberation, etc. will be analyzed. Prerequisite: SOC 200 or equivalent.

524 Adult Socialization
3 hrs.
Examination of processes of social learning and personality development from late adolescence through middle age. The course will focus on selection and performance of adult roles, issues of stability and change in adult identity, and the effects of role transitions and personal crises on adult development. Prerequisite: SOC 320 or Consent of Instructor.

528 Research Methods in Social Psychology
3 hrs.
An examination and comparison of major research strategies in social psychology as applied to several selected major topics within the field. Students will be expected to review, critique, and research within a selected area. Prerequisite: SOC 382 or equivalent.

531 Studies in Social Change: Designated Areas
3 hrs.
Analysis of social change in specific geographic or national areas designated in the course title as scheduled. Change is examined through perspectives from history, anthropology, and sociology. May be repeated for credit with a different area. Prerequisite: SOC 200.

540 Sociology of Medicine
3 hrs.
A comprehensive survey of concepts and research findings in the field of sociology and medicine. Topics to be covered include the distribution of illness in society, the sociology of occupational health, social factors affecting health care professionals, the sociology of health care delivery. Prerequisite: SOC 373 or graduate standing.

552 Sociology of Aging
3 hrs.
An examination of the process of aging in American society, with particular emphasis on the periods of adult maturity and old age. Consideration will be given to theories of aging and the social implications of age grading, the meaning of work and retirement, and the status and roles of the aged. Prerequisite: Six hours of sociology, including SOC 200 or consent of instructor.

556 Social Stratification
3 hrs.
An analysis of the nature, causes, and consequences of class and status differences within societies. Stress is placed upon such concepts as mobility, class, status, and differential power. Conflict and functional theories of stratification are treated. Prerequisite: SOC 200 or consent of instructor.

564 Juvenile Delinquency and the Community
3 hrs.
A study of juvenile delinquency as a social problem. Extent, causative factors, methods of treatment, and programs of prevention and control are covered. When feasible, community resource people are invited to participate. Prerequisite: SOC 200.

566 Advanced Criminology
3 hrs.
Advanced Criminology is a theoretically oriented course. Looking historically at the philosophical belief systems, classical and modern theories of crime are reviewed. Specific types of crimes such as property crime, violent personal crime and corporate crime are discussed and interpreted within the theoretical paradigms reviewed. Prerequisite: SOC 362.

567 Corporate and White-Collar Crime
3 hrs.
An intensive analysis of corporate and white-collar crime from a sociological perspective. Topics covered include the problems involved in defining corporate and white-collar crime, an assessment of the costs of these crimes, a description of the nature, extent and distribution of these forms of criminal behavior, the etiology of corporate and white-collar crimes, and societal and legal reactions to these types of crime. Prerequisite: SOC 362.

570 Studies in Social Institutions: Variable Topics
1-4 hrs.
An examination of a selected topic in the area of social organization or institutions. The focus of the course will be substantive, but theoretical and methodological concerns will also be covered. Possible topics could include work and leisure, occupations and professions, sociology of science, mass society, macro-sociology, arts, and others. May be repeated for credit with a different topic. Prerequisite: SOC 200 or consent of instructor.

573 The Sociology of Political Behavior
3 hrs.
Systematic sociological theory and research applied to the study of political organization and behavior in the United States and in selected countries abroad. Such topics as political parties, voting, bureaucracy, and political ideology will be considered. Prerequisite: SOC 200 or consent of instructor.

574 Sociology of Religious Institutions
3 hrs.
A study of the social role of religious institutions and beliefs with particular reference to the United States. The course considers social factors affecting development of different types of religious institutions and the influence of religion on American society. Prerequisite: SOC 200 or equivalent.

575 Industrial Sociology
3 hrs.
The sociological study of industrial organizations and of the process of industrialization. The impact of technology and related factors on work organizations, the structure and operation of labor unions, and the changes occurring in industrial society are discussed. Prerequisite: SOC 200 or equivalent.

576 Sociology of School Organization
3 hrs.
Advanced studies of education as an institution, emphasizing interaction with other social institutions and analysis of internal organization. Attention is focused on the school and social change, schooling and the control of society, and schooling and stratification, as well as impediments to change, power and authority structures and the schools, the teaching profession, and student social structures. Prerequisite: Six hours of sociology or consent of instructor.

578 Sociology of Law
3 hrs.
An examination of legal organization, the legal profession, and legal norms in the United States and other western societies. Emphasis will be placed upon the relationship between the legal system and the society in which it functions. Prerequisite: SOC 200 or equivalent.

579 Female-Male Interaction
3 hrs.
Examines the variable of gender as it influences interaction between women and men. Topics include female and male stereotypes, interpersonal attraction, differences in female-male verbal and non-verbal codes, relational dialogues and patterns, and female-male interaction on the job. Cross-listed with CAS 579.

581 Logic and Analysis of Social Research
3 hrs.
This course is designed to provide grounding in basic univariate and bivariate descriptive and inferential statistics for social scientists. Prerequisite: SOC 382 or graduate standing.

585 Research Methodology: Variable Topics
1-4 hrs.
This course concentrates on specialized research techniques and topics such as sampling and survey design, interviewing, the use of sociological computer software, etc. May be repeated for credit with different topic. Prerequisite: Consent of instructor.

590 The Family as a Social Institution
3 hrs.
The family viewed in historical and cross-cultural perspectives. A structural-functional analysis of the family system. Emphasis is placed on change and comparative analysis. Prerequisite: SOC 200 or equivalent.

592 Family Life Education and Counseling
3 hrs.
Provides the student with a working knowledge of the methods and materials appropriate in the school, the church, and other social institutions for teaching individuals and small groups who desire preparation for marriage and parenthood. Some attention will be given to the techniques for handling counseling opportunities arising out of these teaching situations. Prerequisite: SOC 200 or consent of instructor.

593 Marriage and Family in Middle and Later Years
3 hrs.
A systematic analysis of the marital and family system and interpersonal relationships of husbands and wives, and parents and children during middle age and the later years of married life. Prerequisite: SOC 390 or equivalent, or consent of instructor.
systems analysis, presentation of data to clients, and the writing of research reports. Case study material will be used to introduce students to applied sociology in public, private, and non-profit settings.

614 Seminar in Ethnic Relations 3 hrs. 
Advanced study of race and ethnic relations, problems, and trends. Prerequisites: SOC 314 or consent of instructor.

615 Patterns of Intercultural Adjustment 3 hrs. 
A study of processes of intercultural adjustment involving different racial, national, and religious groups. The factors giving rise to present-day conflict situations are examined and special emphasis is given to techniques of adjustment through individual and community action. Prerequisite: SOC 203 or equivalent.

A detailed study of a social problem area in student reports and seminar discussion. Instructor will select specific topic. Course is intended to provide intensive joint exploration of significant sociological issues. May be repeated for credit with a different topic. Prerequisite: Consent of instructor.

617 Etiologies of Substance Abuse 3 hrs. 
A study of various social and behavioral theories regarding the causation of alcohol and drug addiction. The findings of research will be examined as they tend to support or disfurb these social and behavioral theories.

618 Seminar in Substance Abuse I 3 hrs. 
An interdisciplinary seminar designed to reflect broadly conceived intervention strategies ranging from primary prevention to rehabilitation of the addict. The basic training in the principles of intervention and clinical practice will continue to be taught within the student’s basic professional discipline. In part, the seminar will be used to elaborate upon the applications of these principles to the problems of substance abuse. This course is cross-listed with Biology, Counseling Personnel, and Social Work. Graded on a Credit/No Credit basis.

619 Seminar in Substance Abuse II 3 hrs. 
Continuation of SOC 618. This course is cross-listed with Biology, Counseling Personnel, and Social Work. Graded on a Credit/No Credit basis.

625 Social Psychological Theory 3 hrs. 
A study of major theoretical approaches in social psychology and their methodological and substantive implications. Prerequisite: SOC 320 or equivalent.

626 Advanced Social Psychology 3 hrs. 
Advanced exploration of contemporary social psychology, with selected examples of theory and research to represent current work in socialization, small groups, and cognitive social psychology. Prerequisite: SOC 625.

628 Seminar in Social Psychology: Variable Topics 3 hrs. 
An advanced seminar in some specialized aspect of social psychology. May be repeated for credit with a different topic. Prerequisite: SOC 625.

632 Studies in Comparative Sociology: Variable Topics 3 hrs. 
Intensive analysis of selected topics using a comparative frame of reference. The seminar will focus on such topics as major theoretical perspectives, methodological issues, and interpretation of studies of such institutions as educational systems, industrial systems, and family systems. May be repeated for credit with a different topic. Prerequisite: Consent of instructor.

640 Social Organization of the Health System 3 hrs. 
An examination of traditional and emerging ways in which health care is organized. A major concern will be the politics of health and the role of various interest groups (professional associations, unions, consumer groups) in the formation of health policy. Among the topics to be considered are the development of American medicine, the relationships of organizational structure to effectiveness in health organizations, the social control of health care organizations, and the growth of medical bureaucracy. Prerequisite: SOC 540, or SOC 540 may be taken concurrently.

641 Social Psychology of Health and Illness 3 hrs. 
An examination of the impact of disease or disability on the individual. Individual responses to disease and disability are examined in relation to cultural, social psychological and personality variables. Environmental stress and personality factors are considered as they relate to the onset of disease. Consideration is given to the relevance of social factors for health services planning and communication of health care professionals with patients and clients. Prerequisite: SOC 540, or SOC 540 may be taken concurrently.

642 Social Epidemiology 3 hrs. 
An examination of the relationships between social and demographic variables and variations in the distribution of infectious and chronic diseases, mental disorders and substance abuse. Sources of epidemiological data and methods of research are studied and evaluated. Application to the planning of health services and the development of service systems are presented.

643 Seminar in Medical Sociology 3 hrs. 
An advanced seminar in some specialized aspect of medical sociology. May be repeated for credit with a different topic. Prerequisite: Consent of instructor.

644 Epidemiology and Health Statistics 3 hrs. 
The course will cover the basic principles of epidemiology and biostatistics. Topics to be considered include the nature of the epidemiologic perspective, epidemic investigation, rates, screening, risk estimation, the design of experiments, epidemiologic investigations, measures of central tendency, basic inferential statistics, sampling, and hypothesis testing. Open only to Health Care Administration students, except by permission of instructor.
660 Seminar on Theories of Crime
3 hrs.
This course will deal with the most current theoretical developments in criminology, evaluating research related to the verification of theories and analysis of the objectives of theory, the requirements of theory, and the testing of theory. Prerequisite: SOC 566.

661 Seminar on Current Issues in Criminology
3 hrs.
This course will deal with the current debates and controversies in criminology, radical versus traditional perspectives, economics and white-collar crime as areas of research, the ethics of criminological research, environmental design and crime, and other timely and relevant issues emerging from current literature and conference debates.

662 Comparative Corrections
3 hrs.
Review and analysis of the philosophies of corrections in different societies, the implementation of penal measures and innovative and alternative strategies of social control in eastern and western Europe, Asia, and the United States.

663 Comparative Criminology
3 hrs.
An analysis in depth of crime as this phenomenon is viewed in Sweden, Germany, Poland, and other eastern and western European countries. Emphasis is placed on theoretical and methodological approaches in different societies, and the applicability and tests of theories in these societies. Prerequisite: SOC 566.

673 Formal Organization
3 hrs.
This course analyzes the nature of large-scale, formal organizations, concentrating on their structure, types of organizational goals, processes of control, authority and leadership, and the relationship of organizations to their social environment. Examples of organizations will be selected from different areas such as education, government, medicine, science, leisure, and industry. Prerequisite: SOC 200 or consent of instructor.

676 The School and the Community
3 hrs.
Analysis of the school as a social institution in the American community, including consideration of interaction between the school and other basic social institutions, and the sociological significance of community structures, processes and problems for school community relationships. Prerequisite: SOC 200 or equivalent.

680 Studies in Research Methodology: Variable Topics
3 hrs.
A seminar on advanced theoretical and methodological problems which are important to systematic research in sociology. Suggested specialized topics include philosophy of the social sciences, relationship between theory and research, and model building and testing. May be repeated for credit under a different topic. Prerequisite: Consent of instructor.

681 Advanced Multivariate Analysis I
3 hrs.
A study of the assumptions, logic, and application of current multivariate techniques of analysis such as regression analysis, path analysis, factor analysis, and canonical correlation. Prerequisite: SOC 682.

682 Logic and Analysis of Social Research II
3 hrs.
This course covers basic multivariate descriptive and inferential statistics for social scientists. Prerequisite: SOC 581.

683 Research Design and Data Collection I
3 hrs.
This course is designed to provide experience with the formulation of research problems, the choice of data gathering techniques and the development of research proposals. Students will learn to do sociological research by collecting documentary, observational, sample survey and experimental data. Advantages and disadvantages of the different data collection techniques will be assessed. Prerequisite: SOC 581 or consent of instructor.

684 Research Design and Data Collection II
3 hrs.
This course focuses on problems and issues in the design of research and the collection of sociological data. Emphasis will be placed on the critical evaluation of current research designs and the development of research design skills. Topics will include: the internal and external validity of research designs, measurement and scaling, the uses of qualitative and historical data, and philosophical and ethical issues raised by various research designs and procedures. Prerequisite: SOC 683.

685 Advanced Multivariate Analysis II: Variable Topics
3 hrs.
The study of advanced statistical techniques which are important to systematic research in sociology. Suggested specialized topics include: factor analysis, advanced non-parametric techniques, path coefficient analysis, and regression analysis. May be repeated for credit with a different topic. Prerequisite: SOC 681 or equivalent.

687 Evaluation Research I
3 hrs.
The basic purpose of this course is to familiarize students with the various research techniques for evaluating action agencies through a survey of the literature, study of evaluation models, and study of techniques and procedures used in evaluation. Prerequisite: SOC 682.

688 Practicum in Social Research
3 hrs.
A research seminar structured to provide practical experience in various phases of research related to the student's major area of interest. Under faculty supervision, students will act as consultants to projects initiated by other agencies in the community or carry out their own supervised projects. May be repeated in different areas of concentration with permission of student’s doctoral committee. Prerequisite: SOC 682.

689 Evaluation Research II
3 hrs.
The purpose of this course is to provide an opportunity to conduct an actual evaluation study based on the techniques and procedures covered in SOC 687. The course will include discussion of each student’s evaluation findings. Prerequisite: SOC 687.

695 College Teaching Practicum in Sociology
3 hrs.
A practicum in the teaching of sociology in college. Students will attend assigned lectures and seminars, prepare a syllabus for a course in sociology, and deliver at least two supervised lectures to a sociology class. Prerequisite: Fifteen hours of graduate sociology courses and consent of instructor. Graded on a Credit/No Credit basis.

699 Master’s Essay
2 hrs.
An analytical and interpretative study under the supervision of the candidate’s master's adviser and a second faculty member. Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

725 Doctoral Research Seminar
2-6 hrs.

730 Doctoral Dissertation
15 hrs.

735 Graduate Research
2-10 hrs.
Accountancy (ACTY)
Weike, Chairperson; Professors Burke, Neubig, Newell, Associate Professors Dykxhoorn, Hines, Hodges, Morris, Schaeberle, Sheppard, Siming; Assistant Professors Forrest and Kreuze.

Open to Upperclass and Graduate Students

513 Accounting Information Systems
3 hrs.
A study of concepts, organizations, technology and controls of an accounting information system. Includes a study of specific applications (payroll, accounts receivable, etc.), with particular emphasis on data input, processing, and output utilizing the computer. Prerequisites: BIS 102, ACTY 310, and ACTY 322, or their equivalent.

514 Institutional Accounting
3 hrs.
A comprehensive study of the recording of transactions by government units and the preparation of financial statements by fund entities. City government is the basic unit of study; however, school districts, universities, and hospitals are given brief coverage to illustrate the similarity in accounting for all not-for-profit entities. Prerequisite: ACTY 211 or consent of instructor.

516 Auditing
3 hrs.
The theory and practice of auditing business enterprises and government agencies. Topics include a review of professional pronouncements, internal control concepts, ethics, and discussion of audit objectives. Prerequisite: ACTY 211 or consent of instructor.

518 Accounting Theory and Problems
3 hrs.
A study of financial accounting theory and practice. The course is organized around pronouncements of the Financial Accounting Standards Board and other authoritative bodies. Case studies are used to illustrate application of the concepts of such pronouncements. Prerequisite: Senior standing and accounting major.

522 Cost Accounting—Concepts and Practice
3 hrs.
A study of the accounting methodology and concepts that have been developed to account for both product and period costs of a business enterprise. Includes product costing for job order and continuous process situations with related systems concepts, cost allocations among departments of an enterprise, joint and by-product costing, and standard costing as it relates to inventory pricing. Prerequisite: ACTY 322

524 Studies in Tax Accounting
3 hrs.
Special studies related to tax problems of individuals, partnerships, and corporations. Emphasis is on federal taxation of corporations, trusts, and estates. Prerequisite: ACTY 324 or equivalent.

598 Readings in Accounting
1-4 hrs.
Directed individual study of topics not otherwise treated in departmental courses. Prerequisite: Written consent of instructor.

Open to Graduate Students Only (Not open to students with PTC status)

606 Advanced Financial Accounting
3 hrs.
An intensive study of asset valuation, liabilities, corporate capital, and the determination of income. Prerequisite: ACTY 211 or equivalent.

607 Accounting Control and Analysis
3 hrs.
A study of management systems and techniques used for profit planning and control of a business firm. Organizational relationships and implications are examined in the development of operations controls, management controls, and strategic planning. This course is in the graduate business core, and is closed to students with credit in Cost Accounting 322 or its equivalent. Prerequisite: ACTY 211 or equivalent.

608 Advanced Accounting
3 hrs.
A study of advanced accounting problems distinctive to corporate and partnership types of business organizations. Prerequisite: ACTY 606 or equivalent.

610 Seminar in Financial Accounting Theory
3 hrs.
Intensive examination and study of the underlying postulates, concepts, and principles of accounting. Course may be repeated under different topics. Prerequisite: ACTY 608 or consent of instructor.

617 Seminar in Advanced Auditing and Systems Concepts
3 hrs.
An advanced course which integrates auditing and systems concepts. Intensive examination of audit tools, audit theory and practice, management of the accounting information systems and EDP applications. Prerequisites: ACTY 607, ACTY 513, ACTY 516 or consent of instructor.
622 Seminar in Management Accounting Concepts 3 hrs.
A study of advanced methods of cost measurement and control includes standard cost, budgetary control, profit-volume analysis, direct cost, return on employed capital, and quantitative methods. Prerequisite: ACTY 522 or equivalent.

624 Seminar in Business Tax Planning 3 hrs.
An advanced course in business taxation involving the identification and analysis of tax problems. Income tax strategy is studied involving the timing of income, types of business organizations, and the various alternative tax treatments. Tax problems of corporate acquisitions, reorganizations, liquidations, estates and trusts, partnerships, and capital gains will also be included. Case studies will be used, and research in taxation will be emphasized. Prerequisite: ACTY 324 or equivalent.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.

710 Independent Research 2-6 hrs.

712 Professional Field Experience 2-12 hrs.

Business Information Systems (BIS)
Sanders, Chairperson; Professors Bowman, Branchaw, Jones, Moskovis, Targowski;Associate Professors Athappilly, Freeman, Mascolini, Rooney, Swenson; Assistant Professors Shull, Supnick, Yeager.

Open to Upperclass and Graduate Students
542 Report Writing 3 hrs.
Intensive discussion and practice of the commonly used report-writing techniques. The study includes various formats and graphics of reports. In addition to writing several brief reports, students prepare a complete research report and give one oral report. Open to students with junior standing and above. Prerequisite: BIS 242.

554 Topics in Business Communication 3 hrs.
An intensive study of a topic in business communication such as a communication system, business media, business publicity, and others. The topic will be announced in advance. May be repeated for credit.

555 Topics in Computer Information Systems 3 hrs.
Special topics appropriate to business applications such as data base management, structural concepts; networking, programming documentation and efficiency, planning, organizing, and directing management information systems. May be repeated for credit.

556 Office Management 3 hrs.
Procedures of office administration with attention to supervisory patterns in development, appraisal, and management of human resources.

557 Topics in Administrative Systems 3 hrs.
Includes an intensive study of a selected topic in administrative systems such as communication audits, consumer relations, office systems, work measurement and simplification, forms control and design, and others. The topic will be announced in advance. May be repeated for credit.

560 Office Systems and Procedures 3 hrs.
A study of paperwork systems and procedures. Emphasis is placed on office systems and the techniques of systems development including fact gathering and recording, work analysis, and office work simplification and measurement. Prerequisite: BIS 102.

564 Information Resource Management 3 hrs.
This seminar course provides an overview of the management of information systems resources. The student will gain an insight and understanding of the subject through study of the fundamentals of organizing, planning, controlling, and other significant management tasks that relate to management of information resources. Prerequisite: BIS 462.

596 Independent Study 1-4 hrs.
A directed independent project in an area of administrative systems, business communication, or computer information systems. Prerequisite: Consent of department chair.

598 Readings 1-4 hrs.
A series of direct readings in the area of administrative systems, business communication, or computer information systems. Prerequisite: Consent of department chair.

Open to Graduate Students Only
600 Seminar in Business Information Systems 3-4 hrs.
Intensive problem solving in the area of administrative systems, business communication, or computer information systems. May be repeated for credit.

602 Computer Information Systems 3 hrs.
The design, implementation, and use of computer information systems for decision making. Included are recent hardware and software developments, systems architecture, and systems procedure techniques. Hands-on experience with mainframe and micro computers using a variety of statistical routines, PERT/CPM, VISICALC, word processing, and other software packages. Prerequisite: BIS 102 or equivalent.

