College of Graduate Studies
2005 - 2006 Bulletin

The purpose of this bulletin is to provide information about CMU's academic programs available in the 2005-06 academic year and information concerning admissions, academic regulations and requirements, services available to students, and CMU staff and faculty.

Students are responsible for ensuring that all requirements for graduation have been met. It is expected that students will regularly discuss their plans of study with academic advisors. Central Michigan University reserves the right to modify curricula, rules, policies, fees, program requirements, and courses offered and other information contained in this Bulletin at any time, without notice. The provisions of this bulletin do not constitute a contract, express or implied.

CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. http://www.cmich.edu/aaeo/
# University Calendar

*(Tentative)*

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See [http://www.registrars.cmich.edu/calendars/default.htm](http://www.registrars.cmich.edu/calendars/default.htm) for updates.
Board of Trustees

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<td></td>
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<td>Bloomfield Hills</td>
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<tr>
<td>Stephanie Comai</td>
<td></td>
<td>2010</td>
<td>Ann Arbor</td>
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<tr>
<td>Marilyn French Hubbard</td>
<td></td>
<td>2012</td>
<td>Bloomfield Township</td>
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<td>Roger L. Kesseler</td>
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<td>Sam R. Kottamasu</td>
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<tr>
<td>Gail Torreano</td>
<td></td>
<td>2010</td>
<td>Mount Pleasant</td>
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Administration, 2005

Michael Rao (2000)* President of the University; B.A., University of South Florida; Ph.D., University of Florida

Thomas A. Storch (2003) Executive Vice President/Provost; B.A., Ohio Wesleyan University; M.S. and Ph.D., University of Michigan

Karen I. Adams (2002) Dean, College of Education and Human Services; Ed.D., University of South Carolina; M.Ed. and M.A., University of Virginia; B.A., University of Texas-Austin

Raymond L. Christie (1998) Interim Vice Provost/Academic Administration; B.A., Saginaw Valley State University; MBA, Central Michigan University; Ph.D., Georgia State University

Maureen N. Eke (1995) Associate Vice President/Diversity and International Education, Institutional Diversity; B.A., Ahmadu Bello University (Nigeria); M.A., Ph.D., Indiana University

James H. Hageman (2000) Vice Provost for Research and Dean, College of Graduate Studies; Intermediate B.S., University of Bristol; B.S., University of Illinois; Ph.D., University of California, Los Angeles

Robert E. Kohrman (1968) Dean, College of Science and Technology; B.S., University of Michigan; M.S., Miami University; Ph.D., Massachusetts Institute of Technology

Marvis J. Lary (2002) Dean, The Herbert H. and Grace A. Dow College of Health Professions; BHS, MHS, Wichita State University; Ph.D., Kansas State University

Michael A. Leto (1998) Vice President for Development and Alumni Relations; B.A., Ball State University

Sue Ann Martin (1997) Dean, College of Communication and Fine Arts; A.B., M.A., Ph.D., Wayne State University

Thomas J. Moore (1988) Dean of Libraries; A.B., Belmont Abbey College; M.A. State University of New York, Binghamton; M.S.L.S., Syracuse University

D. Terry Rawls (1991) Interim Vice President/Executive Director, ProfEd (Off-campus Programs); B.S., University of Iowa; M.Ed., Georgia State University; Ed.D., Idaho State University.

Roger Rehm (1975) Interim Chief Technology Officer; BM, MM, Cleveland Institute of Music

Catherine Ann Riordan (2000) Vice Provost/Academic Affairs; B.S., Eastern Michigan University; Ph.D., State University of New York at Albany

Bruce K. Roscoe (1980) Dean of Students; B.S.H.E., Ph.D., University of North Carolina at Greensboro

George E. Ross (2002) Vice President for Finance and Administrative Services; B.A. and MBA, Michigan State University; Ph.D., University of Alabama

E. Gary Shapiro (1978) Dean, College of Humanities and Social and Behavioral Sciences; A.B., Wayne State University; A.M., Ph.D., University of Michigan

Daniel Vetter (1988) Interim Dean, College of Business Administration, and Professor, Finance and Law; B.S., Ithaca College; B.A., Dakota Wesleyan University; MBA, University of South Dakota; Ph.D., University of Nebraska at Lincoln

Kathleen M. Wilbur (2002) Vice President for Government Relations and Public Affairs; B.A., Michigan State University

*The year in parentheses indicates the date first employed by the university.
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From the Graduate Dean…

The faculty and staff of Central Michigan University recognize that the University’s role in society is dynamic; that realization is captured in its new vision statement: “CMU will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service.” Graduate education must play a pivotal role in translating that vision into reality because graduate students are heavily engaged in doing cutting-edge scholarship, research and creative activities and are engaged in a variety of instructional roles.

I am very pleased that you have decided to join us. I also recognize that you may have chosen CMU for a number of personal goals - varying from pure intellectual curiosity to the essential need to retool your skills to meet the demands of the job market. You will find at CMU a group of faculty and staff who are committed to helping you achieve your particular goals - I strongly urge you to be proactive from the very beginning of your studies by interacting with them as they are CMU’s most valuable resource.