685 Research in Business Education 3 hrs.
An examination and analysis of research in business education with emphasis on utilization of these findings in the upgrading of instruction. Research tools and methodology are also examined.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.

710 Independent Research 2-6 hrs.

712 Professional Field Experience 2-12 hrs.

Finance and Commercial Law (FCL)
Finance Area
Professors Edwards, Issa, Assistant Professors Balk, Jones, Krishna-Swamy, Mangla, Mehran.

Open to Upperclass and Graduate Students
519 Security Analysis 3 hrs.
An analysis of stocks and bonds. Prerequisite: FCL 326.

521 International Finance 3 hrs.
A study of contemporary problems in international finance. The course examines the international money markets, working capital considerations, and capital budgeting problems as faced by the multinational corporation. Prerequisite: FCL 320 or equivalent or consent of instructor.

526 Group Insurance and Pensions 3 hrs.
By means of problems and cases this course analyzes in detail the following areas: group life and health insurance, business life and health insurance, insured pension plans, and estate and tax planning. Prerequisite: FCL 322.

527 Risk Management and Insurance 3 hrs.
Insurance and self insurance. The management of risk for a company. Prerequisite: FCL 321 or consent of instructor.

528 Insurance Company Management 3 hrs.
The topics studied by means of cases and problems in this course include multiple-line insurance operations, special problems in functional areas of industry operations, and personal and commercial risk surveys and analysis. Prerequisite: FCL 323.

598 Readings in Finance 1-4 hrs.
Directed individual study of bodies of knowledge not otherwise treated in departmental courses. Prerequisite: Written consent of instructor.

Open to Graduate Students Only
608 Financial Management 3 hrs.
Study of the principles and problems underlying the management of capital in the business firm. Stresses the financial officer's responsibilities. Skills are developed in the marshalling and interpreting of data for use in making and implementing capital expenditure policies, solving short-term and long-term financing problems, establishing
dividend policies, affecting mergers and consolidations, and adapting to trends in financial markets. Techniques used include case analysis and problem solving. Demonstrates financial management’s role in the total management effort. Prerequisite: FCL 320 or equivalent.

A survey of the financial considerations in the administration of institutions of higher education. The topics covered include the management of short-term investments, the management of endowment funds, budgeting for operations and for capital projects, and the development and implementation of group insurance and pension programs. Prerequisite: Adviser’s consent.

620 The Capital Market 3 hrs.
Study of the sources and flow of demand and supply of credit. The business applications of the capital market. Prerequisite: FCL 608 or consent of instructor.

621 Investment Analysis and Management 3 hrs.
A detailed analysis of the investment of corporate securities as long-term investment media, largely from the standpoint of the individual investor. Emphasis is given to the techniques for security valuation and portfolio management, with some discussion of financial institution investment procedures. Prerequisite: FCL 608 or consent of instructor.

622 Mergers and Acquisitions 3 hrs.
A detailed investigation of the financial and legal aspects of corporate business combinations. The course analyzes valuation considerations in mergers and purchases of shares of stock and examines the structuring of the financial package to be offered. Prerequisite: FCL 608 or consent of instructor.

624 Applied Financial Management 3 hrs.
An analytical approach to problems facing the financial executive. Cases selected cover short- and long-term financial decision-making processes with particular emphasis on statement analysis and working capital management. Other problems will emphasize capital investment decision, valuation and cost of capital, risk analysis, capital structure, and dividend policies. Prerequisite: FCL 608.

626 Insurance and Government 3 hrs.
This course covers the historical development, legal background, and methods of governmental supervision of the insurance industry. Principal emphasis will be placed upon state supervision of insurance, but the role of the federal government in present and future regulation is also considered. Prerequisite: Consent of instructor.

691 Seminar in Finance 3 hrs.
The analysis of specialized financial problem areas (e.g., financial futures markets, financial forecasting, commodities, and similar contemporary problems). Topics will vary from semester to semester. Prerequisite: FCL 608.

Law Area

McCarty, Chairperson. Associate Professors Batch, Bliss, Gossman, Stevenson, Assistant Professor Schanz.

Open to Upperclass and Graduate Students

532 Real Estate Law 3 hrs.
The study of land ownership, sales agreements, including the legal duties of the real estate broker, mortgages, land contracts, leases, zoning, condemnation and urban land development problems. Prerequisite: FCL 340.

550 Law of Business Organizations 3 hrs.
A study of the laws affecting the organization and operation of business enterprises. The course examines the various forms of business organization, principal legal concepts, and their impact on the operation of business enterprises. Prerequisite: FCL 340.

552 International Business Law 3 hrs.
A study of the national, regional, and international laws which affect the conduct of international business. An examination of the legal regulations which promote or restrain trade or investment by international business firms. Prerequisite: FCL 340.

554 Government Regulation of Business 3 hrs.
This course examines the laws, rules and regulations on the federal, state and local level which affect most business enterprises. Substantive laws affecting the firm’s obligation to employees, stockholders and the general public are examined. Prerequisite: FCL 340.

556 Marketing and Sales Law 3 hrs.
The course examines the laws as they relate to the sale of goods, warranties affecting such sales and methods of financing those sales. Legal obligations imposed upon and risks assumed by the seller are emphasized. Prerequisite: FCL 340.

596 Readings in Commercial Law 1-4 hrs.
Directed individual study of bodies of knowledge in commercial law. Prerequisite: Written permission of instructor.

Open to Graduate Students Only

607 Legal Controls of the Business Enterprise 3 hrs.
Reviews legal problems encountered by executives in various business enterprises. Legal controls affecting the marketing, management, finance, and accounting functions are studied. Various facets of antitrust law, labor law, corporation law, and securities law are examined. Prerequisite: FCL 340.

650 Managerial Aspects of Labor Law 3 hrs.
A course provides a study of the law as it relates to the delivery of health care services. The cases, regulations and statutes in state and federal legal systems that affect the health care professional and institutions are examined. Medical records, licensing requirements and informed consent problems are among the more specific topics that are reviewed. Prerequisite: FCL 340.

General Area

Open to Upperclass and Graduate Students

504 International Business Seminar 1-6 hrs.
A foreign study seminar designed for qualified and capable undergraduate students, graduate students, teachers, and business executives. The seminar introduces participants to a first-hand knowledge of business operations abroad through on-site inspection of foreign manufacturing, marketing, financial, and governmental organizations, supplemented by coordinated faculty lectures and assigned readings. Undergraduate or graduate credit of six hours, in one of the following departments upon consent of department head: Accounting, Business Information Systems, Finance and Commercial Law, Management, or Marketing.

Open to Graduate Students Only

700 Master’s Thesis 6 hrs.
Intensive problem-solving in the primary business fields. Consent of instructor required. May be repeated for credit.

710 Independent Research 2-6 hrs.
712 Professional Field Experience 2-12 hrs.
Management (MGMT)

Hill, Chairperson; Professors Booker, Keenan, Rizzo, Smith, Wallace, Upjohn; Associate Professors Beam, Carey, Farrell; Assistant Professors Ali, Golhar, Stamm, Verser, Wilhelm.

Open to Upperclass and Graduate Students

500 Management Literature
3 hrs.
Studies in specialized areas of the management literature. The students will prepare an original paper on an assigned topic. Prerequisite: Permission of instructor.

510 Multinational Management
3 hrs.
An examination of management strategy, controls, environmental influences of the multinational corporation with consideration of geographic factors. The management function abroad will be examined in light of the cultural assumptions underlying U.S. management and will deal with the necessary modification for effective operations in a cross-cultural environment.

512 Women in Management: Male, Female and Organizational Perspectives
3 hrs.
A seminar dealing with the changing roles of women in business. Emphasis is given to the unique needs of women aspiring to managerial and professional ranks. Changes in attitudes and behaviors of women, men and organizations and the implication of change for traditional male-female relationships and organizational operations are explored. Prerequisite: Senior standing or permission of instructor.

514 Entrepreneurship
3 hrs.
A senior or graduate elective for students interested in entrepreneurial careers. Primary attention is given to managing a new or rapidly growing business. Alternative sources of capital are examined. Various growth strategies considered along with personal requirements for entrepreneurial success. Prerequisite: MGMT 300, FCL 340, FCL 320, MKTG 370 or department consent.

540 Advanced Statistics
3 hrs.
A second course in statistics complete enough to be used with limited background. Includes probability theory, t, Z, F, and binomial probability distributions, hypothesis testing with sampling theory, and Type I, Type II errors, point and interval estimates, statistical inference, comparison tests (two-sample and K-sample), association tests (correlation and regression), and non-parametric tests. Prerequisite: MGMT 200.

598 Readings in Management
1-4 hrs.
Directed individual study of bodies of knowledge not otherwise treated in departmental course. Prerequisite: Permission of instructor.

Open to Graduate Students Only

600 Seminar in Management (Topic)
3 hrs.
Intensive problem-solving in advanced management topics, including the preparation of a major staff report. Repeatable for different topics.

604 Management Analysis and Practice
3 hrs.
A survey of the use of management theories and behavioral science knowledge to analyze human problems in management and to assist in designing and operating organizations more effectively. The course treats planning, organizing, directing, and controlling, as well as motivation, leadership, individual and group behavior, decision making and change strategies. Values, as they relate to the managerial process, will be considered.

651 Analysis of Administrative Behavior
3 hrs.
Analysis of the contributions of management theory and of the behavioral sciences to modern administrative practices; group and individual behavior as related to and affected by the administrative process. Lectures, cases, conferences. Not open to students having received credit for MGMT 451.

653 Behavioral Science Application for Managerial Effectiveness
3 hrs.
Models, methods, and applied technology relevant to the control of human performance in complex organizations. Emphasis on achieving human outputs such as productivity, satisfaction, learning, retention, decisions, problem solutions. Applied technologies could include selection, placement, job, and organizational analyses and evaluation.

655 Organization Theory
3 hrs.
Theories, models, and applications relevant to the structure of complex organizations and their subunits. Emphasis on alternative designs, their causes and consequences.

656 Behavior Analysis Applications
3 hrs.
Applications of behavior analysis and the principles of behaviorism to management problems in public and private organizations. Emphasis is placed on maintenance of performance reliability, effectiveness, and efficiency. Students will apply principles to the improvement of an existing organization. Prerequisite: Consent of instructor.

661 Introduction to Management Science
3 hrs.
A systematic study and application of the scientific methods to management decision-making. Introduction to techniques of linear programming, inventory theory, scheduling theory, and other optimizing decision models. For students who will take more specialized courses as well as those in other disciplines desiring a limited exposure to the field. Prerequisite: MGMT 200 or equivalent.

664 Simulation
3 hrs.
A systematic study and application of the methodology of system simulation including system identification and description, model development, computer implementation, experimental design and validation. Special attention is given to model classification, especially deterministic vs. probabilistic and discrete vs. continuous, and how it relates to computer implementation and fields of application. Prerequisites: MGMT 360 or equivalent and BIS 602 or equivalent.

665 Advanced Simulation
3 hrs.
Analysis, design, and implementation of computer-based simulation models. Emphasis on effective use of simulators for training system managers and workers. Prerequisite: MGMT 664.

666 Inventory Management
3 hrs.
The theory of scheduling and inventory management, including both deterministic and probabilistic models beyond the introductory level. An intermediate course in management science. Prerequisite: MGMT 463 or equivalent.

695 Advanced Management Practices
3 hrs.
Independent study of current trends and advanced problems in the organization and management of complex organizations. Prerequisite: Consent of department chairman. May be repeated for credit.

699 Policy Formulation and Administration
3 hrs.
This course focuses on the job of the general manager in formulating short and long-run strategy. Using cases drawn from actual situations, the course develops ways of (1) perceiving specific opportunities from an analysis of evolving environmental trends, (2) understanding company strengths and (3) integrating strengths and opportunities in setting strategy and detailed operating plans. This is an integrative capstone course in that the tools and skills learned in other core courses are needed to develop practical, company-wide general management decisions. Prerequisites: Completion of MBA core courses.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

Marketing (MKTG)

Crow, Chairperson; Professors Dannenberg, Lindquist, Olteason, Trader; Associate Professors Belonix, Brogowicz, Cameron, Delene, Lugman, Mayo, Quaraeshi, Assistant Professors Asquith, Lane.

Open to Upperclass and Graduate Students

570 Problems in Retailing
3 hrs.
Designed to analyze current retailing problems: market segmentation, inventory planning and control, vendor evaluation, store services, traffic patterns, and warehousing. Report required. Prerequisites: Permission of instructor and senior level.

571 Services and Non-Profit Marketing
3 hrs.
An analysis of problems and issues relating to the marketing of services and the use of marketing in non-profit organizations. Emphasis in these two divergent areas will be given to application of marketing concepts, methods, policies, and strategies, special emphasis on environmental interactions. Prerequisite: MKTG 370 or permission of instructor.
572 Advertising Media and Campaigns
3 hrs.
Examines theory and practice of media research, use of Audit Bureau of Circulation data, broadcasting ratings, copy testing, development of media plans, and scheduling as required for advertising campaigns. Prerequisites: MKTG 374 and 474.

574 Marketing Logistics
3 hrs.
An analysis of problems relating to the movement, handling and storage of industrial products. Attention will also be given to changing market conditions and industrial structure as they affect the physical distribution of industrial goods. Prerequisite: MKTG 370.

575 International Marketing
3 hrs.
An examination of the theories and principles of international marketing. Attention directed to related commercial policies, trade practices and procedures, and marketing research tools and techniques needed to locate and evaluate foreign markets. Prerequisite: MKTG 370.

576 Marketing Strategy
3 hrs.
Identification of marketing problem situations and cause diagnosis with development of appropriate marketing strategies. Emphasis placed on application of marketing fundamentals to factual case situations and on decisions in a simulated dynamic environment. Communications of findings and strategies emphasized. Cases and computer games used. Senior level. MKTG 371, plus six additional MKTG hours.

577 Advertising Theory and Ethics
3 hrs.
Critical examination of social, cultural, and ethical implications of "public and business" responsibilities involved in the advertising function. Special student interests developed through research and term projects. Prerequisites: MKTG 370, 374, permission of instructor.

578 Marketing Decisions in Publicity and Public Relations
3 hrs.
Analysis of principles and practices of publicity and public relations as these areas relate to the firm's overall promotional strategies. Stress on application through case studies and term project. Prerequisite: MKTG 370.

579 Market Programming
3 hrs.
Designed for special emphasis toward developing a total marketing strategy within an organization. Practical application of the marketing tools and techniques to a current problem originating in a business organization. Prerequisite: Consent of instructor.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.
Counselor Education and Counseling Psychology (CECP)

Hovestadt Chairperson; Professors Belson, Betz, Carlson, Gesler, Mazer, Oswald, Trembly, Urbick; Associate Professor Bulmer; Assistant Professor Morris.

Open to Upperclass and Graduate Students

580 Principles of Counseling and Guidance 3 hrs.
The content of this introductory course focuses on the concepts underlying school guidance programs and related service delivery systems. Open to all students, but is not intended for counseling majors.

583 Workshops in Counselor Education and Counseling Psychology 1-4 hrs.
Workshops designed to enhance skill development related to Counselor Education and Counseling Psychology practices. Open to all students, but is not intended for counseling majors. May be repeated for credit.

Open to Counselor Education and Counseling Psychology Graduate Students Only (Graduate students from other programs may enroll by special permission.)

601 Research Methods 3 hrs.
The study of research designs and techniques utilized in the field of Counselor Education and Counseling Psychology. Students are expected to formulate and submit a research project in their area of specialization.

602 Group Dynamics and Procedures 3 hrs.
The study of group dynamics, i.e., the nature of groups and the laws affecting group development and process. An analysis of the various group procedures and the process associated with these procedures.

603 Tests and Measurement 3 hrs.
Designed to develop skills in analyzing, scoring, administering, and interpreting standardized tests. Students will examine selected aptitude, achievement, intelligence, personality and vocational instruments, as well as analyze their use in the student's area of specialization. Issues related to testing will be reviewed, including legal matters, ethical concerns, and use of tests with persons of varying social, economic, cultural, and ethnic backgrounds.

604 Counseling Techniques 3 hrs.
An introductory laboratory study of the concepts and skills required in interviewing and counseling. In addition to developing basic techniques and skills, special attention will be given to the impact of interview settings, interviewer/counselor attire, sex, ages of clients, and their social, economic, cultural, and ethnic backgrounds.

605 Professional Issues and Ethics 3 hrs.
Identification and discussion of issues in counseling, psychological services, and related programs will be the focus of this course. The study of ethical standards of relevant professional organizations. A presentation of case studies applicable to an understanding of current issues, multicultural concerns, legal decisions, and ethics in the field.

606 Basic Personality Processes 3 hrs.
Focuses on personality issues of particular importance to the student of counseling. Basic personality constructs and experimental investigations of personality dynamics will be surveyed, including stress and anxiety, coping and defense mechanisms, emotion, conflict and cognitive styles. Various conceptualizations will be studied, including psycho-dynamic, interpersonal, phenomenological, cognitive and behavioral approaches.

610 Career Development: Theory and Practice 3 hrs.
Course content includes: (1) a study of the world of work as it impacts the psychological and sociological life of the individual; (2) an examination of career development theory, decision-making, and the application to counseling and psychotherapy. (3) the identification of informational resources related to career choice; and (4) an exploration of the needs and concerns of clients from a variety of cultural backgrounds.

611 Theories of Counseling 3 hrs.
The nature, rationale, development, research and use of theories in counseling are studied. Major points of view including the psychoanalytic, the cognitive, the behavioral, the phenomenological, and the existential are studied and compared.

612 Counseling Practicum 4 hrs.
This course emphasizes practical work in the student's area of specialization. Counseling experiences are provided in a laboratory setting so that students can apply knowledge and skills acquired during
626 Administration of Student Personnel
3 hrs.
A thorough investigation of philosophical concepts and principles underlying counseling programs in elementary schools. The history, organization, and administration of the program services are surveyed and practical application of concepts are required.

630 Organization and Principles of Secondary School Guidance
3 hrs.
A study of the process of consultation with emphasis upon methods, stages and procedures of administration and psycho-affective education in America. The second phase of the course content will focus on the student service delivery systems. Prerequisites: CECP 692 or permission of instructor.

631 Seminar in Substance Abuse I
3 hrs.
An interdisciplinary seminar designed to reflect broadly conceived intervention strategies ranging from primary prevention to rehabilitation of the addict. The basic training in the principles of intervention and clinical practice will continue to be taught within the student’s basic professional discipline. In part, the seminar will be used to elaborate upon the application of these principles to the problems of substance abuse. This course is cross-listed with Biology, Social Work, and Sociology. Graded on a Credit/No Credit basis.

632 Seminar in Substance Abuse II
3 hrs.
Continuation of CECP 631. This course is cross-listed with Biology, Social Work, and Sociology. Graded on a Credit/No Credit basis.

674 Psychological Development Theory
3 hrs.
The history, role and function of counselors and counseling psychologists will be analyzed. Evolving directions in the field of counselor education/counseling psychology will be considered.

675 Counseling Theories and Practices
1-4 hrs.
A study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord. Prerequisite: CECP 692 or permission of instructor.

676 Administration of Student Personnel Services
3 hrs.
Emphasis will be upon administration/management aspects of student personnel services in post-secondary education. A general overview of administrative concerns will be provided. Primary focus of course content will relate to (1) organizational models, (2) budgetary systems, (3) personnel practices, and (4) administrative tools and techniques.

677 Community Agency Counseling and Administration
3 hrs.
This course is designed to acquaint participants with a broad range of policies and procedures of administration and selected principles in program evaluation drawn from various organizational settings. The role and function of counselors and counseling psychologists will be considered. May be repeated.

621 Psychoeducational Consultation
3 hrs.
A thorough investigation of philosophical concepts and principles underlying counseling programs in elementary schools. The history, organization, and administration of the program services are surveyed and practical application of concepts are required.

623 College Student Development
3 hrs.
Explores the nature and development of the post-secondary student pertaining to student personnel/program administration. The history of college student development, administrative strategies and techniques of program implementation are studied.

624 Program Evaluation in Student Affairs
2 hrs.
Methods and techniques appropriate for the student affairs administrator will be considered as they relate to (1) assessment of student needs and (2) program evaluation.

625 Legal Issues in Student Personnel Services
2 hrs.
The law, as evidenced in constitutional provisions, legislative enactments, and court decisions, related to the administration of student personnel services will be the major focus of the course. Institutional-governmental relations and issues of consumerism will be reviewed.

626 Administration of Student Personnel Services
3 hrs.
Emphasis will be upon administration/management aspects of student personnel services in post-secondary education. A general overview of administrative concerns will be provided. Primary focus of course content will relate to (1) organizational models, (2) budgetary systems, (3) personnel practices, and (4) administrative tools and techniques.

627 Community Agency Counseling and Administration
3 hrs.
This course is designed to acquaint participants with a broad range of policies and procedures of administration and selected principles in program evaluation drawn from various organizational settings. The role and function of counselors and counseling psychologists will be analyzed. Evolving directions in the field of counselor education/counseling psychology will be considered.

629 Organization and Principles of Elementary School Guidance
3 hrs.
A thorough investigation of philosophical concepts and principles underlying counseling programs in elementary schools. The history, organization, and administration of the program services are surveyed and practical application of concepts are required.

633 Student Affairs Services in Elementary School Guidance
2 hrs.
The introductory section of this course will include the history of post-secondary education in America. The second phase of the course content will focus on the student personnel services area (1) historical perspectives; (2) philosophical foundation; (3) professional organizations; and (4) service delivery systems.

672 Use of Clinical Judgment in Assessment
3 hrs.
Clinical judgment in diagnosis and assessment is studied with the focus on sources of error that enter into the process of judging, diagnosing, and assessing. Opportunities for practicing the systematic use of behavioral observations and interviews are provided. Prerequisite: CECP 692 or permission of the instructor.

673 Marital and Sex Therapy
3 hrs.
The subject of human sexuality is examined from a variety of social, physiological, and cultural viewpoints. Various forms of sexual dysfunction are studied and examined for understanding of both physiological and psychological contexts and role of each in the dysfunction. Finally, there is in depth study of current approaches to therapy as well as attention to other issues such as conjoint treatment of couples, resistance, sexual dysfunction in both partners, and sexual dysfunction and its relationship to marital discord. Prerequisite: CECP 692 or permission of instructor.

674 Psychological Development Theory
3 hrs.
The course examines psychological development from a number of perspectives including psychodynamics, object-relations, and social learning. The course is designed for counselors and counseling psychologists who wish to view their work in a developmental framework. Implications of developmental theory for counseling and psychotherapy are emphasized.

675 Counseling Theories and Practices
3 hrs.
This is an advanced course in counseling theory and practice. The course is concerned with theoretical aspects of the counseling relationship as well as the general practices of counseling. Prerequisites for the course include one formal exposure to counseling theory, supervised laboratory work, and experience in the field of counseling. The course is not designed to include practicum type experiences, but it is helpful if the participant is concurrently seeing clients on a paid or volunteer basis. Prerequisite: CECP 611 or 612 or equivalent.

686 Topical Seminars
1-4 hrs.
Seminars to study current topics relevant to counseling psychological services and related fields. For advanced graduate students with sufficient maturity and experience to engage in semi-structured learning. Topics will be designated by professors offering the seminars. May be repeated for credit.

691 Supervision in Counseling and Psychotherapy
3 hrs.
This course is intended for practitioners and advanced graduate students who plan on assuming supervisory roles in counseling and psychotherapy. Attention will focus on models, techniques, roles and functions for supervision in a variety of organizational settings. Students will be expected to demonstrate supervisory style in the laboratory setting. Prerequisite: CECP 692, 693 or permission of the instructor.

692 Advanced Practicum in Counseling and Psychotherapy I
4 hrs.
An advanced practicum designed to increase the competency of experienced counselors and therapists. Staffing conference approach to the analysis of continuing cases presented by the participants will be combined with taped and live demonstrations of advanced techniques. In addition to four hours of group supervision sessions, students are also required to engage in counseling psychotherapy and individual supervision for six clock hours per week. Graded on a Credit/No Credit basis. Prerequisite: CECP 692.

693 Advanced Practicum in Counseling and Psychotherapy II
4 hrs.
A continuation of CECP 692. Graded on a Credit/No Credit basis. Prerequisite: CECP 692.
694 Vocational Development Theory
3 hrs.
An advanced course that involves the critical examination of existing theories of vocational development, the motivation to work and their application to the counseling therapeutic process. Research pertaining to vocational development and the world of work will be analyzed.

696 Practicum in Group Counseling
3 hrs.
Supervised practice in counseling with groups of varying types and ages. Staffing conferences of on-going groups will use audio and video tapes, content analysis, and other evaluative techniques. Prerequisite: Permission of instructor. Graded on a Credit/No Credit basis.

698 Readings in Counselor Education and Counseling Psychology
1-4 hrs.
Advanced students with good academic records may elect to pursue independently the study of a special topic. The topic chosen must be approved by the instructor involved and arrangements made with instructor's consent. May be selected more than once; total may not exceed four hours.

699 Dissertation Seminar
3 hrs.
Designed to orient students to the dissertation process. Students interested in beginning the dissertation process may take the course with the concurrence of their doctoral committee chairperson. Graded on a Credit/No Credit basis.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

725 Doctoral Research Seminar
2-6 hrs.

730 Doctoral Dissertation
15 hrs.

732 Doctoral Clinical Internship
1-4 hrs.

Open to Upperclass and Graduate Students

502 Curriculum Workshop
1-6 hrs.
Opportunity provided for teachers, supervisors, and administrators in selected school systems to develop programs of curriculum improvement. This may include short-term offerings to resolve a particular curricular problem, as well as long-range curriculum studies. A wide variety of resources is used for instructional purposes, including several specialists, library and laboratory facilities, field trips, audiovisual materials, and the like. Each offering of 502, Curriculum Workshop, will be given an appropriate subtitle, which will be listed on the student's official transcript. Students may earn up to three hours of credit for any given subtitle. No more than six hours of 502 may be applied toward a master's degree.

504 Adult Development
3 hrs.
This course will provide an in depth look at each age and stage in the life cycle. It will explore such problems as the changing role of parents and singles, the changing societal pressures on teachers, new adult life-styles, midlife career changes, the changing role of males and females, and unique health stresses. Emphasis will be placed on the identification of patterns of lifelong learning leading to a more fruitful and fulfilling life.

505 The Adult Learner
3 hrs.
This course will provide an in depth look at the learning adult from approximately age 22 to death with special emphasis on human variability, unique learning styles, and characteristics of the adult learner. Theories of adult learning, studies of intelligence and memory, learning capabilities, abilities, approach, and speed of learning will be considered. Motivation as prerequisite for high-level wellbeing and problem-solving will be studied.

506 Teaching in Adult Education
3 hrs.
This course is designed to provide teachers with a knowledge of special situations incurred in the teaching of adults. Included also are techniques of interpersonal communication with adults, as well as a practical exercise in the designing of learning experiences for adults. Extensive use will be made of audiovisual media, experts in the field, and field observation in adult learning activities. The course should be helpful to administrators in planning inservice programs for their own staff.

508 Seminar in Parent Education
2 hrs.
Emphasis will be placed on cooperative problem-solving between parents and teachers of young children and youth. Problems considered will include such topics as grief and loss through death, divorce, or separation; special needs and contributions of multicultural parents; parents as resource persons and paraprofessionals in the schools, and problems identified by members of the seminar. Members of the seminar report on the current literature available through libraries and community resources and work toward potential solutions of problems.

509 Parent Education for Teachers of Young Children
3 hrs.
Presents a variety of techniques for teachers to use in working together with parents. Teachers will study child-rearing factors which parents most need to know. The course will help teachers to develop their own record-keeping systems, ways of involving parents in their children's education, and ways of making meaningful reports to parents. The education of parents as aides is included.

511 Developmental Reading Theory and Application
3 hrs.
This course is designed to be the initial course in the graduate program in reading. It is designed to present the basic concepts concerning the nature of the reading process and the teaching of reading. Emphasis will be placed on reading as a thinking process and on factors affecting reading performance. Special emphasis will be placed on child development, language development, concept development, physical, psychological, and environmental factors affecting the child's learning. In addition, the course will provide a brief overview of the delivery systems and procedures used in the United States to teach reading. This will involve an historical overview as well as current and potential future practices.

517 Reading in the Content Areas
3 hrs.
Designed to acquaint junior and senior high school teachers with the reading skills which should be taught and refined in their specific curricular areas. An effort will be made to help teachers, through demonstration and practice, achieve optimal benefit from secondary textbooks and related reading materials.

521 Piaget and Young Children
3 hrs.
Examines significant contributions of Piaget to our understanding of young children's learning. Knowledge of how young children think will be applied to early childhood curriculum. Teachers will apply Piagetian tasks and will be able to improve curriculum for young children with growing understanding of these children's minds.

548 Audiovisual Media
3 hrs.
An introduction to audiovisual media as effective means for achieving educational objectives in presentational, interactive, and individualized modes of instruction. Emphasizes evaluation, selection, production, and classroom use of commercially available and locally produced instructional materials. Students are expected to participate in laboratory experiences in which they produce materials such as mounted and laminated pictures and displays, overhead projection transparencies, audio tapes and photographic slides, and to demonstrate proficiency in the operation of audiovisual equipment. In addition to texts, each student should plan to spend $15 or more for supplies and have the use of a simple camera.
familiarity with sources of research, searching the research literature, and educational research and the interpretation of research results. Emphasis is placed on educational situations, and the application of research techniques to evaluation, the basic evaluation models.

This course is intended to develop an understanding of the major types of educational research and the interpretation of research results. Emphasis is placed on familiarly with sources of research, searching the research literature, and interpreting research reports. Each student is expected to design a valid research study.

505 Photographic Field Workshop 2-3 hrs.

Designed for high quality students who wish to study in depth some aspect of their field of specialization under a master of the departmental staff. Prerequisite: Written consent of departmental adviser and instructor.

Open to Graduate Students Only

600 Fundamentals of Measurement and Evaluation in Education 3 hrs.
This course is designed to develop an understanding of the major types of educational research and the interpretation of research results. Emphasis is placed on the application of research techniques to evaluation, the interpretation of quantitative data in educational situations, and the application of basic evaluation models.

601 Fundamentals of Educational Research 3 hrs.
This course is intended to develop an understanding of the major types of educational research and the interpretation of research results. Emphasis is placed on familiarly with sources of research, searching the research literature, and interpreting research reports. Each student is expected to design a valid research study.

602 School Curriculum 3 hrs.
This course, designed for teachers and administrators at all levels, attempts to analyze the decision factors stemming from societal forces, psychological, cultural, and developmental needs and perceptions of learners, and internal structures of the disciplines as guidelines for a curriculum emerging from and serving a democratic society.

603 Social and Philosophical Foundations 3 hrs.
A cultural approach to the development of American educational policy and practice in its broad social setting. Consideration is given to historical, economic, social, and philosophical factors which influence educational thought and practice. The need for historical perspective and sound analysis of conflicting points of view is emphasized in the interpretation of current educational issues and the alternative solutions of present educational problems.

604 Psychological Foundations of Education 3 hrs.
An overview of the psychological forces that influence the learner in his/her educational setting with special emphasis on the nature and significance of human variability, development of self, measurement and evaluation, and a consideration and application of principles of learning in classroom situations.

605 Teaching of Social Studies in the Elementary Schools 3 hrs.
This course is designed to help teachers understand the role of the social studies in the elementary school, gain insight into important considerations in the selection of content, and discover how to guide and assess the learning of children in this field. Planning social studies experiences and ways of working with children in a classroom setting will be emphasized.

606 Early Childhood Workshop: Learning and Curriculum 6 hrs.
This workshop promotes attention to the many factors affecting children's learning priorities and educational plans. Students will use these learning principles as bases for curriculum development. Students will construct materials and equipment and develop curriculum plans. Portions of the course can be designed to meet the individual needs of students. These will be taught by experts from appropriate fields within and outside of the University. Prerequisite: Admission to the master's program in Early Childhood Education.

607 Research Methods in Early Childhood Education 3 hrs.
The purpose of this course is to acquaint the student with major types of research about young children, the steps involved in conducting such investigations, and the basic statistical concepts needed for understanding and designing research. Students will be required to present a research proposal.

608 Seminar in Early Childhood Development 3 hrs.
The content of this seminar may vary each semester depending on the interests and needs of the students, but is invariably designed to provide an in depth exploration of some facet of development in young children. Each student is expected to conduct a search of the literature on a specific topic. Topics may include child-rearing practices, sex-role identification, cognitive development, language acquisition, psychomotor development, and parent education.

609 Early Childhood Education in Perspective 3 hrs.
A study of the history of the education of young children with emphasis on the philosophy, social settings, and people who have influenced the movement.

611 Informal Approaches to Studying Young Children's Development 3 hrs.
The course helps teachers observe, evaluate, and guide young children's growth while developing their skill in informal observation techniques. Teachers will learn about their children from new perspectives, recognizing and meeting children's needs. Evaluation procedures will help account for children's psychological and social growth while creating classroom conditions to maximize this growth.

612 Reading Techniques for the Elementary Classroom Teacher 3 hrs.
This course is designed to provide an in-depth study of the nature of the methods and procedures used in teaching children to read. This course will provide opportunity for the production of original materials to be used in the classroom at the elementary level. Participation in classrooms will be required. Prerequisite: ED 516.

619 Clinical Studies in Readi 3 hrs.
This course is intended to provide the basic information needed in the examination of persons with reading disorders. Interviewing techniques and examination procedures will be the basic content of the course. Emphasis will be placed on the educational, physical, psychological, and sociological factors affecting reading performance. Students will be provided with a knowledge of both standardized and informal reading tests. Students should have the opportunity to construct, administer, and interpret both standardized and nonstandardized reading tests. Emphasis will be placed on producing a practical bibliography of measurement instruments and materials. Prerequisite: ED 312 or 322.

620 Educational Therapy in Reading 3 hrs.
Laboratory application of knowledge gained concerning the psychological, sociological, and physiological factors affecting children's reading ability is stressed. The prevention, diagnosis, and treatment of reading problems is experienced through working with disabled readers. Students will become familiar with testing instruments, their use, administration, and interpretation. Students will also learn techniques of therapy and recognize those factors necessary for effective therapy. Prerequisites: ED 312 or 322 and 619.

622 Middle-Junior High School Curriculum 3 hrs.
This course is designed to provide students with opportunities to examine and evaluate middle-junior high school curricula in a variety of content areas. A primary charge for these students will be the construction of a curriculum program that focuses on the
623 The Early Adolescent Learner 3 hrs.
Theoretical background and research related to the intellectual, emotional, perceptual, social, and personality development of early adolescent learners and appropriate strategies for helping these students realize their potential.

641 Instructional Development 3 hrs.
Intended for media specialists and experienced teachers, this course employs an accountability model for application of media research and technology to actual courses and units of instruction. Students follow a systematic instructional development procedure from task analysis to evaluation, working together with their own students or as assistants and consultants to other professionals. Prerequisite: ED 548 or equivalent.

642 Photographic Communication 3 hrs.
Explores uses of photography in the communication of ideas, considering techniques of composition, lighting, equipment selection, and basic photographic processes as means toward achieving an effective visual statement. Following preliminary assignments, each student plans and produces a picture story or photo essay suitable for publication and a synchronized sound/slide presentation for a specified audience. Considerable laboratory time is required outside of class. In addition, to text materials, each student must have the use of a high quality, versatile camera and should expect to spend $25 or more for supplies. Prerequisite: ED 549 or 550 or equivalent experience.

643 Practicum in Clinical Studies in Reading 3 hrs.
This course is intended to give students experience in employing both informal and formal standardized instruments and techniques necessary for the diagnosis and treatment of the disabled reader. The course emphasizes the use of various measurements pointing out their capabilities and limitations. Skills in interviewing, observing, diagnosing, planning treatment, and working with parents and school personnel are taught. Prerequisites: ED 619 and 620.

646 Studies in Educational Technology 1-3 hrs.
Explores theory and innovative developments in educational technology and suggested practical instructional applications. Such topics as the following may be considered: Design and Analysis of Individualized Instruction, Instructional Simulation and Gaming, Computer Applications in Instruction, and Diffusion and Adoption of Innovative Practices in Education. This course may be repeated for credit as different developments are offered. Prerequisite: ED 548 or equivalent experience.

650 Characteristics of the College Student 2 hrs.
The course is primarily intended for students who are preparing to teach at the college (community, four-year, or graduate) level. As much as practicable, the course will be conducted on an action-research basis. Every opportunity to interact with college students on a firsthand, face-to-face basis will be utilized by the individual members of the class. Course members will be provided to investigate such topics as: the academic adjustment, capabilities, motivations, behaviors, attitudes, and factors affecting the academic achievement of college students; the effects of separation from home and family, effects of interpersonal relations, and effects of campus social life on college students, and economic stability as it affects college students. Prerequisite: ED 601.

652 Language, Reading, and the Young Child 3 hrs.
The course focuses on language and the nature of the reading process and its development in a child from birth through the primary grades. Teachers will explore contemporary reading and language programs from this point of view. Deeper understanding of language-reading processes will enable teachers to arrive at ideal language development/reading programs for the children they teach.

653 Practicum in Reading Therapy 3 hrs.
This course affords students the opportunity to build competencies attained in ED 643 Reading therapy is offered on a student to client basis under the direction of a trained clinical therapist. The course serves as an instructional internship for working with pupils who have problems in reading and related areas. This course will provide graduate students practice in setting up prescriptive instructional objectives, selecting materials in terms of needs, and carefully designing instructional procedures for disabled readers. Prerequisites: ED 619, 620, 643.

656 Organization and Administration of Reading Programs 3 hrs.
This course affords an opportunity for the individual to investigate the processes and procedures which may be employed in organizing and administering reading programs at the elementary and secondary levels. Emphasis is placed on the examination of existing programs and practices with a view toward improving reading education for all students. The course is intended to help students understand the development and management procedures of a reading program, kindergarten through adult basic education. Prerequisites: ED 597, 619, 687.

670 School Climate and Discipline 3 hrs.
This course is designed for teachers and administrators who wish to develop a school or classroom climate which maximizes learning and minimizes discipline problems. Emphasizes new approaches to working successfully with problem students and classes.

687 Improvement of Reading in Secondary Schools 3 hrs.
Designed to aid teachers in developing the reading abilities and skills of their students at the secondary level. Emphasis is placed on aims, materials, and procedures. Graduate students will become knowledgeable about the readability of texts and how to adjust work to range of ability. Opportunities for understanding and using standardized and informal instruments as measures of student progress will be afforded. Emphasis will be placed on the organization of course work for improving reading skills. Prerequisite: ED 312 or 322.

690 The Community College 2 hrs.
Studies the historical development of the junior and community college movement, the function of the community college in the total educational program, the divergent aims and curricula for the developmental, occupational, academic, and vocational courses, the guidance and counseling function, community services programs, and methods and materials of instruction at the college level.

695 Reading Seminar 3 hrs.
This course is designed to be the culminating course in each of the three streams in the master's program in reading. Designed to acquaint teachers, reading specialists, and administrators with the current research and literature pertinent to their areas of specialization. They should further be able to demonstrate an ability to design reading research studies which contribute to the body of knowledge in reading. As this course is intended as the capstone course, it must be taken in the last six hours of graduate work.

697 Special Topics in Reading 1-3 hrs.
A variable credit course designed to provide a vehicle for the development and implementation of special topics in the field of reading. The purpose is to provide students with the opportunity to study topical current issues.

698 Resolving Educational Problems in the Schools 1-6 hrs.
With variable topics and variable credit, this course is offered for in-service teachers, supervisors, and administrators to work together to solve school problems which they are encountering in the field. Problem-solving techniques, theoretical and evidential support for solutions, and workshops will be applied to actual school or classroom situations. The topic of the course will be stated in the Schedule of Classes each time the course is offered. Students may repeat this course, providing topics vary. No more than six hours of 698 may be applied toward a graduate degree.

699 Seminar in College Teaching 2 or 4 hrs.
Designed for students who are interested in preparation for college teaching. The student is expected to enroll for four credit hours, work with a faculty member in his/her major department or unit in a classroom situation for a semester, and attend eight scheduled discussions arranged for all students in the seminar. These discussions will emphasize important topics related to college teaching. Exceptions may be made for the student who already has college teaching experience. In such cases, the student should enroll for two credit hours and attend the seminar discussion sessions only. Prerequisite: Permission of instructor.
621 Needs Assessment and Program Development 3 hrs.
Development of skills in identifying organizational needs related to training programs; design or development of a needs-based training program. Completion of EDLD 620 before enrollment in EDLD 621 is recommended.

622 Training Skills Development 3 hrs.
Acquisition of skills for planning and delivery of instruction in training programs and presentations. Application and demonstration of skills required. Completion of ED 641, Instructional Development, before enrollment in EDLD 622 is recommended.

623 Education and Training Project Management 3 hrs.
Examination of techniques for management of the costs, performance, and scheduling of education and training projects. Development of skills in planning and communicating project information.

645 Research Design and Data Analysis I 3 hrs.
A continuation of the study of the principles and practice of research design and data analysis at both introductory and advanced levels. The principles and practices of statistical methods in data analysis are required. Prerequisite: EDLD 640.

646 Research Design and Data Analysis II 3 hrs.
A continuation of the study of the principles of research design and data analysis techniques. Advanced skills in design and analysis are developed in addition to an examination of design issues in educational settings. Skills in the use of computer programs for data analysis are required. Prerequisite: EDLD 645.

647 Survey Research Design and Analysis 3 hrs.
The principles and practices of survey research design and analysis are the focus of this course. Critical examination is made of the appropriate uses of survey research in response to educational issues. Students are expected to develop instrumentation used in survey research, to engage in the design of a survey research study in a field setting, and to critique survey studies and findings. Prerequisites: EDLD 640 and 645.

652 Evaluation Practicum 1-6 hrs.
Planned field applications of principles of program evaluation. Approved application and permission of instructor required. May be repeated for credit to a maximum of six hours. Graded on a Credit/No Credit basis.

655 Research Methodology Seminar 3 hrs.
A seminar for students seeking advanced theoretical understanding and skill development in educational research methodologies. New methodologies and current research dilemmas are the central focus of the seminar. Prerequisites: EDLD 646 and permission of adviser.

656 Theories of Measurement Seminar 3 hrs.
A seminar for students seeking advanced theoretical understanding of the principles of measurement. Theories of instrument construction beyond classical test theory (e.g., item response theory and generalizability theory) are applied to instruments relevant to education. Prerequisites: EDLD 641 and 646.

657 Evaluation Seminar 3 hrs.
An advanced seminar for the study of theoretical and practical problems in evaluation. Issues of ethics and quality in evaluation are addressed. Prerequisite: EDLD 642.

660 The Principalship 3 hrs.
Survey of tasks and functions of school building administration with applications in planning and decision-making and through use of simulations, case studies, and analytical exercises. Development of knowledge and skill related to tasks and functions of school building administration. Prerequisite: EDLD 602.