One aspect of graduate education that may not be immediately obvious to you is that there is or should be a qualitative difference in the nature of graduate studies compared to typical undergraduate studies. Yes, there is a clear quantitative difference - that is, you will drill deeper into a narrower area of study than in your undergraduate work. But, a more important qualitative difference should appear in the degree of ownership and mastery of the material in your chosen area of study. A provost once remarked to me in a seminar for new faculty members: “The learner controls the learning.” I chaffed at first hearing that but have come to appreciate how apt it truly is when applied to graduate studies. The degree to which you actually “enter the field” will depend to a large measure on your own efforts to maximize every opportunity presented to you at CMU, whether these are interactions with faculty and fellow students through lectures and discussions, use of journals or on-line library resources, research with the latest equipment such as the new MRI body scanner or human health simulators or use of performance studios. Another qualitative difference between undergraduate and graduate education is that a more critical analysis of information is expected at the graduate level. What I hope for every graduate student at CMU is that he or she will experience what the biologist Thomas Huxley claimed was the greatest “tragedy of science, ”…the slaying of a beautiful hypothesis by an ugly fact.” The ultimate objective of members of the graduate faculty is really to change the relationship between you and them from a teacher-pupil relationship to that of a peer relationship. The extent to which that occurs is an important measure of CMU's success.

Dr. Gail Scukanec is the very experienced and able Associate Dean of the College of Graduate Studies. Both of us want you to feel welcome here at Central Michigan University and want your course of studies to be as smooth as possible. Please feel free to make an appointment to see either of us should you wish. We do want to encourage you to avail yourself of the services and opportunities offered by the College of Graduate Studies, including funds to support your research, to complete your dissertation and to travel to meetings to present the results of your work. For these funding mechanisms, and for help with all the dreaded but necessary paperwork, we strongly urge you to spend some time studying the College of Graduate Studies web site (www.grad.cmich.edu) which we have developed to help you find the things you need to complete your studies here. We believe that you will find your work at CMU exciting and valuable.

James H. Hageman, Dean
College of Graduate Studies

“Learning for a Lifetime”
Graduate Study at Central Michigan University

Central Michigan University’s Foust Hall houses the College of Graduate Studies.

The College of Graduate Studies

The College of Graduate Studies is the primary administrative office for graduate students enrolled at CMU. On a daily basis, the College of Graduate Studies handles all types of issues affecting graduate students, from admission through the awarding of graduate certificates and degrees. The dean of the college has a variety of duties including: reviewing existing programs, encouraging the development of new programs, promoting and supporting research activities, increasing support for graduate programs and graduate students, building and maintaining the institutional infrastructure for graduate education and research, and enforcing university policies regarding graduate education and research.

The graduate studies office distributes copies of the Graduate Handbook to CMU graduate students. This handbook describes graduate policies and procedures and provides detailed information about financial support opportunities at CMU.

The staff of the College of Graduate Studies is available to answer questions or help current and prospective graduate students with any problems they may have. In addition, if you are undecided about an area of specialization or have general questions concerning graduate studies at CMU, the graduate office staff is happy to be of help.

You may contact the office at:

College of Graduate Studies
Central Michigan University
100 Foust Hall
Mount Pleasant, Michigan 48859
(989) 774-GRAD
GRAD@cmich.edu

Campus Visits

The College of Graduate Studies welcomes the visits of prospective students and their families to Mount Pleasant and the CMU community. The graduate studies office can provide campus maps and information. Students are encouraged to call departments before their visit and set up appointments to meet with the department chair or program directors.

If you arrive by car, stop first at the Office of Public Safety, in the Combined Services Building off East Campus Drive, for assistance with visitor parking.
An Introduction to Central Michigan University

The University Setting

Central Michigan University is located in the heart of Michigan’s lower peninsula. Set in a region of rolling farmland and woodland, CMU’s location offers easy access to Michigan’s cultural and scenic attractions: diverse urban centers, prime recreational shoreline along Lakes Michigan and Huron, Alpine and Nordic ski areas, and the north woods country of northern Michigan.

CMU’s home community is Mount Pleasant, a city of about 25,000. Together, CMU and Mount Pleasant serve as the cultural center for much of central and northern Michigan. CMU hosts a variety of cultural and sporting events throughout the year, and the university sponsors the CMU Public Television Network and National Public Radio affiliate stations.

The campus of Central Michigan University provides a physical environment for learning that is attractive, orderly, and convenient. Campus beauty is cultivated in the belief that the quality of the physical surroundings affects the quality of learning. The academic buildings form the core of the campus, with ready access to administrative services and residence units. Campus residence halls and apartments are located conveniently with respect to classroom buildings, the library, and recreational facilities. The outdoor campus setting features trees and lawns, ponds, walkways, and natural conservation areas. Automobile traffic is routed toward the campus perimeter, where parking areas are located. Bicycle pathways link major campus buildings, and bicycle racks are provided.

The Neithercut Woodland, a 255 acre natural woodland four miles northwest of Farwell, serves as a center for environmental education.

The resources provided by libraries, art galleries, studios, auditoriums, parks, theaters, gyms, and playing fields are easily available within the campus boundaries.

CMU also has off-campus centers in many Michigan communities, and the university operates outdoor teaching facilities. CMU has a biological research station on Beaver Island, in Lake Michigan.

CMU Today

Shaping the future

Central Michigan University is a nationally distinguished institution of higher education that enrolls close to 28,000 students and offers more than 200 programs at the bachelor’s, master’s, specialist’s, and doctoral levels.

CMU’s Mount Pleasant campus is home to 19,792 students, including a freshman class with a cumulative 3.28 grade point average. CMU operates one of the largest off-campus programs in North America, educating more than 8,000 students at 60 locations in Michigan and beyond. CMU ranks among the top universities in the nation in the number of graduate degrees awarded to African Americans and Hispanics.

The Carnegie Foundation for the Advancement of Teaching recognizes CMU as a doctoral/research-intensive university that offers a wide range of baccalaureate and graduate programs and supports significant faculty and student research, scholarship, and creative work. The university’s dedicated faculty members directly involve students in real-world learning, performance, and career preparation.

The quality and variety of CMU’s academic and extracurricular activities reflect the university’s responsiveness to the educational, social, and ethical needs of its students and the society they will serve upon graduation. Many of the university’s academic programs emphasize an interdisciplinary approach to learning that provides students with broad experiences and career flexibility.

CMU offers 29 degrees through seven academic colleges:

- College of Business Administration
- College of Communication and Fine Arts
- College of Education and Human Services
- College of Graduate Studies
- College of Humanities and Social and Behavioral Sciences
- College of Science and Technology
- The Herbert H. And Grace A. Dow College of Health Professions

Dedicated faculty provide opportunities for active learning

At the heart of CMU’s success is its outstanding faculty. CMU professors bring to the classroom an enthusiasm inspired by significant research, scholarship, and artistic work.

CMU students prepare for careers through applied learning and career experiences. Among respondents to the annual Career Services survey of graduates, 52 percent said they completed internships and cooperative work experiences. Nearly 84 percent of students reported they found jobs in their fields or were accepted into graduate or professional programs.

Many CMU students also become involved through leadership training, community service, international study, and membership in more than 200 on-campus professional clubs and student organizations.

Programs and partnerships in emerging fields

CMU’s commitment to educate students for success in a competitive and evolving job market includes progressively developing and fine-tuning interdisciplinary and niche-area programs. The university recently added new programs in mechanical and electrical engineering. At the doctoral level, CMU has offerings that include health administration and programs in educational administration and audiology that are delivered through distance learning.

CMU’s innovative educational and research initiatives provide students with real-world career experiences and opportunities to help serve emerging needs in society. A few of many examples:

- The Center for Applied Research and Technology provides an environment for students to work alongside researchers and prospective employers on groundbreaking biotechnology research.
- The SAP University Alliance trains business students in the most sophisticated business software in the world.
- The Michigan Water Research Center involves biology students in assisting public and private organizations with advanced laboratory and water resource services.
- The new John G. Kulhavi Professorship in Neuroscience provides psychology students exceptional research opportunities in the new Health Professions Building Brain Research and Integrative Neuroscience Center.
- The LaBelle Entrepreneurial Center involves students enrolled in CMU’s nationally ranked entrepreneurship program with real-world business consultation experiences.
Diversity opportunities

CMU’s programs prepare students for full participation in a changing democratic society and for careers in an increasingly global marketplace. The Office of International Education offers strong and expanding international programs, and many on-campus offices and groups support a diversity of ethnic and cultural events and displays.

New support for research, scholarships, facilities

The $50 million New Vision of Excellence Campaign for Central Michigan University is a broadly focused initiative to raise academic standards, strengthen discovery and creative activity among faculty and students, and enhance learning environment facilities and technology. To achieve this New Vision of Excellence, CMU is reaching out to its many friends, partners, and 160,000 alumni around the world for private funding support for student scholarships, faculty and program endowment, an enhanced campus environment, and ongoing and special programs.

With increasing funding support, CMU offers many scholarship programs for top achievers and students with potential in areas of multicultural advancement and leadership. Two scholarships - the Centrallis Scholar Award and the Multicultural Advancement Award of Distinction - cover most of the cost of tuition, room, board, fees, and general expenses. CMU also awards $1,500 scholarships to all high school seniors with both grade point averages of 3.5 and ACT scores of 20 or higher. Top international and Midwestern students qualify for in-state tuition rates.

Mission Statements

Vision

CMU will be a nationally prominent university known for integrity, academic excellence, research and creative activity, and public service.

Adopted by the Board of Trustees, 3-3-05

Mission

Central Michigan University serves Michigan and the larger community as a doctoral/research-intensive public university focused on excellent teaching and student-focused learning. The university is committed to providing a broad range of undergraduate and graduate programs and services to prepare its students for varied roles as responsible citizens and leaders in a democratic and diverse society. Its programs encourage intellectual and moral growth, prepare students for meaningful careers and professions, instill the values of lifelong learning, and encourage civic responsibility, public service and understanding among social groups in a global society.

The university emphasizes an undergraduate program that maintains a balance between general education and specialization. In addition to educational depth in at least one academic discipline or professional field, the university provides educational experiences in the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity. The university offers selected high among students and promotes economic, cultural and social development.

The university’s sense of community is reflected through governance structures that allow broad-based participation, opportunities for close student-faculty interaction, and a rich array of residential and campus-based cocurricular activities. Through its partnerships and outreach efforts, the university promotes learning outside of the traditional classroom and enhances the general welfare of society.