661 School Law 3 hrs.
Study of federal and state constitutions, legislation, regulatory guidelines, and court decisions as related to operation of educational institutions and organizations. Development of awareness and knowledge of legal parameters related to education. Completion of EDLD 602 before enrollment in EDLD 661 is recommended.

662 School Business Management 3 hrs.
Development of knowledge and skill in management of business operations in schools. Budget planning, budget management, standardization, accounting, inventorying of equipment and supplies, use of standard budget forms, preparation of required reports. Prerequisite: EDLD 602.
663 Personnel Administration
3 hrs.
Systematic study of personnel administration tasks and functions as applied to education and training. Subtopics include recruitment, selection, orientation, supervision, appraisal, and development of personnel. Emphasis placed on understanding of standards for legal and valid personnel administration practices. Effects of style and behaviors on employee satisfaction and productivity are studied. Prerequisites: EDLD 602 and 640.

664 Curriculum Development
3 hrs.
Principles of curriculum design, study of value premises, action, and skills necessary for organization and administration of the scope and sequence of curricular offerings in educational institutions. Study of the process of curriculum implementation and forces which influence curriculum development. Prerequisites: EDLD 602 and 640.

672 School Finance
3 hrs.
Intensive instruction and discussion of financial and economic value premises involved in the funding and financing of schools. Critical examination of alternative patterns for design of public funding formulas and practices for funding public schools. Consideration of patterns of fiscal resource development other than public funds as a means of financing public or private education. Completion of EDLD 662 before enrollment in EDLD 672 is recommended. Prerequisites: EDLD 602 and 640.

673 Supervision
3 hrs.
Principles and practices of supervision of personnel are studied. Special attention is given to differing perspectives on the supervision function within organizational context. Prerequisites: EDLD 602 and 640.

674 School Community Relations
3 hrs.
Thorough study of the school in interaction with communities served by the school. Consideration of internal and external "communities" and the relationships between and among the "communities" of the school as an organization. Role of communications in school-community relations, consideration of the balance of rights and responsibilities between schools and communities. Prerequisite: EDLD 602.

680 The Superintendency
3 hrs.
Examination of the line and staff roles involved in the "superintendency" with emphasis on the role of the superintendent of schools as the chief executive officer in school and school-related organizations. Prerequisites: Master of Arts in Educational Leadership or equivalent and permission of adviser.

681 Policy Development
3 hrs.
The content of this course includes examination of policy issues, purposes, functions, methods, and approaches for policy development. Critical review of development of policies for educational institutions. Prerequisites: Master of Arts in Educational Leadership or equivalent and permission of adviser.

682 Computer Applications in Administration
3 hrs.
Study, design, and application of computer technologies in performance of administrative functions and tasks in educational organizations. Prerequisite: Permission of adviser.

698 Readings in Educational Leadership
1-4 hrs.
Directed individual study of topics or bodies of knowledge not otherwise treated in department courses. A maximum of four hours earned in EDLD 698 is applicable on degree programs. Prerequisite: Permission of adviser.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

720 Specialist Project
6 hrs.

725 Doctoral Research Seminar
2-6 hrs.

730 Doctoral Dissertation
15 hrs.

735 Graduate Research
2-10 hrs.

Health, Physical Education, and Recreation (PEGR)

Zabik, Chairperson; Professors Chestum, Davis, Heing, Ray; Associate Professors Dawson, Jevert, Meyer; Assistant Professors Berkey, Moss, Powell.

500 Studies in Health, Physical Education, and Recreation
1-2 hrs.
In-depth study of selected topics in HPER. Format can include clinics, workshops, seminars, travel and/or mini-courses, and provide opportunity to acquire skills and teaching techniques. State, national, and international authorities or consultants may be involved. Topics include Aesthetics of Sport; Ethics in Sport; Nutrition and Fitness; Outdoor Education; Physical Fitness; Relaxation; Special Physical Education Activities; Therapeutic Recreation.

Open to Upperclass and Graduate Students

510 Modern Health for Teachers and Health Professionals
3 hrs.
This course, designed for teachers and health professionals who have need of current knowledge in health science, surveys topics such as mental health, nutrition, substance abuse, physical fitness, chronic diseases, and stress management. Consideration is given to psychological, sociological, and cultural factors that influence health improvement. Attention is given to special factors of health and illness of children and adolescents. This course is not open to Health Education majors and minors.

512 Principles, Practices, and Methods in Health Education
3 hrs.
This course surveys the history, philosophy, and methods of health education. The philosophical basis and practices of health education are discussed in terms of needs and capabilities of people and factors that influence their development and actualization. Emphasis is placed upon the promotion of health and prevention of disease, disability, and premature death. Curriculum development and teaching methods focus on content and strategies considered most effective in teaching disease prevention, health promotion, and self-actualization.

514 Methods and Materials in Health Education
2 hrs.
Lectures and demonstrations with emphasis on effective health supervision of school children, principles and practices of health teaching in the various grades, and interrelation of this teaching with that of other subjects in the curriculum. Prerequisites: PEGR 314 and 315, or consent of instructor.

516 Issues in Health Education
1-4 hrs.
Issues vary or occasionally repeat depending on the timeliness of the topic. Following are currently recommended themes: Students may register for 516 more than once but may not repeat the same issue. Topics include: Improving Health Behavior; Alcohol and Drug Education; Sexually Transmitted Diseases; Consumer Health; Cardiovascular Health; Stress Management; Bio Feedback; Patient Education; Health Careers; Parent Education; Wellness and Lifestyle; Safety and Health in the Industrial Setting.

520 Physical Activities for Exceptional Children
3 hrs.
Physical and recreational activities and games used in corrective, adaptive, and general physical education programs for special education children.

521 Therapeutic Trends for Exceptional Children
3 hrs.
A study of past, present, and future trends in habilitation and rehabilitation programs for handicapped people.

530 Practicum in Teaching and Coaching
1-2 hrs.
Demonstrations, participation, and evaluation on teaching and coaching fundamentals in selected sports. A graduate student may apply a maximum of four credits from 530 courses toward the master's degree program. Sports include: Archery; Badminton; Basketball; Football; Golf; Gymnastics; Ice Hockey; Judo; Karate; Soccer; Swimming; Track and Field; Volleyball; Wrestling; Yoga.

535 Principles and Problems of Coaching
2 hrs.
Various dimensions and forces affecting coaching are identified and explored, including educational implications of sport and coaching, characteristics of coaches and athletes, vital relationships, motivation, emotions, behavior, discipline, selecting and evaluating personnel, scientific principles, and systems of training, the organization and planning of practices and total programs.
540 Movement Education
2 hrs.
A concept in physical education which deals with the way children learn the basic principles of how their bodies move.

560 Administration of Physical Education
2 hrs.
For administrative officers, as well as for teachers and directors of physical education includes a study of representative programs of physical education and a discussion of standards for evaluating such programs. Case studies examined.

562 Administration of Athletics
2 hrs.
Discusses administrative procedures and problems connected with athletic programs, including scheduling, facilities, personnel problems, school law and liability, eligibility, finance, safety, and the conduct of athletic events.

572 Recreation for the Aging
2 hrs.
An overview of aging, especially as it relates to leisure pursuits and organized recreation.

580 Studies in Athletic Training
1-2 hrs.
Listed with various topics. A lecture-demonstration course concerned with the prevention, diagnosis, and treatment of sports type injuries. Prerequisites: BMED 211, 240, PEPR 380.

590 Exercise Physiology
2 hrs.
The mechanics of muscular contraction, nerve impulse conduction, oxygen exchange, and circulatory efficiency are discussed. Basic principles concerning the adaptation of the human body to stress in the form of strenuous physical exercise are applied to the training and conditioning of competitive athletes. Prerequisites: BMED 210, 240.

591 Evaluation in Health, Physical Education, and Recreation
2 hrs.
Acquaints students with the theory, selection, construction, administration, interpretation of appropriate tests in the field. Class activity will include study and discussion of selected tests, application, scoring, interpretation, and construction of tests.

595 Analysis of Movement in Sport
2 hrs.
The study of movement of muscles and the application of kinesiology to physical activity.

598 Reading in Health, Physical Education, and Recreation
1-2 hrs.
Advanced students with good academic records may elect to pursue independently a program of readings in areas of special interest. Prerequisite: Approval of graduate director in Physical Education.

Open to Graduate Students Only

630 Advanced Coaching
1-2 hrs.
Advanced theories of conditioning, training, practice organization, scouting, game and tournament planning, skill analysis and correction, defensive and offensive strategies, safety procedures, purchases and care of equipment, public relations, and promotion specific to each sport. A graduate student may apply a maximum of eight hours credit from PEGR 530 and 630 combined toward the master's degree program.

641 Physical Education for Preschool, Elementary, and Middle School
2 hrs.
A study of the development needs of the child in terms of physical activity, the role of physical education in childhood education, the responsibilities of the classroom teacher in this area, demonstrations and practice in teaching activities.

642 Motor Development
2 hrs.
Scientific evidence studied to determine the nature of motor learning and its inter-relationships with physical growth, biological maturity, and social development.

643 Psychology of Motor Learning
2 hrs.
An overview of major concepts and conditions important for the learning of motor skills and emphasis on the introduction and explanation of the psychomotor domain.

645 Curriculum Building in HPERS
2 hrs.
A critical analysis of Health, Physical Education, and Recreation programs. This interdisciplinary approach reflects local, national, and international developments. Construction of a comprehensive program, curriculum models, and program evaluation are highlighted.

648 Advanced Studies in Motor Development
1-3 hrs.
A series of advanced seminars dealing with specific topics in motor development and special physical education. Emphasis will be placed on in depth study of theories, problems, practices, and issues with appropriate lectures and experiences leading toward the development of a research project or a master's thesis. Topics include: Play Theory, Psychology of Sport, Mainstreaming Developmental Programs in Special P.E., Aquatic Programs in Special P.E.

650 Socio-Cultural Foundations in HPERS
2 hrs.
The course is intended to investigate and identify the function of sport in contemporary society with special emphasis on the relationship of sport to social institutions. A cross-cultural approach.

661 Problems and Trends in Health, Physical Education, and Recreation
2 hrs.
Deals with modern trends, and with instructional and supervisory problems involved in conducting an effective program of physical education including a critical appraisal of present practices.

668 Advanced Studies in Administration of Physical Education and Athletics
1-3 hrs.
A series of advanced seminars dealing with specific topics in administration of physical education and athletics. Emphasis will be placed on in depth study of theories, problems, practices, and issues with appropriate lectures and experiences. Topics include: Planning Facilities, Business Procedures, Public Relations, Promotion, Administration of Athletic Programs, Legal Liability.

680 Advanced Studies in Athletic Training
1-3 hrs.
A series of advanced seminars dealing with specific topics in sports medicine. Emphasis will be placed on in depth study of theories, problems, practices, and issues with appropriate lectures by physicians and specialists in the field. Professional sports medicine seminars will complement conventional on-campus study. Prerequisite: Completion of 580 series or consent of instructor. Topics include: a. Sports Medicine: Applied Anatomy and Physiology, b. Sports Trauma Assessment and Management, c. Sports Trauma Physical Therapy, d. Administration of an Athletic Training Program, e. Emergency Procedures and Orientation.

690 Research Procedures in Health, Physical Education, and Recreation
3 hrs.
Research procedures in health, physical education, and recreation and sports. Introductory principles of scientific inquiry, research methods applicable to these fields, evaluation of published research, and procedures for developing a research design.

691 Psychological Foundations in HPERS
2 hrs.
An overview of the application of psychology to physical education and sport with special emphasis on transcendent experiences in sports and the consciousness of sports.

696 Advanced Studies in Exercise Science
2 hrs.
A series of advanced seminars dealing with specific topics in exercise science. Emphasis will be placed on in depth study of theories, problems, and issues with appropriate lectures and experiences leading toward the development of a research project or a master’s thesis.

Open For Graduate Students Only—Please refer to The Graduate College section for course descriptions. (Prerequisite: Approval of graduate director in Physical Education.)

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

Special Education (SPED)

Eisenbach, Chairperson; Professors Hannaford, Nicolau, Patterson, Sellin, Associate Professors Harris, Icabone.

Open to Upperclass and Graduate Students

512 In-Service Professional Development
1-4 hrs.
This course is designed for teachers, counselors, psychologists, social workers, and others interested in studying selected aspects of special education at appropriate locations, such as state hospitals and special schools. A variety of instructional experiences is provided, including conferences. Credit for this course is not applicable toward a graduate degree in Special Education.
527 Exceptional Learners in Regular Elementary Programs
3 hrs.
This course is designed for prospective elementary teachers. Emphasis is placed on the types of exceptional learners found in elementary programs. Required adaptations and modifications, and available resources and services for these learners are stressed. Prerequisites: Consent of the department. Not acceptable for Special Education majors or for an Endorsement Program in Special Education.

529 Exceptional Learners in Regular Secondary Programs
3 hrs.
This course is designed for prospective secondary teachers. Emphasis is placed on the types of exceptional learners found in secondary programs. Required adaptations and modifications, and available resources and services for these learners are stressed. Prerequisites: Consent of the department. Not open for Secondary Education majors or for an Endorsement Program in Special Education.

530 Education of Exceptional Persons
3 hrs.
This course deals primarily with the problems of individuals who are atypical in terms of their sensory, physical, mental, emotional, and learning characteristics. Emphasis is placed on developing an understanding of the psychological, sociological, multi-cultural, philosophical, legal, and educational aspects of each type of exceptionality, including education in the Least Restrictive Environment.

532 Nature and Needs of the Mentally Retarded
4 hrs.
This course is intended for teachers and other personnel serving the mentally retarded. Course objectives include an understanding of the causes, diagnoses, classifications, and major educational interventions related to mental retardation. Prerequisite: Consent of department.

533 Diagnostic and Prescriptive Techniques in Special Education
4 hrs.
This course, based on the Clinical Teaching Model, provides a thorough study of educational diagnostic instruments and techniques and will precede the students' utilization of these measures in evaluating exceptional persons in their curricular areas. Diagnostic findings will be translated into individualized educational prescriptions. The course is intended for majors enrolled in Special Education curricula. Prerequisites: Concurrent enrollment in SPED 534 and consent of department.

534 Curricular and Instructional Provisions for Exceptional Children and Youth
4 hrs.
This course examines critical issues in determining curricular expectations for atypical individuals. Based on the Clinical Teaching Model, essentials in ascertaining appropriate behavior for these pupils will be combined with identifying and evaluating a variety of educational methods and materials. Students enrolled in this course will be expected to delineate behavioral goals for those evaluated in SPED 533 and translate diagnostic data into meaningful educational programs within a supervised practicum setting. Prerequisites: Concurrent enrollment in SPED 533 and consent of department.

535 Adapting Teaching Strategies for Exceptional Persons
3 hrs.
This course consists of a combination of classroom and field-based experiences designed to integrate the philosophy and techniques of inquiry teaching into the Clinical Teaching Model. Students will be provided content and resources in science and mathematics for use with handicapped learners.

542 Introduction to the Severely Impaired
3 hrs.
This course is designed to provide basic knowledge about severely impaired persons. The problems of severe impairments are examined in light of biomedical, legal, sociological, and educational perspectives. Special emphasis within the perspective of education includes information regarding management, assessment, instruction, and organization. Prerequisite: Consent of department.

543 Orthopedic Conditions—Therapeutic and Educational Implications
4 hrs.
This course is intended for teachers of physically handicapped and otherwise health impaired individuals. Course objectives include a major emphasis on the medical conditions leading to orthopedic impairments and an understanding of the psycho-social implications of such impairments. Emphasis is also given to the educational and therapeutic needs of physically impaired children and youth. Prerequisites: SPED 530 and 531.

544 Educating the Severely Impaired
3 hrs.
This course develops specific skills in the assessment, prescription, implementation, and evaluation of educational programs for the severely impaired. Course content focuses upon the areas of mobility, communication, sensorimotor development, self-help skills, cognition, and adaptive behavior. Prerequisite: Consent of department.

560 Educational Provisions for Handicapped Adolescents and Young Adults
3 hrs.
This course provides the student with knowledge and awareness about the components of secondary and post-school special education programs. Focus will be placed on the physical, intellectual, emotional, and social development of adolescents and young adults. Academic, social, career, and vocational needs of and programs for handicapped adolescents and adults will be discussed.

588 Behavior Disorders in School-Aged Learners
3 hrs.
This course deals with aspects of disturbed or disturbing behavior related to the school program. Issues and problems associated with normal development, concepts of diagnosis, and the incidence of maladjustment will be reviewed. The characteristics, causes, diagnosis, and treatment of behavior disorders of handicapped learners will be examined in terms of their cultural and educational implications. Therapeutic, environmental, and classroom interventions will be presented and strategies for prevention will be analyzed. Prerequisites: SPED 530 or equivalent and consent of department.

589 Programs and Intervention Strategies for the Socially and Emotionally Maladjusted
4 hrs.
This course emphasizes psychoeducational techniques and procedures applicable to socially-emotionally maladjusted children in various special or public school settings. Theories, current educational programs, and classroom practices in behavioral management will be reviewed. Prerequisites: SPED 530 or equivalent and consent of department.

598 Readings in Special Education
1-4 hrs.
This course is designed for students interested in independent study. Topics chosen must be approved by the instructor and chair of the department. The course may be repeated for credit. Prerequisite: Consent of department.

Open to Graduate Students Only

620 Advanced Assessment of the Exceptional Learner
2 hrs.
This course is designed to provide graduate students in special education with advanced assessment techniques appropriate for graduate level students. Emphasis is given to the interpretation of norm-referenced and criterion-referenced tests. Topics such as non-discriminatory testing, multi-cultural considerations, and selection of instruments will be discussed. Prerequisite: Consent of department.

621 Curriculum Development for Exceptional Learners
2 hrs.
This course is designed to provide experienced special education personnel with knowledge and skills in the conceptualization, construction, adaptation, and evaluation of curriculum for handicapped learners in both self-contained and resource-type programs. Legal, social, cultural, financial, and theoretical forces that impact on curricula will be discussed. Prerequisite: Consent of department.

622 Development and Assessment of Preprimary Exceptional Children
4 hrs.
This course is designed to provide teachers with an in-depth understanding of normal and abnormal development patterns of preprimary children (birth to 5 years of age) as related to mental subnormality, neurologic dysfunction, communication disorders, physical and sensory impairments, and emotional disturbance. Emphasis will be placed on developmental assessment and the collecting and reporting of diagnostic information. Prerequisite: Consent of department.

623 Curriculum and Methods for Preprimary Exceptional Children
4 hrs.
This course is designed to provide teachers with skills in translating diagnostic information into a meaningful educational plan for children (birth to 5 years of age). Emphasis will be placed on situation-specific teaching roles as well as curricular and methodologic strategies in preprimary special education. Prerequisite: Consent of department.
264 Fundamentals of Learning Disabilities
2 hrs.
This course, designed for teachers and other personnel, focuses on basic knowledge in the area of learning disabilities. Historical perspectives, definitions, and major issues will be explored. Service delivery systems, identification and evaluation procedures will be examined and evaluated. Prerequisite: Consent of department.

630 Clinical Practice in Special Education
3 hrs.
This course serves as a culminating, practical experience within the Master Clinical Teacher program. Students will apply the Clinical Teaching Model in practical situations with exceptional learners. In addition, students will demonstrate supervisory and interdisciplinary communication skills associated with a consultant role. This course is offered on a Credit/No Credit basis. Prerequisite: Consent of department.

633 Education of Gifted and Talented Children and Youth
2 hrs.
This course is designed for regular classroom teachers, administrators, and other personnel. The characteristics of gifted and talented learners will be discussed. Personal, social, and multi-cultural factors which directly or indirectly influence the growth and development of these individuals will be considered. Attention will be given to methods and criteria used in identifying and programming for gifted, talented, and creative individuals. Prerequisite: Consent of department.

634 Advanced Theory and Practice in Learning Disabilities
2 hrs.
This course will examine several theoretical perspectives which attempt to explain why learning disabled children fail to learn. Under each perspective, selected theorists will be studied in terms of their specific theory and its application to the Clinical Teaching Model. Emphasis will be placed upon the treatment validity of the remediation methodology derived from each theory. Prerequisite: SPED 533, 534, and consent of department.

635 Counseling Parents of Exceptional Children and Youth
3 hrs.
This course explores the dynamics of parents' reactions to their exceptional children and youth. Techniques for helping parents deal with stressful situations in the home, school, and community are developed. Prerequisite: Consent of department.

636 Topical Seminar in Special Education
2 hrs.
This course is designed to provide a survey or in-depth coverage of topics directly related to the education of exceptional children and youth. The course may be repeated for credit. Prerequisite: Consent of department.

637 Research and Evaluation Techniques in Special Education
4 hrs.
This course is designed to provide students with skills and knowledge of research and evaluation in the following areas: the role of research and evaluation in special education, the use of the scientific approach, research and evaluation designs, observation and measurement, statistical analysis, interpretation of research, and evaluation reports, and report writing. Prerequisite: Consent of department.

638 The Application of Behavior Theory to Classroom Teaching
3 hrs.
This course examines the principles of behavior theory as related to academic and non-academic behaviors of exceptional children. General and specific methods for generating, strengthening, and maintaining desirable behavior, and methods for weakening undesirable behavior are presented. Prerequisite: Consent of department.

640 Organization and Administration of Special Classes and Services for the Handicapped Persons
2 hrs.
This course examines the principles and practices of organization and administration of special education programs at the state, intermediate and local levels. Prerequisite: Consent of department.