Core Values

The Central Michigan University community has identified core values that guide and motivate the institution. CMU’s mission statement reflects a commitment to these values:

Learning

• Student-focused learning, placing the strongest value on learning and teaching;
• The scholarship of discovery and creativity, recognizing that the most basic function of the university is to seek, apply and disseminate knowledge and insights;
• Liberal education as the foundation of the undergraduate curriculum, articulating this commitment in a general education program;
Central Michigan University

Goals

To achieve its mission and realize its values, Central Michigan University is committed to the following actions:

1. Provide a quality, broad undergraduate education to prepare students for a thoughtful life of service to the community and as a base for future academic and professional work and to ensure that CMU students will be knowledgeable and skilled, liberally educated persons.

2. Offer in-depth undergraduate programs in which students can begin to master an academic field and practice a profession.

3. Offer graduate programs in niche areas of faculty strength that meet regional, state, national and international needs.

4. Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues confronting a diverse global society.

5. Advance and disseminate knowledge by stimulating and supporting research and creative activities by students, faculty and staff.

6. Design and develop innovative and effective learning systems to meet contemporary educational needs.

7. Use modern technologies to enhance teaching, learning, research and administrative functions.

8. Provide an environment that allows for broad-based community involvement and participation in democratic civic life.

9. Provide support services and a physical environment that foster student success.

10. Offer cocurricular activities, including Division I-A athletics, which enhance intellectual, cultural, social, ethical, physical and emotional development.

11. Create and nurture an environment that attracts and retains students, faculty and staff who embody and promote cultural, racial and global diversity.

12. Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective.

13. Provide service for the public good.

14. Attract and manage resources to enable faculty, staff and students to be successful in meeting these goals.

In all of its activities, Central Michigan University encourages the ongoing monitoring of quality and the achievement of excellence.

Institutional Priorities

Central Michigan University has identified a series of strategic and immediate directions, which will focus the university’s energies between 2005 and 2010. These institutional priorities are:

• Create an environment that supports teaching and learning as the top priority.

• Provide educational experiences and programs that enhance diversity and global perspectives.

• Enhance the infrastructure for research and creative activity.

• Provide service for the public good.

• Strengthen the institution’s culture of integrity.

Endorsed by the Academic Senate 4/30/02
Adopted by the Board of Trustees 9/12/02

Student Learning Outcomes Assessment

To assure that Central Michigan University’s programs are strong and that students in them are attaining appropriate levels of knowledge, skills, and understanding, the faculty and staff of Central Michigan University have developed ongoing processes to assess the learning and academic achievement of students in academic programs.

Students at CMU should expect to participate in a wide range of assessment activities designed to provide useful information about the effectiveness of academic programs and the service programs that support them. From time to time during their courses of study, CMU students may be asked to participate in tasks to demonstrate the breadth and depth of their knowledge, skills, and understanding, indicate their levels of satisfaction with services provided, and describe their learning experience. Alumni may be asked to communicate their views about programs in the context of their lives and their careers since graduation. Employers also may be asked to indicate what qualities they need and expect in university graduates and how they assess CMU’s programs in preparing students to meet their needs.

Throughout these efforts, the concern is with program quality: CMU faculty and staff need to ensure that students gain the most possible from their years of study at CMU and that programs continue to meet standards of excellence.
Accreditations

CMU is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, one of six regional accrediting associations in the United States. The Higher Learning Commission is recognized by the US Department of Education and the Council on Higher Education Accreditation (CHEA).

The following organizations have issued their accreditation to appropriate CMU programs: Accrediting Council of Education in Journalism and Mass Communication (ACEJMC), Accreditation Review Commission on Education for Physician Assistant (ARC-PA), American Chemical Society (ACS), American Psychological Association (APA), Commission on Accreditation in Physical Therapy Education (CAPTE), Commission on Accreditation for Diabetics Education (CADE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA), Council on Social Work Education (CSWE), National Recreation and Park Association and the American Association for Leisure and Recreation Council on Accreditation (NRLA/AAART), National Association of Schools of Music (NASM), and National Association of School Psychologists (NASP).

The College of Business Administration is accredited by the AACSB International- The Association to Advance Collegiate Schools of Business. This accreditation covers all undergraduate and master's degree programs in business offered by the College. AACSB International is a not-for-profit organization consisting of more than 900 educational organizations and corporations. Headquartered in Tampa, FL, USA, AACSB International is the premier accrediting agency and service organization for business schools.

The College of Education and Human Services at Central Michigan University is accredited by the National Council for Accreditation of Teacher Education (NCATE), 1010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation and advanced educator preparation level programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for preparation of teachers and other professional school personnel.

CMU is also on the approved list of the American Association of University Women and maintains national recognition by the Educational Leadership Constituent Council (ELCC). The National Association for the Education of Young Children (NAEYC) accredits CMU’s Human Growth and Development Pre-School lab.

Individuals who wish to review the accreditation documents should contact the Provost's office. Further information regarding specific program accreditation status is located at http://www.provost.cmich.edu/viceprovost/Accreditation/accreditation.htm.

Affirmative Action

CMU, an AA/EO institution, strongly and actively strives to increase diversity within its community. Affirmative action is a set of specific and results oriented measures taken to bring about equal opportunity. At CMU, the Affirmative Action Office coordinates and monitors the university’s affirmative action/equal opportunity efforts and programs to assure compliance with Americans with Disabilities Act, Title VII of the 1964 Civil Rights Act, Title IX, Executive Order 11246 and other relevant state and federal statutes. The office supervises the maintenance of related reports and records, provides and develops related educational programs and materials, offers guidance and advice to all community members on the university’s nondiscrimination and affirmative action policies and procedures, assists departments with recruitment and retention activities, and receives and resolves complaints of discrimination from students, employees and others. For more information, contact the Affirmative Action Office, 104 Powers Hall, CMU, Mount Pleasant, Michigan 48859, (517) 774-3253, or visit the website at http://www.cmich.edu/aaeo/.

Graduate College Administration

The Graduate Council represents the graduate faculty and is charged with making recommendations to the Academic Senate concerning degrees, programs, standards, and policies of the College of Graduate Studies. The Dean of the College of Graduate Studies is the agent of the graduate faculty for the implementation and enforcement of college policies for both on and off-campus graduate programs.

The Graduate Council is a committee of the Academic Senate, charged to serve as the advisory and policy-making body for the College of Graduate Studies. The Council is concerned with the development and evaluation of all programs and policies pertaining to the operation of the College of Graduate Studies and the quality of graduate education both on and off campus. The Graduate Council makes recommendations to the Academic Senate in the following areas: new programs, program additions, modifications, consolidations, and deletions; minimum graduation requirements and approved department requirements for graduate programs; College of Graduate Studies’ admission and dismissal policies and approved departmental policies; and policies and regulations for the College of Graduate Studies. Among its responsibilities, the Graduate Council is expected to: establish the guidelines for advising graduate students, establish guidelines for the Graduate Research Fellowship Program; and evaluate courses numbered 500 and above.

Faculty serving on the Graduate Council must be members of the Graduate Faculty. Nominations for the Graduate Council are forwarded to the Academic Senate from the Committee on Committees. The Council includes one faculty from each of the following: the College of Business Administration, the College of Education and Human Services, the College of Communication & Fine Arts, The Herbert H. and Grace A. Dow College of Health Professions, the College of Science and Technology. There are also five graduate faculty at large and two graduate students on the Graduate Council. Faculty members serve three-year staggered terms, and graduate students serve one-year terms. A representative of ProfEd serves as an ex-officio member without vote. The Dean of the College of Graduate Studies is an ex officio member of the Graduate Council. In the absence of the dean, the associate dean represents the College of Graduate Studies in Council meetings, with full voting privileges; the Associate Dean of the College of Graduate Studies may also attend other meetings of the Graduate Council. Information regarding the current membership of the Graduate Council and the names of its officers is available from the College of Graduate Studies (989-774-GRAD) or the Academic Senate Office (989-774-3350).

Using this Bulletin

Take time to carefully read the general and academic information sections of this 2005-2006 Graduate Bulletin. These explain university policies and procedures that you will be expected to know, and they describe services and programs available to you. To find the department in your own area of interest, consult the Index to Degree Curricula on page 211 of this Bulletin. Each departmental description begins with the chairperson’s office address and telephone number.
Graduate Degrees and Certificates

Doctoral Degrees
- Applied Experimental Psychology
- Audiology
- Clinical Psychology
- Educational Leadership
- Health Administration
- History
- Industrial/Organizational Psychology
- Mathematics
- Physical Therapy
- School Psychology

Specialist's Degrees
- Educational Administration
- Psychological Services (School Psychology)

Master's Degrees
- Administration
- Art
- Biology
- Broadcast and Cinematic Arts
- Business Administration
- Chemistry
- Chemistry, Teaching
- Communication Disorders
- Composition and Communication
- Computer Science
- Counseling
- Economics
- Education
- Educational Administration
- Educational Technology
- Elementary Education
- English Language and Literature
- Fine Arts
- Geographic Information Sciences
- Geology
- Health Promotion and Program Management
- History
- History, Joint
- History, Integrated B.A./M.A.
- Human Development & Family Studies
- Humanities
- Industrial Education
- Industrial Management and Technology
- Information Systems
- Library Media & Technology
- Mathematics
- Mathematics, Teaching
- Middle Level Education
- Music
- Nutrition & Dietetics
- Physical Education
- Physician Assistant
- Physics
- Political Science
- Psychology, General/Experimental
- Psychology, Clinical
- Psychology, Industrial/Organizational
- Psychology, School
- Public Administration
- Reading and Literacy (K-12)
- Recreation, Parks, and Leisure Services Administration
- Secondary Education
- School Principalship
- Sociology/Social and Criminal Justice
- Spanish
- Special Education
- Speech Communication and Dramatic Arts
- Sport Administration
- Teaching English to Speakers of Other Languages (TESOL)

Certificates
- Acquisitions Administration
- Autism
- Business Computing
- Educational Technology
- European History
- General Administration
- Gerontology
- Health Services Administration
- Hospitality and Tourism Administration
- Human Resources Administration
- Information Resource Management
- International Administration
- Leadership
- Long-Term Care Administration
- Modern History
- Organizational Communication Administration
- Professional Development in Public Administration
- Public Administration
- Software Engineering Administration
- United States History
- Vehicle Design and Manufacturing