641 Supervision of Special Education Programs and Services
3 hrs.
This course is designed to provide the experienced special educator with specific knowledge and skills necessary for supervising personnel who are providing direct services to exceptional learners. Emphasis will be given to those procedures utilized in selecting personnel, identifying resources for program development and support, facilitating change in teacher behavior, and evaluating the effectiveness of program operations and personnel. Prerequisite: Consent of department.

642 Developing Techniques for In-Service Training in Special Education
2 hrs.
This course is designed to inform students of the issues and problems involved in developing in-service education and to provide students an opportunity to design and present in-service programs for critique. Determining the needs of a given target population and an examination of delivery systems currently in use will be emphasized. Prerequisite: Consent of department.

643 Legal and Financial Aspects of Special Education
3 hrs.
The current legislative and financial bases for special education (national, state, and local levels) will be examined in relation to the development and modification of special education programs. The basic concept of budgeting of resources and expenditures will be discussed. Prerequisite: Consent of department.

650 Seminar on Special Education in Higher Education
3 hrs.
This course examines the structure of higher education and the roles a faculty member plays within a department, a college, and a university (e.g., teaching competence, professional recognition, and service). In addition, current issues in higher education and teacher education will be examined. Prerequisite: Consent of department.

656 Advanced Educational Foundations of Special Education
3 hrs.
This course is provided for students who have acquired extensive professional preparation and broad experience in the education of exceptional persons. An in-depth knowledge of etiologies and characteristics of exceptionalities will be developed. Attention will be given to historical, social, cultural, economic, and psychological factors which have influenced or may influence the roles, functions, and structure of public schools, institutions, and agencies, and the programs and services provided for exceptional learners. Prerequisite: Consent of department.

659 Application of Learning Theories to Educational Programming for Exceptional Learners
2 hrs.
This course will offer an overview of theories of learning as they apply to exceptional learners. An in-depth analysis of selected theories will be conducted in order to compare and contrast the relationships of each to the development of long-term goals for handicapped learners. Prerequisite: Consent of department.

661 Consultation Skills for Special Education Personnel
2 hrs.
This course is designed to provide the student with those knowledge and skills related to the consultative role of the special educator. Emphasis will be on models of teacher consultation and the development of those interpersonal skills related to the consultative role. Prerequisite: Consent of department.

674 Directed Teaching in Special Education
3-6 hrs.
This course is a requisite for graduate students who are preparing to teach in special education and is preferably taken after directed teaching has been completed in a regular classroom. This course is graded on a Credit/No Credit basis and is cross-listed with ED 674.

675 Internship in College Teaching
3 hrs.
This course is designed specifically for students officially admitted to the doctoral program in Special Education. The student will be expected to evidence ability to plan and execute instructional tasks, develop and apply appropriate evaluative techniques, and interpret student performances. Prerequisite: Consent of department.

688 Classroom Management
2 hrs.
This course deals with techniques for the physical, instructional, logistic, and behavioral management of classrooms. Various management strategies will be discussed and several will be focused upon in detail. Prerequisite: Consent of department.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.

730 Doctoral Dissertation
15 hrs.

Course descriptions: Numbers following course title indicate hours of lecture and laboratory per week during a semester (lecture hours-laboratory hours).

Graduate Offerings:
- Consumer Resources and Technology (with Vocational Education courses)
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Paper and Printing Science and Engineering

Consumer Resources and Technology (CRT)

Coates, Chairperson; Professors Humbert, Risher; Associate Professors Benne, Petersons, Steinhaus; Assistant Professor Dannison.

Open To Upperclass and Graduate Students

500 Seminar in Distribution (3-0)
3 hrs. Fall, Winter
An intensive study of problems related to distribution. This seminar is especially recommended for seniors and graduates interested in food and petroleum distribution.

522 Textile Clinic (2-0)
2 hrs. Summer
Investigation of textile problems, resources, and research. Prerequisite: CRT 220 or permission of instructor.

524 The Socio-Psychological Aspects of Clothing (3-0)
3 hrs. Fall—Even Years
Study of dress and adornment as related to human behaviors. An interdisciplinary approach to clothing-related research and non-verbal communication, person perception, and group conformity.

565 Problems in Nutrition (3-0)
3 hrs. Summer
A discussion of current problems in nutrition. Not open to dietetics majors. Prerequisite: CRT 260 or equivalent.

590 Project/Problems in Consumer Resources and Technology
1-4 hrs. Fall, Winter, Spring
Directed independent project in specialized curricula within Consumer Resources and Technology. Prerequisite: Department approval.

598 Independent Study in Consumer Resources and Technology
1-6 hrs. Fall, Winter, Spring, Summer
Directed independent advanced study in subject matter area not otherwise treated in departmental courses. Department approval required prior to enrollment.

Open to Graduate Students Only

600 Clothing Techniques (1-3)
2 hrs.
Meets the needs of the advanced student in clothing construction techniques.

602 Tailoring Techniques (1-3)
2 hrs.
Specialized tailoring techniques in coats and suits. Problems in the use and performance of new textiles in clothing.

604 Studies in Textiles and Clothing (2-0)
2 hrs.
Concentrated study of specifics within these fields relating to the interests of the students. Can be repeated if topic is different to maximum of six hours.

610 Nutrition in the Life Cycle (2-0)
2 hrs.
Concentrated study of nutritional needs throughout the life cycle. Emphasis on (1) maternal and child nutrition, (2) adolescent and young adult nutrition, and (3) aging and nutrition on a three-year rotation basis. Student can enroll for any stage or for each stage in subsequent semesters. Prerequisite: CRT 460 or 565.

614 Nutrient Metabolism I (2-0)
2 hrs.
Study of the functions, requirements, and interrelationships in metabolism of energy, protein, carbohydrate, and lipids.

615 Nutrient Metabolism II (2-0)
2 hrs.
Study of the functions, requirements, and interrelationships in metabolism of vitamins and minerals.

616 Consumer Education (2-0)
2 hrs.
Marketing problems and consumer credit. Students work on individual problems which concern the buying consumer goods.

618 Teaching of Specific Subjects in Consumer Resources and Technology (2-0)
2-4 hrs.
Intensive study of teaching techniques unique to specialized subject matter offered in variety of curricula in consumer resources and technology.

622 Occupational Laboratory Experience
2-3 hrs.
A supervised experience program in a specific occupational area. Prerequisite: VE 542 or permission of instructor.

636 Teaching for Independent Living (3-3)
4 hrs.
Provides a practical background and a basic understanding of skills and problems of the homebound and visually impaired.

648 Adult Education in Homemaking (2-0)
2 hrs.
Influence of developmental needs of adults and changes in society affecting families in developing adult programs in homemaking education.

652 Family Life Education (3-0)
3 hrs.
Current issues, trends, and methods in teaching family life education.

654 Housing (2-0)
2 hrs.
Economic and social aspects of housing. Single, duplex, and multiple housing problems considered.
660 Studies in Family Relationships (3-0)
3 hrs.
Concentrated study of specifics in family relationships.

664 Seminar in Home Economics (2-0)
2 hrs.
Investigation and discussion of current research and literature in specified home economics topics.

666 Studies in Home Economics Education (2-0)
2-6 hrs.
Investigation of certain areas in home economics education selected to meet individual needs of the students. May be taken more than once if subject matter is different. Maximum credit is six hours.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

Vocational Education Courses (VE)
The following courses are designed for professional preparation in Vocational Education programs.

Open to Upperclass and Graduate Students

512 Principles of Vocational Education (3-0)
3 hrs.
The place and function of the practical arts and vocational education in the modern school. Fundamental principles upon which this work is based. For teachers of agriculture, business, distributive education, home economics, industrial subjects, office subjects, and for vocational administrators.

513 Technical Education Methods (3-0)
3 hrs.

514 Workshop in Vocational-Technical Education
1-3 hrs.
Designed to assist vocational education personnel meet vocational education program standards of quality mandated by the vocational-technical education service. Workshop topics will vary to meet vocational education personnel needs. Students may enroll for more than one topic, but in each topic only once, to a maximum of three hours credit. Prerequisite: Vocational certification or consent.

542 Occupational Education (2-0)
2 hrs.
Planning for wage earning programs at the secondary and adult levels.

543 Coordination Techniques in Cooperative Education (3-0)
3 hrs.
This is a study of duties and responsibilities of the teacher-coordinator. The organization and establishment of training programs, supervision of trainees on the job, development of individual training programs, establishing working relationships between the school, business, and home; and participation in activities in the community, especially adapted to current and prospective coordinators.

Open to Graduate Students Only

612 Studies in Technology
1-4 hrs.
Designed to permit students to take advantage of opportunities offered through technical workshops, seminars, short courses, or field research offered on campus or in industry under the supervision of a member of the graduate faculty. Prerequisite: Consent of instructor and department chair prior to registration.

613 Vocational Laboratory Experience
2-3 hrs.
Supervised industrial experience, requiring full-time employment for at least one semester. Students will study and participate in experiences in a specific occupational area. Prerequisite: Consent of instructor and department chair prior to registration.

614 Administration and Supervision of Practical Arts and Vocational Education (2-0)
2 hrs.
Emphasizes functions of administration and supervision, and problems involved in organizing and operating vocational-technical education programs. For teachers, administrators, and supervisors of vocational education programs and those preparing for such positions.

615 Trends in Technology and Employment (2-0)
2 hrs.
Major occupational shifts resulting from recent advances in science and technology. The changing nature of the labor force, economic and sociological implications of automation and atomic power.

616 Occupational Selection and Training (3-0)
3 hrs.
Primarily designed for vocational-technical teachers and administrators. Special emphasis on adapting instruction to individual needs.

617 Seminar in Vocational Education (2-0)
2-6 hrs.
An intensive study of problems related to vocational education. Topics vary from semester to semester, and a student may take more than one topic up to a maximum of six hours. See schedule for specific topical offerings and credit hours in any one semester or session.

643 Measurement and Evaluation in Vocational Education (2-0)
2 hrs.
Preparing and using written and performance tests. Includes interpretation of test results, and evaluation of achievement.

645 Laboratory Planning and Organization (2-0)
2 hrs.
Planning a laboratory and selecting equipment and supplies for the facility including selection, development, and preparation of instructional materials and instructional media for multiple activities in instruction at the junior and senior high school levels.

646 Teaching Problems in Vocational Education (2-0)
2 hrs.
Advanced individual or small group study of teaching methods, techniques, and technical problems. Emphasis placed on problem solving, pupil planning, and demonstration techniques. A teaching program unique to a particular school required.

Open to Upperclass and Graduate Students

501 Introductory Power Systems (3-0)
3 hrs.
An introduction to electrical power systems for non-electrical engineering students. Prerequisites: EE 211, MATH 374.

530 Power System Analysis (3-0)
3 hrs.
Modern systems, control, optimization, network theories, matrix language, computer methods, steady state. Prerequisite: EE 430.

Open to Graduate Students Only

605 Microcomputer Systems (2-3)
3 hrs.
Analysis and design of microcomputer-based systems with emphasis on applications. Prerequisite: A computer programming course.

610 Network Synthesis (3-0)
3 hrs.
Synthesis of active and passive networks. Prerequisite: EE 310.

630 Power Systems Analysis II (3-0)
3 hrs.
Continuation of EE 530, with emphasis on transient analysis of power systems. Prerequisite: EE 530.

670 Modern Control Theory (3-0)
3 hrs.
Modern control theory using "state variable" formulations provides a unified approach to a wide variety of problems. Depends on matrix theory and linear algebra. Prerequisite: EE 371 or permission of instructor.

697 Problems in Electrical Engineering
1-6 hrs.
Special problems based on individual need or interest under the direction of a member of the Graduate Faculty.

Industrial Engineering (IEGM)

Wol, Chairperson; Professors Bafia, Munsterman, Rayl; Associate Professors Aldrich, Boughner, Cheek, White, Wygant, Assistant Professor Akers.

Industrial Engineering and Manufacturing Administration

Open to Upperclass and Graduate Students

500 Labor Management Relations (3-0)
3 hrs.
Interplay among government agencies, labor organizations, and management. Particular emphasis is placed on collective bargaining procedures, issues, and applications through case studies. Prerequisite: IEGM 403 or permission of instructor.
### Advanced Work Analysis (3-0)
3 hrs.
Synthesis of effective work methods using a predetermined basic motion time system. Methods-Time Measurement, standard data system development, and administration. Prerequisite: IEGM 305 or permission of instructor.

### Advanced Quality Control (3-0)
3 hrs.
Analysis and application of new concepts in the fields of quality control. Tests of significance, probability studies, and other uses of statistics as applied to quality control. Prerequisite: IEGM 318 or 328 or permission of instructor.

### Human Factors Engineering (2-3)
3 hrs.
A survey of research on the adaptation of equipment, products, and environment to human use. (Cross-listed with PSY 542.)

### Open to Graduate Students Only

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>600 Concepts and Principles for Manufacturing Administration (3-0)</td>
<td>3 hrs.</td>
<td>To study the concepts of supervision with particular design for those who have had little or no previous academic orientation to the principles, concepts, and philosophy of industrial supervision.</td>
</tr>
<tr>
<td>604 Facilities Planning and Design (3-0)</td>
<td>3 hrs.</td>
<td>An analytical approach to the planning and design of manufacturing facilities and material handling systems. Prerequisite: IEGM 404, 414, or permission of instructor.</td>
</tr>
<tr>
<td>606 Capital Budgeting for Engineers (3-0)</td>
<td>3 hrs.</td>
<td>Concepts, principles, and techniques of making decisions pertaining to the acquisition and retirement of capital goods by industry and government. Topics include the time value of money, basic economic decision models, effect of taxation and depreciation on economic decision, and capital allocation. Not open to those with credit in IEGM 310.</td>
</tr>
<tr>
<td>608 Reliability Engineering (3-0)</td>
<td>3 hrs.</td>
<td>The formulation of mathematical models for reliability allocation and redundancy. Topics include time dependent and time independent prediction measures for both maintained and non-maintained systems. Prerequisite: MATH 360 or 362.</td>
</tr>
</tbody>
</table>

### Mechanical Engineering (ME)

- **Kenig, Chairperson; Professors Hamelink, Matthews; Associate Professors, Eastwarren, Groper, Henny, House, Sharme, Williams; Assistant Professors Cho, Sahin, VanderBrink.**

#### Open to Upperclass and Graduate Students

<table>
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</thead>
<tbody>
<tr>
<td>531 Energy Management (3-0)</td>
<td>3 hrs.</td>
<td>Winter Theory and application of industrial energy audits. Energy conservation and waste heat recovery. Prerequisite: ME 332 or consent.</td>
</tr>
<tr>
<td>553 Advanced Product Design (3-0)</td>
<td>3 hrs.</td>
<td>An engineering design project from concept to adoption. Static and dynamic analysis. Mechanical systems design and layout. Prerequisite: ME 360, 453.</td>
</tr>
<tr>
<td>558 Mechanical Vibrations (3-0)</td>
<td>3 hrs.</td>
<td>Winter A study of the oscillatory motion of physical systems with emphasis on the effects of vibrations on the performance and safety of mechanical systems. Prerequisites: ME 355, MATH 374.</td>
</tr>
</tbody>
</table>

### Mechanical Engineering Analysis (3-0)
3 hrs. | Fall | Application of vector analysis and differential equations to the solution of complex engineering problems. Prerequisite: ME 360 or equivalent. |

### Engineering Materials (3-0)
3 hrs. | Spring-odd yrs. | Material selection for resistance to both load and environment. Design parameters for material selection and various metal systems, corrosion, service failures and mechanical behavior or engineering alloys at high and low temperatures. Prerequisite: ET 353. |

### Open to Graduate Students Only

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<tbody>
<tr>
<td>632 Energy Resources and Conversion (3-0)</td>
<td>3 hrs.</td>
<td>Fall</td>
</tr>
<tr>
<td>695 Advanced Topics in Mechanical Engineering: Variable Topics</td>
<td>1-4 hrs.</td>
<td>A specialized course dealing with some particular advanced area of Mechanical Engineering not included in other course offerings. May be repeated for credit with a different topic up to six credits. Prerequisite: Consent of instructor.</td>
</tr>
<tr>
<td>697 Problems in Industrial Engineering</td>
<td>3 hrs.</td>
<td>Special problems of individual need or interest under the direction of a member of the graduate faculty. May be repeated up to a maximum of six hours.</td>
</tr>
</tbody>
</table>

### Paper and Printing Science and Engineering (PAPR)

- **Valley, Chairperson; Gottesman Professor Janes; Professor Byke, Associate Professors Darling, Fisher, Kline, Peterson; Assistant Professor Bobalek.**

#### Open to Graduate Students Only

<table>
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<tr>
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<tbody>
<tr>
<td>600 Surface and Colloid Chemistry (2-3)</td>
<td>3 hrs.</td>
<td>Winter</td>
</tr>
<tr>
<td>620 Paper, Printing, and Ink (2-3)</td>
<td>3 hrs.</td>
<td>Winter</td>
</tr>
</tbody>
</table>
640 Coating Rheology (2-3)
3 hrs.
The theories of flow of non-Newtonian liquids are discussed as they apply to pigmented coating systems. Further theories are formulated and evaluated in the lab to attempt to explain the behavior of coating under the shear conditions found in coating application systems.

660 Mechanics and Optics of Paper and Fibers (2-3)
3 hrs.
The mechanics and optics of individual fibers and fiber networks will be considered from both theoretical and measurement standpoints. Stress-strain analysis, theory of elasticity and flow, statics, reflection, absorption, transmission, and light scattering of these systems will be covered.

680 High Polymer Topics (3-0)
3 hrs.
The physical chemistry, engineering properties, and behavior of synthetic and natural polymers and their solutions are presented. Methods of characterization and significance of molecular parameters are included.

690 Pulp and Paper Operations I (2-3)
3 hrs.
A study of unit operations integral to pulp and paper manufacturing. The interdependence, design and optimization of the unit processes are included. The pulp manufacturing and chemical recovery phases are emphasized.

691 Pulp and Paper Operations II (2-3)
3 hrs.
Continuation of the study of the unit operations integral to pulp and paper manufacturing. The paper manufacturing phase is emphasized while completing the systematic study of unit operations used in the industry.

696 Paper Industry Control Systems (2-3)
3 hrs.
A study of the control of pulping and papermaking processes with emphasis on computer control strategies and the instrument systems unique to the paper industry. A unit operations and process modeling approach will be taken to familiarize the student with applications of these techniques to the paper industry.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.
Art (ART)

Professors Argyropoulos, Carney, Keaveny, King, Link, Mergen, Mohr, Moulton, Rhodes, Rizzolo, Robbert; Associate Professors Grinwis, Harkness, Methaney, Naffel, Neu

Open to Upperclass and Graduate Students

510 Drawing Workshop
1-6 hrs.
Continuation of ART 310. Prerequisite: ART 310. Repeatable for credit.

520 Independent Study in Art History
2-3 hrs.
Problems in art history from ancient times to the present selected by the individual student in consultation with the instructor. Prerequisites: ART 220, 221, and a 500-level course in the area of interest; permission of instructor. Repeatable for credit.

521 Topics in Art History: Variable Topics
3 hrs.
Investigation of changing topics in art history in class or seminar sessions by advanced students. Course title varies from term to term. Prerequisites: ART 220 and 221 or equivalent for Art majors, none for other students. Repeatable for credit under a different title.

530 Ceramics Workshop
1-6 hrs.
Advanced work in ceramics on an independent basis. Prerequisite: ART 330. Repeatable for credit.

531 Sculpture Workshop
1-6 hrs.
Continuation of ART 331. The advanced student explores the expressive possibilities of his or her own individual sculptural direction, with bronze and aluminum casting related techniques. Prerequisite: ART 331. Repeatable for credit.

534 Textiles Workshop
1-6 hrs.
Continuation of ART 334 with advanced work in textiles design. Prerequisite: ART 334. Repeatable for credit.

535 Multi-Media Workshop
1-6 hrs.
Various forms of art that deviate from the conventional media, such as light, kinetic, and performance art. The student is expected to have a solid background in one of the traditional art forms, such as ceramics, painting, sculpture, printmaking, drawing, graphic design, metals, or textiles. Permission of instructor is required. Repeatable for credit.

538 Jewelry and Metalsmithing Workshop
1-6 hrs.
Advanced work in jewelry design and metalsmithing. Students collaborate with the instructor to plan a suitable and particular direction for study. Prerequisite: ART 338. Repeatable for credit.

540 Painting Workshop
1-6 hrs.
Continuation of ART 340. Prerequisite: ART 340. Repeatable for credit.

541 Printmaking Workshop
1-6 hrs.
An advanced seminar for experienced graphic students; all printmaking media available; emphasis on development of personal concepts and refinement of methods appropriate to individual needs through research. Prerequisite: Any 300-level print-making course. Repeatable for credit.

542 Watercolor Workshop
1-6 hrs.
Continuation of advanced watercolor techniques with emphasis on experimentation. Prerequisites: ART 342. Repeatable for credit.

545 Graphic Design
3 hrs.
Advanced work in graphic design. Prerequisite: ART 445 or equivalent experience. Repeatable for credit.

548 Photography Workshop
3-6 hrs.
Professional development through research in advanced projects. Prerequisite: ART 348. Repeatable for credit.

552 Preparation for Art Teaching
3 hrs.
A course designed to investigate the current problems and issues on the social scene which affect teaching and learning in the visual arts at all levels of the public school, the creative person, product, process, and press (environment); the phenomena of perceptual learning; the actual construction of an operant art curriculum for the elementary, middle, and high school programs. Prerequisite: ART 452 and art major status.

553 Independent Studies in Art Education
1-6 hrs.
An arranged elective course in which the student investigates and researches a problem, a project, or trends in art education. (Not to be taken in place of required art education courses.) Prerequisites: 252, 352, 452, 552, and permission of the art education chairperson. This course is open to graduate and non-degree level students.
560 Arts Education for the Elementary Teacher
3 hrs.
A studio course designed for the elementary classroom teacher to provide experiences in qualitative elementary arts and integrated arts programming in the elementary public school. Repeatable for credit.