1The complete names of certificate and degree programs and the titles of the degrees are listed in the Index to Certificate and Degree Curricula given in the back of this book on page 211.
University Services and Resources

University Library

The recently renovated and expanded University Library houses a collection of over 1,000,000 volumes of books, periodicals, and documents and maintains approximately 3,200 periodical and newspaper subscriptions and offers online access to hundreds of databases. The University Library also has a significant microform collection of 1,340,000 items which include long periodical and newspaper runs, as well as large sets of education research reports, early English and American books, presidential papers, and other manuscripts. The library is a selective depository for U.S. and Michigan government documents and maps. Research materials not available in the library can be obtained from other sources around the world through the library's Interlibrary Loan office.

More than just a collection of books and periodicals, the University Library is also the center of a large array of library services and study areas which are open 97.5 hours/week. An extended hours study room offers additional hours of study space.

The Libraries' integrated system is a cornerstone of library services. It consists of CENTRA, the online catalog of books, periodicals, music scores, maps, and audio-visual materials -- and provides access to online selected periodical articles and documents in arts and humanities; social and behavioral sciences; health, physical, and life sciences; business; and education. The libraries have over 300 workstations with high-speed Ethernet connections that provide access to the wealth of information resources available through the Libraries' World Wide Web Home Page, at http://www.lib.cmich.edu.

Reference librarians are available every day of the week to assist students and faculty with reference questions and research projects. In addition to offering personal assistance from the reference desk, librarians also respond to inquiries via telephone (774-3864) and e-mail. They also offer library instruction to classes and teach LIB 197, a one-credit course in basic library research skills. The Library has a wide variety of general and subject-specific indexes, abstracts, and other research materials, some in print and some in electronic format.

Photocopy machines, including those for microforms and printers are available throughout the library for the convenience of patrons. Visually impaired patrons may use equipment and materials located in Student Disabilities Services on the first floor. Individual study rooms are also available.

Hours of service are posted in the library and at the entrances, but patrons may call 774-3294 any time for current library hours.

Clarke Historical Library

The Clarke Historical Library, located on the first floor of the Charles V. Park Library, has over 65,000 printed items, 3,500 manuscripts, 10,000 reels of microfilm, and extensive collections of maps, newspapers, and visual images relating to the history of Michigan, the Old Northwest Territory, and the Great Lakes area. The collection also includes the Lucile Clarke Memorial Children's Library, the Class of 1967 Presidential Campaign Biographies Collection, Native American material, the Central Michigan University archives, and the Wilbert Wright Collection of Africana and African-Americana.

The core of the library was given to the university by Dr. Norman E. Clarke, Sr., Class of 1913. Students visiting the Clarke Library enjoy the well-researched displays that visually highlight the library’s resources. The Clarke Library also sponsors periodic lectures. Hours of services are posted, or patrons may call 774-3352 for library hours or 774-3864 for reference assistance.

Instructional Materials Center

The Instructional Materials Center, located on the lower level of Ronan Hall, serves Education and Human Services and the university and local community. This area houses instructional materials for prekindergarten through the twelfth grade, as well as the University's Children's and Young Adult Literature Collection, standardized tests, microcomputer hardware and educational software, teacher "tips and ideas", and school district information. Also housed in the IMC is the Michigan Department of Education's Textbook Collection which provides examination copies of K-12 textbooks published for sale in Michigan. The Media Production Area is available to assist students, staff, and area professionals in preparing instructional media of many kinds. Equipment is available to preview and produce audio and visual nonprint materials. The IMC word processing lab has Microsoft Office, ClarisWorks, and Super Paint. The EHS/Dow Chemical Multimedia Lab is set up for multi-media instruction and production. The Ameritech Telecommunications Lab is available for instructional and educational use. Further information, including hours, may be obtained by calling 774-3549 or online at http://www.ehs.cmich.edu/imc/index.htm. Tours can be arranged upon request.

Information Technology at CMU

Central Michigan University has a wide variety of technology resources and technology support available for students, faculty, and staff. Information Technology (IT) is responsible for providing the CMU community with a diverse and technically rich learning and research environment. CMU and Information Technology support an ongoing planned investment strategy to keep CMU technology resources upgraded and available to students and faculty. CMU supports a growing emphasis on innovative learning and teaching through the use of an enabled technology infrastructure.

Student E-Mail Policy: Upon acceptance to CMU, students are assigned a CMU e-mail address. This e-mail address is the official address to which course-related correspondence and billing statements are sent. It is very important that students check their CMU e-mail address regularly, and they will be held responsible for mailings issued to that address.

Public Computer Labs: State of the art instructional and student technology labs are strategically located throughout the campus to provide easy access for students and faculty. Many of the instructional and student labs operate extended daily hours and weekends. The main student lab, located at Woldt-Emmons/Saxe-Herrig residence hall complex is available 24 hours a day, seven days a week. The College of Business Administration also houses the CBA Computer Center in Grawn Hall, and the College of Science and Technology houses the Pearce Computer Center on fourth floor of Pearce Hall. There are approximately 410 computers available for student use through these public labs.

IT Help Desk: A technology help desk is housed in the first floor of Park Library. The IT Help Desk assists students, faculty, and staff with university-sponsored software applications and hardware systems. In addition to general computing questions, assistance is also available for computer repairs.

CMU Student Portal: Central Michigan University offers a student-centered web portal located at: http://my.cmich.edu. The portal is designed specifically with CMU students in mind, and provides students with comprehensive information in a number of different topic areas that may be of importance to them. Some of these areas include activities, academics, employment, available services, (continued)
and access to a variety of individual student records.

**CMU Calling Card:** All students, faculty and staff members of CMU are eligible to sign up for the CMU Calling Card program. The card offers highly competitive rates and calling plans for all long distance calls, and carries no minimum usage or monthly service fees. International rates vary depending upon the country being dialed. The card may be used anywhere in the United States. Additional cards for spouses or family members are also available.

**Media Services:** A large collection of instructional videocassettes is available for use in CMU classes, and is also available for checkout by students. Media consultation and A/V equipment maintenance are also available.

**Acceptable Use Policies:** All users who operate or use any of the computing systems and networks of the university must abide by the acceptable use policies. The acceptable use policies are published on the web at http://www.oit.cmich.edu. The policies are intended to supplement other existing university and external policies, regulations and laws.

Please call the IT Helpdesk at (989) 774-3662 for additional information or visit the IT Web site at http://www.oit.cmich.edu.

**Bovee University Center**

The Bovee University Center is the home of many student services, student organizations and retail operations. It is located in the center of campus, which makes it a popular gathering place for students, faculty and staff. The Center provides the University community opportunities for involvement in group discussions, meetings, conferences, informal conversations, and social activities.

A variety of entertainment and special events are sponsored in the University Center throughout the year, making it an exciting place to be. Some of the programs held are "Welcome Back to Campus," dance lessons, and Holiday Festival.

Services that are located at the Bovee University Center include the Student Services Court, Career Services, Minority Student Services, Multicultural Center, Native American Programming, and International Education. Also housed there are the Student Government Association, Program Board and thirty-six student organizations. Several retail operations are provided such as the Bookstore, which carries a full line of required class materials, student supplies, CMU clothing, and gift items; Independent Bank, a full-service bank; Central Box Office; and a copy center.

Complete food service operations are offered, including the Down Under Food Court, open Monday-Friday, and Blimpie Subs/Freshens Yogurt. Also located in the UC are Campus Information, Non-traditional Student Lounge, Faculty-Staff Lounge and the CHIP CARD ID office.

**Student Services**

**University Health Services**

**Eligibility.** All regularly enrolled CMU students, their spouses, and other authorized users are eligible to use Health Services. Proper CMU identification is required to obtain services.

**Emergencies.** Dial 911 for ambulance and CMU police assistance. Emergency care is provided by the Central Michigan Community Hospital Emergency Room.

**Clinic Hours.** Monday-Friday, 8 a.m. to 5 p.m. A same day/future date appointment system minimizes waiting time. Call 989-774-5693 (TTY: 989-774-3055) to schedule an appointment. Walk-in service for urgent problems is available in the Primary Care Suite, Foust 202.

**Payment.** There are fees for the care provided, but payment is not required on the date of service. Health Services will bill the student's primary insurance carrier if current health plan enrollment information (insurance card or photocopy of it) is provided at the time of the visit. Insurance billing is provided and Health Services participates with a number of insurance plans. Contact the Health Services Business Office, Foust 108, 989-774-3059 for additional information about billing and insurance.

**Location and Parking.** University Health Services is conveniently located on campus in Foust Hall at the corner of Preston and East Campus Drive. For easy access, students are encouraged to use the Preston Street entrance. Reserved parking spaces are available in Lot 29 at the east end of Foust Hall, metered parking is available in Lot 28 at the west end. Student permit parking is located in Lot 33 on the south side.

**Responsibilities.** The primary responsibilities of University Health Services are to provide readily accessible health care, health education, health promotion, disease prevention, and communicable disease outbreak management services for Central Michigan University students and other authorized users.

**Clinical Services Available.** Board certified/eligible physicians work in teams with a physician assistant or nurse practitioner to provide services similar to those you would receive from your family doctor, an urgent care facility, or public health department. Emphasis is placed on patient education and including the patient as an active partner in the plan of care. Services include diagnosis and treatment of illness and injuries; physical examinations; immunizations and travel health services; TB skin testing; allergy injections with serum from the student’s allergist; women’s health care services, including Thin Prep Pap smears and birth control options; confidential HIV/AIDS testing and other STD testing and treatment; basic rehabilitation services provided by a certified athletic trainer under the supervision of a Health Services physician. In addition, Health Services has a pharmacy and laboratory on site. Both accept orders from outside providers. X-ray and other diagnostic imaging services are also available.

**Clinical Services Not Available.** Health Services does not provide major or elective surgery; hospital inpatient care; emergency room care for life threatening illnesses or injuries; obstetrical care; general physical therapy; fitting of glasses or vision care; or dental services. Referrals to other specialty care are provided when needed.