581 History of Ancient Art
3 hrs.
Selected topics from the art and architecture of ancient Egypt, the ancient Near East, the Aegean proto-Greek, Classical and Hellenistic Greece, Etruria and Rome to the Early Christian period.

583 History of Medieval Art
3 hrs.
Discussion of art and architecture from the decline of the Roman Empire through the Gothic Period (3rd-13th cent.).

585 History of Renaissance Art
3 hrs.
The development of art through the early Renaissance to the late Renaissance and Mannerism. Some of the major artists discussed are: Giotto, Donatello, daVinci, Michelangelo, Titian, Van Eyck, Brueghel, and Durer.

586 History of Baroque Art
3 hrs.
Art of the late sixteenth, seventeenth, and early eighteenth centuries. Major artists and architects discussed are Caravaggio, the Carracci, Rembrandt, Rubens, Poussin, Velasquez, Bernini, Borromini and Neumann.

588 History of 19th Century Art
3 hrs.
Major developments, such as Neo-Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism, are discussed. Key figures whose works lie at the roots of modern art are considered in relationship to their times.

589 History of 20th Century Art: 1900-1945
3 hrs.
Emphasis is placed upon the roots of contemporary trends and the contributions of the modernists to new modes of presentation. Major developments including Fauvism, Cubism, Expressionism, and Surrealism are discussed. Prerequisites: ART 220 and 221 and a 500-level course in the area of interest or the equivalent, permission of instructor. Repeatable for credit.

625 Graduate Art Seminar
2 hrs.
A survey, investigation, discussion, and evaluation of selected topics in contemporary art and associated pedagogic activities. Topics for investigation may include: Exhibition Preparation in Galleries and Museums, the Artist and the Market, Technology and Computers in Art, Funding Artists and Art Programs, Artists and Society: The Audience and Formation of Taste; Moral Philosophy and Art. Graded on a Credit/No Credit basis. Prerequisite: Art major status.

630 Advanced Ceramics
1-6 hrs.
Graduate level work in ceramics. Prerequisite: ART 530. Repeatable for credit.

631 Advanced Sculpture
1-6 hrs.
Graduate level work in sculpture. Prerequisite: ART 531. Repeatable for credit.

634 Advanced Textile Design
1-6 hrs.
Graduate level work in textile design. Prerequisite: ART 534. Repeatable for credit.

635 Advanced Multi-Media Art
1-6 hrs.
Graduate level work in Multi-Media Art. Prerequisite: ART 535. Repeatable for credit.

640 Advanced Printing
1-6 hrs.
Graduate level work in printing. Prerequisite: ART 540. Repeatable for credit.

641 Print Workshop/Seminar
1-6 hrs.
Advanced research in development of personal concept, method, and uses of graphic processes. Emphasis on personal expression, exploration toward an individual and mature imagery. Prerequisite: ART 541.

642 Advanced Watercolor
1-6 hrs.
Graduate level work in watercolor. Prerequisite: ART 542. Repeatable for credit.

645 Advanced Graphic Design
1-6 hrs.
Graduate level work in graphic design. Prerequisite: ART 545. Repeatable for credit.

648 Advanced Photography
1-6 hrs.
Graduate level work in photography. Prerequisite: ART 548 or equivalent experience. Repeatable for credit.

655 Workshop in Art for Secondary Teachers
2 hrs.
A course designed to help the secondary teacher with no professional training in art or art education to better understand the child at this level and to help him/her creative mental growth through art activities.

656 Art Teaching Seminar
3 hrs.
This course examines current issues and directions in Art Teaching. Content centers on extensive reading as related to relevant issues, presentations of papers by course participants, discussions and guest speakers.

657 Issues in Art Teaching
3 hrs.
a. Creative Problem Solving: This topic will study creative problem solving and problem solving techniques as they relate to Art Teaching. Course work centers on examination of creative problem solving though various subject areas and studio related activities. Repeatable for credit.
b. Inter Arts: This topic is designed for the public school Art teacher, to study the interrelationship of the Arts and how both historical and studio programs can be developed and supported through team planning/teaching and audiovisual/video operation. Repeatable for credit.
c. Relating Art: This topic is designed for teachers of the arts to study cognitive and affective inter-relationships of Art, Music, Dance, Drama or Poetry as educative values. Performance skills are taught using the technical vehicles of coordination, correlation, translation, and integration through both historical review and direct form making. Repeatable for credit.
d. Research in Art Teaching: This topic reviews current research in Art Teaching, directed toward classroom application. The course will consist of presentations and discussions on published research and will lead to written proposals for in-the-field studies. Repeatable for credit.

e. Studio Problems for the Schools: This topic explores varied media and materials with application for use in school situations. Assigned projects will be given along with the opportunity for students to investigate areas in which they can improve and update their skills and knowledge. Consideration will be given to new and recent materials and media.

658 Art Education Research
1-6 hrs.
To examine historical and contemporary philosophies in art education in order to familiarize the student with current methods of research in the field. Whenever appropriate, opportunity will be given to students to do pilot research in an area of their own needs and interests. Repeatable for credit.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.
Dance (DANC)

Cornish, Chairperson; Professors Gamble, Stillwell; Associate Professor Mills; Assistant Professors Baas, Nelson, Thomas.

Open to Upperclass and Graduate Students

500 Special Studies in Dance History
2 hrs.
A concentrated examination of available literature on selected topics within the student's major area. Group discussions and individual presentations will be an outgrowth of this study. Prerequisite: DANC 300.

525 Special Studies in Dance
1-6 hrs.
A study of dance styles not included within the program. Examples of possible topics include: Afro-American Dance; Ballet repertoire; pre-classic dance forms and dance for the exceptional student. May be offered with visiting instructor or artist-in-residence. Repeatable for credit up to 6 hrs. Prerequisite: Adviser consent.

540 University Dancers
1 hrs.
Open to all University students by application. Audition for this group will include performance in various dance styles. Studio Evenings and Annual Concert of Dance Experiences will take place through further choreographic and rehearsal auditions. May be repeated for credit. Prerequisite: By audition only.

550 Western Michigan Repertory Dance Company (RDC)
2 hrs.
RDC is a major performing ensemble which provides master classes, lecture-demonstrations, and concerts in various dance styles on and off campus. Members must show proficiency in the areas of performance, improvisation, teaching, public speaking, and composition. Members must attend DANC 330. May be repeated for credit. Prerequisite: Audition or consent of Company Director.

560 Performance Variable
An experience in student or faculty-choreographed dance works, in projects not encompassed in specific dance courses. Application with approval of dance faculty committee must be filed with the dance adviser one month prior to performance. Registration occurs after performance has been completed. Prerequisite: Adviser consent.

570 University Ballet Theatre (UBT)
2 hrs.
UBT is a major performing ensemble of the Department of Dance. Ballet dancers will have experience performing and rehearsing in a professional company environment. Members and apprentices must attend DANC 310. Repeatable for credit. Prerequisite: Audition or consent of Ballet Director.

588 Dance Production
2 hrs.
The study of the production aspects of dance including sound, lighting, costuming, make-up and stage management. Practical applications will include first-hand experience in creating tape collages with special effects, designing lighting, costumes and make-up.

589 Dance Management
2 hrs.
Course covers front-of-house aspects of management and publicity, budget, programming, organization of elements involved in company management, and grantsmanship. Practical application of these principles will be evaluated wherever possible.

590 Readings in Dance
1-4 hrs.
Advanced students with good academic standing may elect to pursue independently a program of readings in areas of special interest. Prerequisite: Approved application required.

599 Non-reading Independent Study in Dance
1-4 hrs.
Advanced students with good academic standing may elect to pursue independently the study of some area of dance through the creative process. Topics are chosen and arrangements are made to suit the needs of each particular student. Prerequisite: Approved application required.

Music (MUS)

Bullock, Director; Professors Appel, Curtis-Smith, Humiston, Ivey, Kynaston, Mereta, Osborne, Rappaport, Ricci, Sletston, Sudendorf, Whitney, Wilson, Zastrow, Zupko; Associate Professors Elliott, Hardie, Heim, Jones, McCarthy, Parra, Updegraff, Work, Assistant Professors Moneert, O’Heain, Pherigo, Pocock, Pratnicki, Steel, Zegree.

Open to Upperclass and Graduate Students

500 Applied Music
1-2 hrs. ($6)
Private lessons for the graduate student in a non-major area of performance. Prerequisite: Audition or consent of Company Director.

518 Improvisation
2 hrs.
A course in the fundamentals of instrumental improvisation. Assignments will be made in such areas as improvisation in the early music tradition, improvisation on given melodic, harmonic, and/or rhythmic materials, as well as “free” improvisations. Prerequisite: MUS 161.

530 Advanced Choral Conducting
2 hrs.
Supervised experience in conducting instrumental groups. The student may be called upon to prepare an ensemble for public performance. Prerequisite: MUS 331.

531 Advanced Instrumental Conducting
2 hrs.
Supervised experience in conducting instrumental groups. The student may be called upon to prepare an ensemble for public performance. Prerequisite: MUS 331.

540 Elementary School Music
2 hrs.
Emphasizes the place of music in the day-to-day activities in the classroom. The fundamental musical skills are developed in order to assist the teacher to achieve these objectives.

542 Studies in Music Education
2 hrs.
Topic to be announced. Selection will be made from the following or similar topics: Music in the Humanities, Evaluation of Music Education Materials, and Curriculum Planning for Innovation in Music Education. This course may be repeated to an accumulation of not more than four credits.

544 Music Education Materials: Variable Topics
2 hrs.
A study of the theoretical bases for, and practice in, analyzing and evaluating music for use in music education programs. This course may be repeated for a maximum of four credits.

546 Computer Assisted Instruction in Music
3 hrs.
The primary goal of the course is to teach students, who already program, some of the specific techniques used in developing original software for CAI in music. The main activity in the course will be programming, and one of the products of the course should be, for example, a program of sufficient sophistication as to at least potentially qualify it for publication. Prerequisite: CS 105 or 502 or consent of instructor.
555 Jazz Arranging
2 hrs.
Jazz Arranging is a study of the art of arranging for the jazz ensemble—both traditional and contemporary. The course will undertake a detailed study of instrument ranges, transpositions, and sound potential, and will cover voicings, scoring practices, calligraphy, and contemporary trends within the medium. Prerequisite: MUS 264 or MUS 264 concurrently.

556 Advanced Jazz Arranging
2 hrs.
A study and application of the art of arranging for the ensemble, studio orchestra and show orchestra. The course will undertake a detailed study of scoring for winds, brass, strings, voices and percussion in relation to traditional and contemporary trends within the medium. Prerequisite: MUS 555 and MUS 264 or concurrently.

558 Jazz Improvisation I
2 hrs.
A study and directed application of the fundamentals of jazz improvisation including basic chord and scale construction and recognition, harmonic function, chord-scale relationships and basic blues and popular song forms. All students will be required to develop aural and performance skills relative to those theory skills. Prerequisite: MUS 161 with grade of C or better.

559 Jazz Improvisation II
2 hrs.
A study and directed application of advanced techniques of jazz improvisation including chord extension, voicing, inversions and substitutions, chord function and progressions and complex scales and their application. All students will be required to develop aural and performance skills relative to those theory skills. Prerequisite: MUS 558 and MUS 218, Jazz Ensemble or concurrently.

560 Counterpoint
2 hrs.
A study of the contrapuntal techniques of the 16th, 17th, and 18th centuries. Written assignments are closely correlated with the contrapuntal styles of significant composers. Prerequisite: MUS 161 with a grade of C or better.

561 Counterpoint
2 hrs.
A continuation of MUS 560. Prerequisite: MUS 560.

562 Advanced Composition
2 hrs.
A study of twentieth century techniques in composition with original work in vocal and instrumental forms. Prerequisite: MUS 362.

563 Advanced Composition
2 hrs.
A continuation of MUS 562. Prerequisite: MUS 562.

566 Musical Acoustics
3 hrs.
A course designed for the music student. Discussion as well as laboratory demonstrations of such principles as: simple vibrating systems, waves and wave propagation, complex vibrations, resonance, intensity and loudness levels; tone quality; frequency and pitch, intervals and scales, tuning and temperament, auditorium and room acoustics, and psycho-acoustics. Prerequisite: MUS 161.

567 Orchestration
2 hrs.
A study of the characteristics of instruments, and of arranging for the various individual varieties, for combinations of instruments, and for full orchestra. Prerequisite: MUS 261.

568 Orchestration
2 hrs.
A continuation of MUS 567. Prerequisite: MUS 567.

570 Introduction to Musicology
3 hrs.
History, purposes, scope of musicology, leading historians, past and present, modern methods of research, with special emphasis on primary sources and bibliography of the field.

571 Introduction to Musicology
3 hrs.
A continuation of MUS 570.

572 Baroque Music (1600-1750)
3 hrs.
A survey of the choral and instrumental music of the Baroque master such as J. S. Bach and G. F. Handel. Special attention to the development of style from monody through harmonic polyphony. Prerequisite: MUS 270 and 271.

573 Classical Music (1750-1800)
2 hrs.
Examination of the chief works of Mozart and Haydn, with intensive study of symphonic form and the development of the classic opera. Prerequisites: MUS 270 and 271.

574 Romantic Music (1800-1910)
3 hrs.
Music of the important composers of the period beginning with Beethoven, along with the historical, cultural and political background of the era. Special attention is given to the development of Nationalism. Prerequisites: MUS 270 and 271.

575 Musicology and Research
2 hrs.
Presentation of musicological material in formal written as well as informal classroom lecture, specific research projects with emphasis on selection and qualitative judgment of materials used.

576 Musicology and Research
2 hrs.
A continuation of MUS 575. Prerequisite: MUS 575.

577 Symphonic Literature
2 hrs.
A survey of music written for symphony orchestra during the Classic and Romantic periods.

578 Chamber Music Literature
2 hrs.
A survey of chamber music literature of the Classic and Romantic periods.

579 Operatic Literature
2 hrs.
A survey of opera from 1600 to the present.

580 Solo Literature: topics
2 hrs.
Solo literature for a specific medium (voice, piano, violin, etc.) will be studied from a theoretical, historical, and performance point of view. Topics to be announced. May be repeated for credit. Prerequisite: MUS 270 and 271.

581 Choral Music Literature
3 hrs.
A survey of choral music (mass, motet, anthem, cantata, oratorio) from the Renaissance through the Romantic period.

582 Western Music Before 1600
4 hrs.
A survey of music to 1600. Major developments in style, notation and performance practices will be stressed using works of theorists and primary manuscript sources.

583 Jazz History and Literature
4 hrs.
A survey of the history of jazz including aspects of sociology and world history as they relate to the art form of jazz. All periods in jazz history, from its earliest roots in Africa and the slave culture in the United States, up through the blues, dixieland, swing, bop, mainstream and the more eclectic period of jazz rock and free-form jazz will be explored. Important works will be examined from each period in order to grasp the essentials of a particular style. Prerequisite: MUS 558 or instructor's consent.

585 Medieval Music
2 hrs.
A survey of music in Western Europe from the end of Antiquity to the early 15th century. The major developments in style, theory, and notation will be explored within the context of the general cultural and political environment of the era. Problems of performance practice will receive special attention with emphasis on primary manuscript sources and scholarly performing editions. Prerequisite: MUS 270 and MUS 271.

596 Renaissance Music
2 hrs.
A survey of music in Western Europe from the early 15th century to the early 17th century. Developments in the major musical genres of the era will be examined with emphasis on a comparison of the Franco-Flemish tradition with the emerging national styles. Performance practice options will be explored. Prerequisite: MUS 270 and MUS 271.

590 Studies in Pedagogy
1-4 hrs.
Topics to be announced. Selection will be made from the following: Piano Pedagogy, Vocal Pedagogy, String Pedagogy, Brass Pedagogy, Woodwind Pedagogy, Pedagogy of Teaching Theory, or similar topics. May be repeated for credit. Prerequisite: 300-level applied voice or permission of instructor.

594 Electronic Media
2 hrs. ($30)
The purpose of this course is to expose the student to the equipment used in various recording situations and its operations, as well as discussing the artistic use of this equipment. Although predominately a technique course, areas which affect the creative aspects of the final recording will be discussed (such as microphone placement, tasteful vs. inappropriate editing, etc.) In addition to the recording aspects, other electronic instruments used in performances will be surveyed, including synthesizers of various types (both keyboard and non-keyboard) and traditional electronic instruments (guitars, electronic organs, electronic pianos, and various sound modification devices).

597 Projects in Music
1-4 hrs.
A program of independent study to provide the unusually qualified music student with the opportunity to explore a topic or problem of interest, under the guidance of one of the faculty of the department. The initiative for
planning the project must come from the student and must be approved by the faculty member proposed to supervise the study. Prerequisite: Application approved by School of Music.

598 Readings in Music 1-4 hrs.
Graduate students may enroll in this course after consultation with the graduate adviser.

Open to Graduate Students Only

600 Applied Music 1-4 hrs. ($6)
Private lessons for the graduate student in the major performance area. Includes conducting.

610 Introduction to Research in Music 3 hrs.
A course in the general methods and techniques of research in the field of music. Students will complete a comprehensive bibliography, an annotated bibliography, and a research paper in the area of concentration of their graduate program of study.

617 Opera Workshop 2 hrs.
A production experience in acting, singing, accompanying, and producing of musical theatre. The class is offered each semester and culminates in the performance of an opera or operatic scenes. Open to advanced singers, pianists, and persons interested in production techniques. Admission is by personal interview with the instructor.

640 Band Techniques and Organization 2 hrs.

641 Choral Techniques and Organization 2 hrs.
The study of choral activities in relation to organization, repertoire, style, diction, singing techniques, balance, blend, tone, quality, phrasing, rehearsal technique, and conducting.

642 Philosophy of Music Education 2 hrs.
Designed to acquaint the student with aesthetic and pragmatic thinking regarding the nature and value of music, and to provide a rationale for curricular development and teacher behavior.

650 Seminar in Music Education 2 hrs.
Each participant will be expected to develop a project which is of interest to him or her, but each project will be subject to group discussion, review and analysis. The lectures and reading will deal with the entire field of music education.

666 The Teaching of Theory 2 hrs.
Analysis of various techniques, philosophies, and materials used in teaching theory and their relative strengths and weaknesses. Application of what we know about the learning processes to theory and the practical application of theory to all musical study.

670 Seminar in Musicology 1 hr.
Research projects from all areas of the history of music. Each student will present his or her findings both as a formally written paper and as a seminar report. Emphasis will be placed on writing style, manner of presentation, scholarship, and validity of conclusions.

671 Seminar in Musicology 1 hr.
A continuation of MUS 670.

677 Contemporary Music 2 hrs.
A survey of trends in European music and music of the Americas from about 1910 to the present day.

679 Composers 2 hrs.
An investigation of the life and works of a significant composer. The particular composer selected for study during a given semester will be indicated in the Schedule of Classes. The course may be repeated for credit when dealing with a different composer.

680 Seminar in Music Therapy 2 hrs.
A course designed to permit the student to explore selected areas of music therapy, i.e., therapeutic techniques, evaluation procedures, or role of music therapy in a variety of settings (hospital, school, community). A project is required, which will be subject to group analysis and discussion. The course may be repeated for credit.

681 Research in Musical Behavior 2 hrs.
Development and employment of research methods and techniques to the psychology of music and/or music education. Students enrolled in this course will be responsible for an experimental research project which, in the case of music education students, will satisfy the "terminal project" requirement (MUS 691) or, in the case of music therapy students, will provide the data basis for the required MUS 700, Master's Thesis. When this course is the culminating project for the major's degree, an oral examination on the project and related areas is an integral part of the requirements. Prerequisite: MUS 610 or ED 601.

689 Music Teaching Practicum 2 hrs.
A course for teaching assistants which provides for faculty instruction, observation, and supervision in the area of the teaching assignment. The course shall be taken during the first semester of appointment.

690 Graduate Recital 2 hrs.
Presentation of a full-length recital in the student's area of concentration (music performance or composition). When this course is the culminating project for the master's degree, an oral examination on the recital materials and related areas is an integral part of the requirement.

691 Special Project in Music Education 1-2 hrs.
A research project in the area of the teaching of music. The nature of the special project is to be determined in consultation with the Graduate Adviser and appropriate members of the graduate faculty. Projects must be approved prior to registration. When this course is the culminating project for the master's degree, an oral examination on the project and related areas is an integral part of the requirements. May be repeated for credit.

Private Music Study—Open to Graduate Students Only

500 Applied Music 1-2 hrs. ($6)
Graduate students who are not majoring in applied music and who do not meet graduate performance level may register for this course. May be repeated for a total of not more than three credit hours.

600 Applied Music 1-4 hrs. ($6)
Graduate students who are not majoring in applied music for a total of four semester hours per semester in the major performance area. Three or more credits requires 60 minutes per week of instruction and necessary practice. May be repeated for credit. Includes private conducting study.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.
710 Independent Research 2-6 hrs.
712 Professional Field Experience 2-12 hrs.
Blind Rehabilitation (BLRH)

Kaarelia, Chairperson; Associate Professors LaDuke, P. Ponchillia, Weessies, Assistant Professors LaGrow, S. Ponchillia, Terzieff.

Open to Upperclass and Graduate Students

588 The Dynamics of Blindness and Rehabilitation
2 hrs.
This course presents an overview of blindness and the blindness service delivery systems. The social, psychological, educational, recreational, and vocational effects on blind and on visually impaired adults are emphasized.

589 Inter-Professional Seminar Regarding Blind Multi-Handicapped Persons
1 hr.
This course presents an interdisciplinary approach to the study of multi-handicapping conditions in which blindness is a common denominator.

590 Physiology and Function of the Eye
2 hrs.
The anatomy, structure, and function of the eye, along with various eye diseases and malfunctions, are stressed in this course. The student is familiarized with various eye conditions, and their relationship to rehabilitation practice is emphasized.

591 Braille and Other Communication Methods
2 hrs.
This course is designed to teach the braille literary code as it applies to Rehabilitation Teaching. Braille teaching methods are also presented.

592 Education of the Blind and Partially Sighted
2 hrs.
This course provides an introduction to the ways in which blindness and visual impairment affect blind children, and an overview of the education systems serving them. History of education of visually handicapped children, the effects of a visual impairment on child development, educational assessment and planning and curriculum adaptation are explored.

594 Principles of Orientation and Mobility
2-3 hrs.
This course covers an examination and application of the fundamental principles underlying the acquisition and interpretation of sensory information by severely visually impaired individuals.

595 Introduction to Orientation and Mobility
4 hrs.
The content of this course relates to problems of non-visual orientation and mobility. Simulated experiences are provided which emphasize the sensory, conceptual, and performance levels needed for independent travel in a variety of environments.

597 Introduction to Cecuility
2 hrs.
This course deals with assessment and remediation of functional problems encountered by low vision persons. Emphasis is placed on optical, non-optical, and electronic aids which increase visual functioning. In addition, the nature and needs of low vision persons and the interprofessional nature of low vision services are stressed.

598 Readings in Blind Rehabilitation
1-4 hrs.
This course is arranged on an individual basis to provide students an opportunity to pursue independently the study of special areas of interest in depth.

599 Gerontology
2 hrs.
This course offers an overview of the demographic, economic, health, social and psychological circumstances of the aging population in the United States, and the related service systems.

Open to Graduate Students Only

601 Small "N" Research: Design and Analysis
3 hrs.
The purpose of this course is to provide students with a working knowledge of an experimental methodology for demonstrating control in social/behavioral research where more traditional experimental-control-group paradigms are not feasible or desirable. This approach is based on an experimental methodology for demonstrating control with single or small numbers of subjects which includes design, internal replication, measurement, reliability, and visual or statistical analysis.

664 Principles of Rehabilitation Teaching
3 hrs.
This course is concerned with the development and the current status of rehabilitation teaching as an occupation, with particular emphasis upon the teaching methods and human interrelationships which are essential in instructing visually impaired adults in skills of independent living.
690 Methods and Techniques of Teaching Braille and Other Areas of Communication. 2 hrs.
Adaptive communication methods used by visually handicapped persons and the techniques of teaching them are explored in this course. Specifically, braille, handwriting, listening and recording devices, typewriting, and computer technology are presented. This course also includes a supervised practical teaching experience with a visually handicapped person.

691 Practicum in Rehabilitation Teaching 1 hr.
This course provides supervised teaching experiences with blind or visually impaired individuals in a variety of settings.

695 Practicum in Orientation and Mobility 4 hrs.
This course provides supervised teaching experiences with blind or visually impaired individuals in a variety of settings.

710 Independent Research 2-6 hrs.
This course requires the completion of a creditable research project related to blind rehabilitation, conducted with faculty guidance.

712 Professional Field Experience 2-12 hrs.
This course requires a supervised internship experience in an organization that serves blind and visually impaired persons, during which the opportunity is provided for practical application of principles and methods in blind rehabilitation.

Health and Human Services (HHS)

511 The Health System and Its Environment 3 hrs.
This course provides a descriptive analysis of the organization of the health system. The student who participates can expect to gain an understanding of the structure of health services as well as the processes of operation of the service system and the ways in which consumers make use of the system. The analysis focuses on the interplay of forces within the system as well as between the system and its environment.

512 Principles of Health Finance 3 hrs.
This course is an examination of the principles of finance as applied to health care management. The course will provide a basis for understanding the financial management function in a health care administration environment and on the use of financial information in health care management decision making. Prerequisite: ECON 517 or equivalent.

513 Special Studies in Health Care Organization and Delivery Variable
This course deals with intensive analysis of the organization, design, and delivery of health care services in specialized areas. The specialized areas cover long-term, mental health and mental retardation services, and group medical practice.

514 Basic Principles and Organization of Health Planning 3 hrs.
This course is an introduction to the principles and methods of planning in the health system. It includes a descriptive analysis of the significance of planning effective health care services, alternative planning frameworks, and technical approaches to the planning process. In addition, the course surveys the history of planning in the health system as well as the current structure arrangements for carrying out planning in the health arena both at the macro- and micro-levels.

515 Administrative Functions in the Health Care Setting 3 hrs.
This course focuses on the knowledge and skills necessary for the major administrative functions in health organizations. These include goal setting, decision making, personnel management, data processing, service design, and general principles of financial management.

530 Clinical Theory for Health and Human Services 1-4 hrs.
This course covers selected theories which form the foundation for health and human service practice in specialized areas. Students are expected to master the content as a basis for building foundation knowledge for clinical practice. Theory of environmental health, systems theory for the health setting, theories of substance abuse for nursing and medical practice, and community health theory are among the possible areas of study. The specific topics are announced with each semester offering. Prerequisite: Consent of instructor.

531 Introduction to Holistic Health Care 3 hrs.
The primary purpose of this course is to provide an introduction to the philosophies, theories, and concepts involved in holistic health care. It is meant to serve both as a general educational experience for persons wishing to become familiar with holism and as essential basic instruction for persons wishing to apply for admission to the graduate specialty program in Holistic Health Care. Prerequisite: Graduate status.

560 Clinical Practice in Selected Health and Human Service Areas 1-4 hrs.
This course covers variable topics in clinical health and human service practice. It is a skills development course which helps students to become proficient in specific techniques and procedures related to patient care or client service. Clinical applications of biofeedback, clinical practice in genetic counseling, the role of the health team in clinical practice, the patient and clinical laboratory services, basic clinical skills for the substance abuse setting, and community health education practice are among the possible areas of studies. The specific areas are announced with each semester. Prerequisite: Consent of instructor.

561 Problem Solving in Health and Human Service Organizations 1-4 hrs.
This seminar covers variable topics relating to problem solving in health and human services. It is a skills development course which helps students to become proficient with theoretical constructs and specific procedures for application in the health and human services system. Technology for health planning, the health system and its environment, organization of health practice teams, and financial problem solving in the health agency are among the topics covered. The specific topics to be discussed are announced with each semester offering. Prerequisite: Consent of instructor.

570 Field Education 1-6 hrs.
This registration is designed to give the student a total learning experience during which the student can apply some of the knowledge and information obtained in the health and human services academic setting and further develop and refine his/her professional skills with the guidance and assistance of those professionals currently working in the health and human service area. By permission of instructor.

Open to Graduate Students Only

650 Seminar in Holistic Methods, Part I 3 hrs.
The seminar is team taught and provides students with a broad overview of methods which may be utilized in a holistic health care setting. Every one offers a new faculty member representing a different sort of expertise or perspective who will guide students through a different holistic method. The seminar provides a principal body of information and some personal experience in the methods which can be used therapeutically by a holistic health care practitioner regardless of the student's principal disciplinary interest or training. Evaluation is by oral and written examinations.

651 Seminar in Holistic Methods, Part II 3 hrs.
A continuation of HHS 650, providing an opportunity for exposure to additional holistic methods utilizing the same format and evaluation system as Part I of the seminar.

662 Program Planning and Development in Gerontology 3 hrs.
This seminar in the gerontology graduate specialty program will explore the process of program planning and development through meetings with national, state, and local funding agencies and meetings with service providers in various kinds of programs for older persons throughout the region. Prerequisite: Permission of Gerontology graduate specialty program adviser.

680 Multidisciplinary Seminar in Gerontology 3 hrs.
A multidisciplinary seminar in gerontology, drawing upon staff from various academic and professional departments on the campus as well as from practitioners in the community. Course work and readings will deal with various theoretical and practical aspects of gerontology including policy formulation and implementation with academic emphasis on the contributions of various academic fields to the understanding of aging.

Open to Graduate Students Only—Please refer to The Graduate College section for course description.

712 Professional Field Experience 2-12 hrs.
Occupational Therapy (OT)

Professors Rider, Tyndall, Associate Professors Bush, Callan, Cooper, Edwards, Ford, Hemphill, Lukens, Nelson, Richardson, Smith; Assistant Professor Peterson.

Open to Upperclass and Graduate Students

597 Studies in Occupational Therapy 2-4 hrs.
Examines selected topics within the field of Occupational Therapy. Topics considered will vary from semester to semester. May be repeated for credit. Prerequisites: Advanced O.T. major or departmental permission.

Open to Graduate Students Only

610 Professional Issues 3 hrs.
Current and emerging professional issues will be discussed. Students will take an active part in community, state, or national organizational and/or legislative processes related to the resolution of a specific issue. Students' potential for future professional leadership will be emphasized.

621 Introduction to Neurodevelopmental Treatment for Adults 3 hrs.
Foundations of neurophysiology and motor development are discussed. Opportunity is provided for application of neurodevelopmental theory, treatment principles and techniques to occupational therapy. Special attention is given to management of problems of adults with hemiplegia.

622 Application of Biofeedback in Occupational Therapy 3 hrs.
Basic principles of biofeedback and their application in occupational therapy. Students will design biofeedback programs for selected client problems.

633 Administration of Occupational Therapy 3 hrs.
This course utilizes the basic skills of administration (planning, organizing, directing, coordinating, and controlling) in the development of a model of practice for occupational therapy services. These services will be developed for an agency or institution that does not now offer occupational therapy services, or for an agency or institution whose occupational therapy services need to be expanded. In addition to the model of practice, the student will prepare a grant proposal that could be used to initiate funding for the model.

640 Theory in Occupational Therapy 3 hrs.
This course explores core concepts, models, and paradigms of the past, present, and future and their influence on education, research, administration, and practice of occupational therapy. Components of theory, formulation of theory, and the effect of theory development on occupational therapy will also be explored.

660 Research in Occupational Therapy 3 hrs.
The purpose of this course is to explore research in occupational therapy and related fields and develop each student's research and writing skills as applied to occupational therapy. It will include review and critique of occupational therapy research, recognition and application of ethical practices, identification of researchable questions, principles of research design, participation in research and statistical analysis.

686 Graduate Seminar 3 hrs.
This course examines topics relevant to new developments in environmental adaptations, treatment techniques, and/or innovations in the delivery of occupational therapy services. Prerequisites: OT 610, 640, 660.

697 Investigations in Occupational Therapy 1-3 hrs.
Independent study provided for the qualified occupational therapy student under the guidance of a departmental faculty member. Prerequisite: Consent of graduate coordinator and proposed faculty supervisor. May be repeated for credit.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master's Thesis 6 hrs.
710 Independent Research 2-6 hrs.
712 Professional Field Experience 2-6 hrs.
Prerequisite: Consent

Social Work (SWRK)

Professors Burian, Flynn, Kramer, McCaslin, Pawlik, Reid, Thompson, Wijnberg, Associate Professors Blakely, Cooney, Leighninger, Lish, Mathews, Phillips, Assistant Professors Halseth, Jones, Reeser, Werkin.

Social Policy

Open to Upperclass and Graduate Students

512 Social Policy and Service Delivery in Selected Problem Areas 3 hrs.
Intensive study in selected fields of service, specializations, and social problem areas. Attention is focused on learning about the major social policy issues associated with the service or problem area. Specific topics will be announced each semester. Prerequisite: Senior or graduate student standing.

The legal bases of organized social welfare and social work practice are examined through the study of selected examples of social legislation and judicial decisions, the legislative process, development of administrative regulations, and court organization. Illustrative case studies are used to demonstrate how social workers can manage within the restrictions and opportunities presented by legal institutions and practices in social and individual case situations. Prerequisite: Consent of instructor.

572 Community Agency Resources 2 hrs.
A study of community agencies and resources for those concerned with family and personal problems. Emphasis is placed upon the availability of these resources and their effective use by business and industry, speech therapist, guidance counselors, teachers, etc. May not be used as credit toward the M.S.W. degree.

Open to Graduate Students Only

This first course in social welfare policy in the graduate curriculum explores and identifies the social, political, economic, historical, and philosophical foundations of American social welfare. Emphasis is given to the social conditions of poverty and racism and the structure of social services, particularly as developed through social legislation. The disciplined study of social welfare policy is pursued by the use of a range of explicitly stated analytic frameworks in which alternative choices in social policy and social provisions are made visible. Prerequisite: Consent of instructor.

612 Social Policy and Service Delivery in Selected Problem Areas 3 hrs.
Intensive study of problem solving frameworks for the solution and management of selected social problems. Attention is focused on the roles of policy analysis and formulation, and service delivery in the problem-solving process. Specific topic will be announced each semester. May be repeated for credit. Prerequisite: Consent of instructor.

Social and Behavioral Theory

Open to Graduate Students Only

630 Social Change Theory and Community Analysis 3 hrs.
The community as a field of action for social change and decision making is analyzed. Several conceptions of social change and stability are reviewed. The processes of community decision making are examined. A social systems framework is used as the conceptual base for analysis in both areas. Prerequisite: Consent of instructor.

631 Individual Growth and Development 3 hrs.
This course will focus on an understanding of personality, individual functioning, and change throughout the life cycle. Specific emphasis will be placed on biological substrates, the person-environment interface, and how these factors interrelate with the socialization process and environmental variations. Ethnic and racial variables will be explored as they affect personal development. Theoretical approaches may include psychoanalytic ego psychology, cognitive functioning, and learning theories. Concurrent and interrelated with these theories is a focus on “social role concepts” as they affect a social work case assessment and practice interventions. Prerequisite: Consent of instructor.
An examination of conceptual frameworks useful in the analysis and management of social service organizations, such as the study of structure and process, goals, informally and interorganizational relations, design, and organizational change. The functional and dysfunctional aspects of bureaucracy for social work practice are examined. Emphasis is placed on skill in the analysis of social service organizations.

638 Psychopathology for Social Work Practice

3 hrs.

This course provides students with knowledge of psychopathology as an aspect of human functioning and cultural labeling. Primary focus is on the interaction between physiological, developmental, emotional, and social aspects of adult and child psychopathology from both descriptive and psychodynamic points of view. General implications for social work intervention, ethical and value issues, and relevant research will receive some consideration. Primary emphasis of particular course sections may vary between adults and children and adolescents. Prerequisite: SWRK 631 or consent of instructor.

Social Welfare Research and Technology

Open to Graduate Students Only

640 Research Methods in Social Work

3 hrs.

The purposes of this course are threefold: (1) to increase student knowledge of the methods of empirical research as a tool for social work knowledge building, (2) to improve student capacity for research consumption and utilization in social work practice, (3) to develop elementary skills in the machine processing, analysis, and presentation of data. Classroom instruction includes lecture and discussion plus laboratory sessions designed to familiarize students with data processing, electronic computer, and calculator equipment. Prerequisite: Consent of instructor.

645 Social Welfare Policy, Planning, and Administration Technologies

3 hrs.

The purpose of this course is to provide students with knowledge of a variety of analytical tools and technologies designed to aid in social welfare policy, planning, and administrative operations, such as project management, program evaluation, information systems, and computers in social service agencies. Emphasis will be given to skill development in selected technologies. Prerequisite: SWRK 671 or consent of instructor.

Social Work Practice

Open to Upperclass and Graduate Students

562 Community Organization in Urban Areas

3 hrs.

Social welfare planning and social action methods are studied as approaches for preventing and resolving aspects of social problems. Emphasis is placed on the organizing of neighborhood and consumer groups in order to increase social interaction and improve social conditions. Prerequisite: Consent of instructor.

563 Social Work Concepts in Rehabilitation

3 hrs.

Application of social work problem solving concepts to social-psychological problems in the broad field of physical and mental rehabilitation. Both individualized services and programmatic implications are given consideration. Open to M.S.W. students and students from related professional departments, with consent of instructor.

566 Social Services in Schools

3 hrs.

The role of the Social Worker in elementary and secondary schools and the necessary adaptations in the changes taking place in the educational scene are examined and evaluated. Problem solving approaches are given special attention within the structure and organization of the schools and their relationships with the surrounding community. The specific contributions of a school Social Worker as a helping person to the pupils, the school staff, and the homes by various intervening means are explored. Prerequisite: Consent of instructor.

567 Institutional Correctional Social Work

3 hrs.

Social work treatment within a variety of institutional correctional settings. Prerequisite: Consent of instructor.

568 Social Work in Non-Institutional Correctional Settings

3 hrs.

Social work treatment with probationers, parolees, and other non-institutional services. Prerequisite: Consent of instructor.

569 Juvenile Justice

3 hrs.

The course deals with the processing of offenders through the juvenile justice system with concentration on the philosophy and functioning of juvenile courts. Personal and organizational factors that are associated with or that determine offenders’ passage through the juvenile court are examined. Prerequisite: Consent of instructor.

Open to Graduate Students Only

636 Theory and Practice of Group Treatment

3 hrs.

Focus of the seminar is on the theory and practice of group work in social treatment settings. Consideration is given to such issues as group dynamics, leadership, composition, direct and indirect intervention and the use of group activities under various conditions.

661 Introduction to Social Work Practice

3 hrs.

Unique features of the profession of social work are introduced in this beginning practice course. A problem-solving framework is provided as the basis of identifying and analyzing various individual and social problems, developing plans for problem-solving, carrying out and monitoring of the plan and evaluation of effectiveness. In addition, selected theoretical orientations which offer practice alternatives to the problem-solving approach are examined for the purpose of helping each student conceptualize and develop an approach to practice which is theoretically and professionally sound. The focus throughout the course is on the role and responsibilities of the practitioner. Prerequisite: Concurrent enrollment in SWRK 671 or consent of instructor.

665 Seminar in Substance Abuse I

3 hrs.

An interdisciplinary seminar designed to reflect broadly conceived intervention strategies resulting from primary prevention to rehabilitation of the addict. The basic training in the principles of intervention and clinical practice will continue to be taught within the student’s basic professional discipline. In part, the seminar will be used to elaborate upon the application of these principles to the problems of substance abuse. This course is cross-listed with Biology, Counselor Education and Counseling Psychology, and Sociology. Open to SPADA students only. Graded on a Credit/No Credit basis.

666 Seminar in Substance Abuse in Special Areas

3 hrs.

Study of problem solving in specialized areas of social work practice. Focus upon the role of the social work practitioner in assessment, goal establishment, and intervention in the use of various social work methods in different arenas of practice. Specific topic will be announced each semester. May be repeated for credit up to a maximum of six hours. Prerequisite: Consent of instructor.

667 Seminar in Substance Abuse II

3 hrs.

Continuation of SWRK 666. This course is cross-listed with Biology, Counselor Education and Counseling Psychology, and Sociology. Graded on a Credit/No Credit basis.

668 Seminar in Individual Treatment

3 hrs.

This course will introduce the student to social work practice with individuals. Social, psychological, economic, and biological stressors are considered as the impact on the individual’s efforts to grow and survive. The ego developmental and crisis intervention approaches are the major orientations presented, augmented by concepts from cognitive theory. Particular attention will be paid to client’s coping capacities. Prerequisite: SWRK 661

667 Seminar in Social Policy, Planning, and Administration

3 hrs.

First part of a two semester seminar that focuses on the study of social welfare planning, such as model building, program design, and proposal writing. Emphasis is placed on planning to improve social welfare conditions through program changes and alterations in institutional arrangements. Prerequisite: Concurrent enrollment in SWRK 677 or consent of instructor.

668 Social Treatment with Families

3 hrs.

Introduces students to family therapy, emphasizing structural and communications approaches, although other perspectives may also be used by the instructor. Also considered is the impact on family life of developmental and situational variables, including those of race, gender, sexual orientation, and socioeconomic status. Prerequisite: SWRK 666 or consent of instructor.

669 Seminar II in Social Policy, Planning, and Administration

3 hrs.

This is the second part of a two semester seminar that focuses on the study of financial management and leadership skill development in the management of social...
welfare agency resources. The seminar focuses on such topics as: social program budget preparation, the relationship between the budget, goals, planning and decision making; staff recruitment, selection, development and training; communication and coping with conflict and performance appraisal. Prerequisite: Concurrent enrollment in SWRK 679 or consent of instructor.

670 Seminar in Social Policy Practice 3 hrs.

This course in social welfare policy develops and integrates content from other courses in the social welfare policy concentration by focusing on such topics as: social program development, planning, and administration concentration which introduce (1) the use of specific tools in policy analysis, and (2) intervention skills in community and organizational policy change. Policy intervention skills are developed in such areas as the writing of policy and position statements, the giving of expert testimony before decision-making bodies, analyzing and summarizing legislative bills and/or judicial opinions, and the processes of such activities as forming and leading committees and task forces. Prerequisite: SWRK 667 or consent of instructor.

Field Education

Open to Graduate Students Only

671 Field Education in Social Welfare Problem Solving 3 hrs.

This is the beginning field practice course in the master's program, and it is taken concurrently with SWRK 661 in order to maximize the interchange between classroom and field. The field work is designed to provide an opportunity for effective social work practice.

The course consists of three units. (1) four weeks of a communications lab as an introduction to the field experience; (2) sixteen hours per week in an agency for the remainder of the semester; and (3) seminars with the faculty liaison. The communications lab and seminars will be scheduled with regard to the needs of students. Students will be given some combination of the following responsibilities: work with individuals, families, groups, community problems, and/or policy planning and administrative assignments under the supervision of a field instructor. Graded on a Credit/No Credit basis. Prerequisite: Concurrent enrollment in SWRK 661.

672 Field Education in Social Work Intervention 3 hrs.

This is the second field practice course in the master's program and is a continuation of the field experience of SWRK 671. Continued opportunity to develop and refine skills necessary for effective social work practice is provided. The course consists of two units: (1) sixteen hours per week in an agency and (2) seminars with the faculty liaison. The seminars will be scheduled with regard to the needs of the students. Graded on a Credit/No Credit basis. Prerequisite: SWRK 671.

676 Field Education in Social Treatment 3 hrs.

Placement will be in an agency unit offering direct service experiences with some combination of individuals, families, and groups and additional experiences consistent with the student's learning needs and agency service plans. Campus or field-based seminars may supplement the field experiences. Prerequisites: SWRK 672, SWRK 666, and concurrent enrollment in SWRK 636 and/or SWRK 668 or consent of the instructor. Graded on a Credit/No Credit basis.

677 Field Education in Social Planning and Administration 3 hrs.

Students are provided with direct experience in dealing with problems of community planning for human welfare, and in the administration of service delivery systems. Specialized field placement in social welfare organizations and special programs are arranged in accordance with student interests and abilities. Graded on a Credit/No Credit basis. Prerequisite: SWRK 672 or consent of instructor, concurrent with SWRK 667.

678 Advanced Field Education in Social Treatment 3 hrs.

Continuation of SWRK 676. Students will remain in field placement and direct service experiences and other activities will continue. Campus or field-based seminars may supplement the field experience. Prerequisite: SWRK 676 and concurrent enrollment in SWRK 691, 692, 693, 694, or 695, or consent of the instructor. Graded on a Credit/No Credit basis.

679 Advanced Field Education in Social Policy, Planning, and Administration 3 hrs.

Continuation of Social Work 677. Further emphasis in professional role development for planning and administrative practice. Skill learning assignments will include supervisory work in such areas as planning approaches, program development, budgeting, information systems, personnel, management and the organization of groups for involvement in problem-solving activities. Graded on a Credit/No Credit basis. Prerequisite: SWRK 677, concurrent with SWRK 669.

691 Advanced Social Treatment: At-Risk Individuals 3 hrs.

This course is designed to provide students in the Social Treatment concentration with an opportunity to deepen their knowledge of advanced clinical social work practice theory with its application to work with at-risk individuals. Special attention will be paid to interventions designed to promote the process of ego organization, or to repair malformations in development, based on an assessment of overall ego functioning in the situational context. This course builds on SWRK 666, Seminar in Individual Treatment and SWRK 638, Psychopathology for Social Work Practice. It is designed to meet the requirements for the advanced practice course in Social Treatment. Prerequisites: SWRK 638, 666.

692 Advanced Social Treatment: Children 3 hrs.

This course is designed to provide students in the Social Treatment concentration with an opportunity to deepen their knowledge of advanced clinical social work practice with children and their families in a variety of practice settings, e.g., child guidance, mental health, child welfare, school, corrections, and medical settings. This course builds on the content of SWRK 666, Seminar in Individual Treatment, SWRK 668, Social Treatment with Families, and SWRK 638, Psychopathology for Social Work Practice. It is designed to meet the requirement for the advanced practice course in Social Treatment. Prerequisites: SWRK 638, 666, 668.

693 Advanced Social Treatment: Groups 3 hrs.

This is an advanced course for Social Treatment students that prepares them for therapeutic intervention in group treatment. The course will examine interpersonal relations, transference, counter-transference, communication, group processes, problem solving, authority and leadership in groups, and group development from both an affective and cognitive perspective. The course (approximately forty-five hours) will be experiential in nature with the student participating as a member of a small, face-to-face group. The course builds on the content of SWRK 636, Social Treatment with Groups. Prerequisites: SWRK 636, 666.

694 Advanced Social Treatment: Industry 3 hrs.

Study of advanced treatment strategies and interventions to help individuals with vulnerabilities in self-esteem development, early structure formation, and ego development as manifested in the work context. Clinical strategies directed to client internal organization and identity formation will be examined. Prerequisites: SWRK 631, SWRK 666.

695 Supervision in Human Service Programs 3 hrs.

This course explores processes, strategies, and problems in supervision. It prepares students for supervisory roles in social work agencies, highlighting the importance of this role in maintaining professional expertise, in developing professional social work practice models, and in linking organizational goals to service delivery. Direct supervisory skills are covered in detail. Student participation is essential. Prerequisites: SWRK 661 or consent of instructor.

Special Seminars and Projects

Open to Upperclass and Graduate Students

564 Special Studies in Social Welfare Practice 1-4 hrs.

Study of selected topics related to the theory and practice of social welfare activities and endeavors. Focus will be on roles of human service workers and methodologies utilized in these roles in a range of social welfare areas. Specific topics will be announced. Prerequisite: Consent of instructor.

597 Teaching Apprenticeship in Selected Social Work Curriculum Areas 1-4 hrs.

The course focuses on the development of educational skills for social workers through faculty-directed participation in teaching activities in a selected social work course. Specific learning objectives and expectations for apprentices are arranged with participating faculty. This course may be taken a second time (1-4 credits), or a maximum of 8 total toward degree) by a student who wishes to increase teaching skills through applied practice in another social work area. Prerequisite: Consent of instructor.
Open to Graduate Students Only—Please refer to The Graduate College section for course description.

2-6 hrs.

Audiology (SPPA)

710 Independent Research Work

Degree students will complete the project in a combination of two sessions or semesters. Projects are frequently aimed at performing a community service and vary in focus on professional concerns and issues of local, regional, national, or international importance. These projects are designed to integrate learning which has taken place during the core work in core courses. They provide students with diverse cultural and educational experiences, and further development of research and practice competencies. Graded on a Credit/No Credit basis. Prerequisite: SWRK 640, 672.

Open to Graduate Students Only—Please refer to The Graduate College section for course description.

710 Independent Research 2-6 hrs.

Speech Pathology and Audiology (SPPA)

Erickson, Chairperson; Professors Bate, Lohr, Stromsta, Associate Professors Clark, Hanley, Lawson, Nelson, Oas, Seeig, Sparks, Assistant Professors Boerema, Higginbotham.

Open to Underclass and Graduate Students


Research in normal and disordered communication is studied with reference to the scientific method, principles of measurement, instrumentation, and experimental techniques. The course requires that either a laboratory or a clinical research proposal be formulated by each student.

550 Advanced Speech and Hearing Science 2 hrs.

Theories of speech production, reception, and perception are considered in this course from the point of view of experimental phonetics and experimental audiology. Prerequisites: SPPA 204, 205, 206.

551 Neuropathologies of Speech 2 hrs.

This course is concerned primarily with surveying selected communication disorders associated with neuropathologies. Prerequisites: SPPA 200, 203, 205.

552 Communication Problems of the Aged 3 hrs.

This course is designed to acquaint the student with receptive and expressive communication problems common to older adults. Emphasis will be on the clinical management of characteristic organic speech disorders and impaired auditory functions associated with aging.

554 Speech and Hearing Therapy in the Schools 2 hrs.

Study of clinical work with speech and hearing handicapped children in the school setting. Prerequisite: SPPA 351, 352, 354, 358.

555 Hearing Measurement 2 hrs.

This course is designed to acquaint the student with principles, theories, and methods of hearing measurement which provide the basis for clinical audiometric procedures.

556 Rehabilitative Audiology 3 hrs.

Orientation to the clinical management of communication problems associated with auditory impairment.

557 Educational Audiology 3 hrs.

This course deals with the educational, psychological, and vocational needs of the hearing impaired child and the parameters that affect educational programming.

595 Oral Language Development and Dysfunction 2 hrs.

This course is designed to provide the student preparing to be a classroom or special teacher with information about the nature of oral language, its development, conditions associated with dysfunction, and the principles and methods of treatment for children with specific speech or language disorders. Not applicable toward the master's degree in Speech Pathology and Audiology.

597 Topics in Speech Pathology and Audiology 1-4 hrs.

Selected topics in speech pathology and audiology are systematically explored through critical analysis of literature and through individual study projects. Voice disorders, articulation disorders, language disorders, cleft palate, and stuttering are among the possible areas of study. Topics vary from semester to semester and are announced in advance. May be repeated.

652 Seminar in Audiology 2-4 hrs.

Selected topics in audiology are systematically explored through critical analyses of literature and through individual study projects. Pediatric audiologic, geriatric audiologic, hearing aids, residual hearing, and aural rehabilitation are among the possible areas of study. Topics vary from semester to semester and are announced in advance. May be repeated.

653 Diagnosis and Appraisal I: Principles 3 hrs.

This course is intended to provide theoretical bases for the examination of persons with speech, hearing, and language disorders.

654 Diagnosis and Appraisal II: Procedures 2 hrs.

In this course the student gains experience with instruments, procedures, and techniques designed for the appraisal and diagnosis of communication disorders. One hour per week of participation in out-patient diagnostic examinations is required.

655 Diagnosis and Appraisal III: Practicum 2 hrs.

In this registration students receive extensive experience in diagnostic examinations.

567 Disordered Language Development 3 hrs.

Procedures and techniques for the identification, diagnosis, and clinical management of developmental disorders of language are explored intensively in this course.

658 Theoretical Bases for Therapy 3 hrs.

In this course disorders of communication are examined in terms of servo-system, learning theory, and personality theory.
659 Principles of Professional Practice
2 hrs.
Currently identifiable professional and philosophical questions are defined and studied with reference to the history of the development of the profession of speech pathology and audiology.

660 Voice Disorders
3 hrs.
Organic and functional disorders of laryngeal and resonator origin are studied in depth.

661 Articulation Disorders
2 hrs.
This course considers in detail the nature and treatment of functional misarticulations and of misarticulations associated with cleft palate.

662 Stuttering
3 hrs.
Theories and therapies applicable to the understanding and clinical management of stuttering are studied in depth.

663 Aphasia in Adults
3 hrs.
This course deals comprehensively with the identification and treatment of communication problems in the adult aphasic individual.

670 Clinical Practicum
1-4 hrs.
Supervised clinical experience in the evaluation and/or management of speech, language and/or hearing disorders.

Open to Graduate Students Only—Please refer to The Graduate College section for course descriptions.

700 Master’s Thesis
6 hrs.

710 Independent Research
2-6 hrs.

712 Professional Field Experience
2-12 hrs.
Graduate Studies (GRAD)

Open to Graduate Students Only

A graduate student should register for 700-level courses in his or her instructor's department. If the appropriate 700-level course is not offered by that department, the student should seek permission to register for it as a Graduate College (GRAD) course. All 700-level courses are graded on a Credit/No Credit basis. PLEASE NOTE: Students conducting research (in any 700-level course) that involves human or animal subjects must have the research proposal approved by the appropriate University board, thus assuring compliance with the regulations for the protection of such subjects. For more information, call the Division of Research and Sponsored Programs, 383-1632.

700 Master's Thesis
6 hrs.
Candidates for the master's degree may elect to write a thesis in their field of specialization under the supervision of a thesis committee. A student may elect this course in units of from two to six hours; however, the election must be made in no more than two units and within a calendar year. An application form (available in all departments) must be submitted to Registration at enrollment time. Prior to enrollment this form must be signed by: 1) the thesis adviser; 2) the department chairperson; 3) the Dissertation Secretary in The Graduate College. Graded on a Credit/No Credit basis.

710 Independent Research
2-6 hrs.
Designed for highly qualified advanced graduate students, or small groups, who wish to pursue individual studies or projects under the direction of a member of the Graduate Faculty. An application form, signed by the student's graduate adviser and the faculty supervisor, must be submitted to Registration at the time of enrollment. Graded on a Credit/No Credit basis.

712 Professional Field Experience
2-12 hrs.
Designed for superior graduate students who wish to pursue internships or apprenticeships in off-campus activities in industries or institutions. An application form, signed by the student's graduate adviser and the faculty supervisor, must be submitted to Registration at the time of enrollment. Graded on a Credit/No Credit basis.

720 Specialist Project
6 hrs.
The Specialist Project is designed for the units offering the specialist degree. A student may elect this course in units of from two to six hours; however, the election must be made in no more than two units and within a calendar year. An application form (available in all departments) must be submitted to Registration at enrollment time. Prior to enrollment this form must be signed by: 1) the project adviser; 2) the department chairperson; 3) the Dissertation Secretary in The Graduate College. Graded on a Credit/No Credit basis.

725 Doctoral Research Seminar
2-6 hrs.
Units offering doctoral programs may use this number to designate their research seminars. Such seminars may be taken more than once by the student. Permission of instructor is required. Graded on a Credit/No Credit basis.

730 Doctoral Dissertation
15 hrs.
The doctoral dissertation is required in all doctoral programs and must reflect an appropriate creative effort on the part of the student. An application form (available in all departments) must be submitted to Registration at enrollment time. Prior to enrollment, this form must be signed by: 1) the committee chairperson; 2) the department chairperson; 3) the Dissertation Secretary in The Graduate College. Registration for 730 will be in increments of 3 hours. Graded on a Credit/No Credit basis.

732 Doctoral Clinical Internship
1-4 hrs.
Designed for doctoral students pursuing a program-required 2,000 clock-hour internship at an approved professional site. Enrollment is approved for students with the prerequisite academic preparation by the department committee supervising the area of the student's training. An application form, signed by the student's program adviser and the faculty supervisor, must be submitted to Registration at the time of enrollment. Graded on a Credit/No Credit basis.

735 Graduate Research
2-10 hrs.
Units offering doctoral programs may use this number to designate research projects for their doctoral students. Such projects may be taken more than once by the student. Permission of instructor is required. Graded on a Credit/No Credit basis.
Section VI

The Graduate Faculty

Members

Abramson, Jerry, 1965, Assistant Professor of Art
B.A. California (Santa Barbara); M.A. Ph.D., New York

Alag, Gurbux Singh, 1977, Associate Professor of Electrical Engineering
B.E. (E.E.) Saugor University, M.E. (E.E.) Calcutta University, Ph.D., Eindhoven Polytechnic Institute

Ali, Yousef, 1959, Professor of Mathematics
B.S., M.S., Ph. D., Michigan State

Aldridge, David W., 1983, Associate Professor of Industrial Engineering
B.S., B.C., M.S. Ph. D., Purdue

Alej, Galen J., 1974, Associate Professor of Psychology
B.S., Maryland: M.A., Western Michigan; Ph.D., Maryland

Ali, Raymond E., 1980, Assistant Professor of Management
B.A., M.A., College of William and Mary, Ed.D., Western Michigan

Anderson, Robert, 1957, Professor of Chemistry
B.A., Baker M.A., M.D., Columbia

Appel, William, 1965, Professor of Music
B.S., State Teachers of Indiana (Pa.), M.Mus., Indiana

Argyropoulos, Triantafillos, 1964, Professor of Art
B.S., M.A., Michigan

Armstrong, J. William, 1969, Associate Professor of Education and Professional Development
B.S., Northwestern; Ed.D., Indiana

Aseta, Sivas, 1980, Assistant Professor of Economics
B.A., Central College (Pella), M.S. Ph. D., Iowa State

Asher, Eston J., 1964, Professor of Psychology and Director of Institutional Research
B.S. Kentucky, M.S., Ph. D., Purdue

Asquith, John A., 1963, Assistant Professor of Marketing
B.A., St. Cloud State, M.B.A., Ph. D., Claremont Graduate School

Athappilly, Kurakose K., 1979, Associate Professor of Business Information Systems
M.S., B.S., University of Kerala (India); M.B.A., University of Quay, B.Ph., Dharmaram College (India); B.Ed., University of Bhopal (India); Ed.D., Western Michigan

Baas, Jane Thornbury, 1981, Assistant Professor of Dance
B.S., M.A., Western Michigan

Bach, Shirley, 1964, Professor of Natural Science
B.S., Queens College, Ph.D., Wisconsin

Bafna, Kailash M., 1979, Professor of Industrial Engineering
B.S., Banaras Hindu University (India); M.S., Mississippi; Ph.D., Purdue

Bailley, Frederick S., 1958, Assistant Professor of Education and Professional Development
B.S., M.A., Western Michigan; Ph.D., Michigan State

Bailley, Thomas C., 1970, Associate Professor of Engineering
B.A., Oberlin; M.A., Missouri; Ph.D., Washington University

Balk, Alfred, 1985, Assistant Professor of Finance and Commercial Law
B.S., Loros College, M.A., Utah; Ph.D., Iowa

Balkin, Alfred, 1971, Professor of Education and Professional Development
B.A., M.A., Indiana, M.A., Ed.D., Columbia

Baskerville, Walden, Jh., 1978, Assistant Professor, Counseling Center
B.A., William Penn; M.A., Ed.D., Western Michigan

Batch, C. Nicholas, 1972, Associate Professor of Finance and Commercial Law
A.B., Michigan; M.B.A., Western Michigan; J.D., Wayne State University

Bate, Harold L., 1964, Professor of Speech Pathology and Audiology
B.S., Butler; M.A., Florida; Ph.D., Wisconsin

Beam, Henry H., 1975, Associate Professor of Management
B.S.E., Princeton; M.S.E., M.B.A., Ph.D., Michigan

Beck, George T., 1985, Professor of History
B.A., Michigan State; Ph.D., Johns Hopkins

Belonax, Joseph J., 1978, Associate Professor of Marketing
B.S., M.B.A., Northern Illinois; Ph.D., Nebraska

Belson, Beverly A., 1979, Associate Professor of Counselor Education and Counseling Psychology
B.A., Northern Iowa; M.A., Syracuse; Ph.D., Michigan State

Benson, John William, 1974, Associate Professor of Spanish
B.A., Willamette; M.A., Ph.D., Wisconsin

Berkey, Debra, 1985, Assistant Professor of Health, Physical Education, and Recreation
B.S., Slippery Rock State College, M.Ed., Ed.D., West Virginia

Berndt, Donald C., 1962, Professor of Chemistry
B.S., Ph.D., Ohio State

Bernhard, John T., 1974, Professor of Political Science
B.S., Utah State; M.A., Ph.D., University of California at Los Angeles

Bernstein, Eugene M., 1966, Professor and Chair, Department of Physics
B.S. M.A. Ph.D., Duke University

Betz, Robert L., 1959, Professor of Counselor Education and Counseling Psychology
B.A., Albion; M.S., Illinois; Ph.D., Michigan State

Beveing, Leonard J., 1970, Associate Professor of Biomedical Sciences
B.A., M.A., Ph.D., California (Berkeley)

Bigelow, Gary E., 1978, Associate Professor of Spanish
B.A. Franklin and Marshall; M.A., Ph.D., Pennsylvania State

Bishoff, Guentar M., 1965, Professor of Religion
B.A., Lutheran; M.Div., Indiana; Ph.D., Princeton Theological Seminary

Blatt, Dorothy L., 1969, Associate Professor of Education and Professional Development
B.S., University of Chicago; M.S.; Ed.D., Michigan State

Blakeley, Thomas J., 1979, Associate Professor of Social Work
B.A., Notre Dame; M.S.W. M.A. Ph.D., Michigan

Bielko, Robert L., 1966, Associate Professor of Mathematics
B.A., Kutztown State College of Pennsylvania; M.A., Ph.D., Pennsylvania State

Blass, James R., 1968, Associate Professor of Finance and Commercial Law
B.A., Nebraska Wesleyan; J.D., Michigan

Boas, Alfred, 1985, Associate Professor of Computer Science
B.S., Western Michigan; M.S., Ph.D., Michigan State

Bobealek, John F., 1985, Assistant Professor of Paper and Printing Science and Engineering
B.S., Marine; M.S., Ph.D., Lawrence

Boersma, Susan K., 1974, Assistant Professor of Speech Pathology and Audiology
B.S., Northern Illinois; M.A., Michigan State

Boeker, Gene S., 1960, Professor of Management
B.S., Ball State; M.A., M.D., Indiana

Boothroyd, Gregory W., 1970, Professor, Counseling Center
B.A., M.A., Western Michigan; Ph.D., Michigan

Bosco, James J., 1965, Professor of Education and Professional Development
B.Ed., Duquesne; M.Ed., Pittsburgh; Ed.D., Wayne State

Boughner, Robert, 1967, Associate Professor of Industrial Engineering and Associate Dean, College of Engineering and Applied Sciences
B.S., M.E. Wayne State; M.B.A., Western Michigan; P.E.

Bowman, Joel, 1975, Professor of Business Information Systems
B.A., M.A., Ph.D., University of Illinois

Bradfield, Leila, 1953, Assistant Professor, Counseling Center
B.S., M.A., Ph.D., Cornell

Brathwaite, Lloyd, 1968, Professor of Sociology
B.A., M.Crim., D.Crim., California (Berkeley)

Branchaw, Bernadine, 1971, Professor of Business Information Systems
B.A., College of St. Francis; M.S.; Ed.D., Northern Illinois

Brashear, Robert M., 1969, Assistant Professor of Education and Professional Development
B.S., Memphis State; M.R.E., Southwestern Seminary; M.Ed., Texas Christian; Ph.D., Texas

Breisch, Ernst A., 1957, Professor and Chair, Department of History
Matura, Regeimunster Athenaeum Vith, Ph.D., Vienna; Dr. rer. oec. Wirtschaftsuniversitat, Vienna

Bretherow, Dale, 1977, Associate Professor of Psychology
B.A., Kansas: A.M. Harford; Ph.D., Michigan

Brewer, Richard, 1959, Professor of Biology
B.A., Southern Illinois; M.S., Ph.D., Illinois

Brinkerhoff, Robert, 1978, Associate Professor of Educational Leadership
B.A., College; M.A., Ed.D. Virginia

Brogowitz, Andrew Allen, 1979, Associate Professor of Marketing
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