**Student Health Insurance.** A nationally-recognized health insurance carrier offers and administers a reasonably-priced optional health insurance plan for CMU students and their dependents. Plan options, premium costs, and enrollment applications are available on the University Health Services web site at www.healthservices.cmich.edu and in the Health Services Business Office, Foust 108.
Medical Records. Medical records are maintained for students and other authorized users at University Health Services. The information is confidential and will not be released to anyone without the patient's authorization, except as permitted or required by law. Students are asked to submit a pre-entrance health history report and pre-matriculation immunization record to assist University Health Services in providing safe, effective, and appropriate care.

Concerns, Comments, Suggestions. University Health Services seeks to continually improve its services and values input from users regarding the care provided. Concerns, comments, or suggestions about the services can be addressed by completing a Patient Satisfaction Survey at the time of the visit, speaking with a staff member or unit supervisor, contacting the Director, Foust 249, 989-774-3944, or via e-mail at healthservices@cmich.edu.

Student Organizations

Central Michigan University provides students with the opportunity for involvement in more than 180 student organizations. Many of the larger student organizations have office facilities in the Student Organization Center, located in the lower level of the Bovee University Center.

Activities outside the classrooms are an integral part of the total development process, and students are encouraged to work in areas of interest to them. Students wishing to develop leadership skills can do so through their involvement in these organizations. Many departments sponsor specialized student organizations as well as honor societies. Student organizations also provide students with an opportunity for volunteer work in the community.

The Student Government Association (SGA) is recognized as the representative governing body of CMU's students. People wishing to serve on university committees may contact the Student Government Association for more information. By becoming active in SGA, any student can participate directly in the formation of policies, procedures, and programs which affect his or her own education. The major function of the SGA is to represent the interests and needs of all students, whether its focus is on a new idea or a concern to the university community. Elections are held every year and all student classifications are represented.

Office of Student Life

The Office of Student Life, 111 Bovee UC, (989) 774-3016, serves as a center for coordinating many aspects of student life at CMU. Student activities are handled within this office. Problems and concerns regarding a wide range of university policies and procedures, such as absence from class due to illness or withdrawal from the university, are channeled through this office. For more information, see the website at www.stulife.cmich.edu.

Office for Institutional Diversity

The Office for Institutional Diversity provides support for the development of initiatives including department and college plans for increasing diversity and improving campus climate. The office supports multicultural programs and activities of the Minority Student Services, Gay and Lesbian Programs, Multicultural Programs, Native American Programs, Student Disability Services and Women's Studies. The office is located at 319 Warriner Hall, or call 989-774-3700, or visit the website at http://www.diversity.cmich.edu.

Minority Student Services

Minority Student Services, located in Bovee University Center Room 121, is a comprehensive office which provides academic, personal, social and cultural support to students. To empower and retain students, the MSS staff provides and enhances a campus environment where diversity is understood and celebrated. The office coordinates a diverse area of student activities and retention services. Students are encouraged to contact the office for assistance with academic, social and personal concerns. Minority Student Services serves as a representative voice for CMU's students of color.

The office works closely with minority student groups in planning and implementing political, social, and recreational activities. Specific programs and initiatives offered through the office include cultural celebrations, Student Enrichment Mentor Program, Supplemental Instruction, King/Chavez/Parks Extended College Day, Multicultural Award of Distinction, Lloyd M. Cofer and Multicultural Advancement scholarships.

Additional functions consist of establishing strong working relationships with existing university offices and departments on matters regarding educational policies and procedures, developmental program planning and evaluation, and student services relating to minorities. For more information, call (989) 774-3945 or e-mail at MSS@cmich.edu. The website is http://www.diversity.cmich.edu/mss/.

Office of Gay and Lesbian Programs

The Office of Gay and Lesbian Programs was established in 1991. Its purpose is to coordinate programs, to participate in educational forums to raise awareness of gay, lesbian, bisexual, transgender (GLBT) concerns and to meet the needs of CMU's gay, lesbian, bisexual, transgender (GLBT) community.

Programs address issues of heterosexism, homophobia, and other issues related to the experience of sexual orientation based oppression and invidious discrimination.

The office also keeps a resource file of educational, social, and political articles and brochures of interest to gays and lesbians and the university community.

For information call: Office of Gay and Lesbian Programs, Bovee University Center 125, Central Michigan University, (989) 774-3637.

Multicultural Educational Center

The Multicultural Educational Center's mission is to assist in building an inclusive and respectful community. The curricular and cocurricular programs coordinated through the Multicultural Educational Center provide opportunities for learning about the diversity of people and cultures represented at CMU, and help students prepare for a more diverse and globalized world.

In conjunction with the Multicultural and Diversity Education Council, center staff coordinate and develop diversity training for the university community, assist faculty with curricular and pedagogical changes that promote diversity, and facilitate discussion groups. Located on the lower level of Bovee University Center, the center sponsors speakers, art exhibits, performances and other events. The center is open to the public during the week, including evenings, Monday - Wednesday. Information about the center and its events may be obtained either by visiting, or by calling (989) 774-7318.

Sexual Harassment Policy

University policy and the Michigan Civil Rights Act prohibit sexual harassment of any person. The university is committed to maintaining an educational and working environment free of conduct which degrades or subjugates individuals, including conduct which constitutes sexual harassment. Students who have questions or concerns about sexual harassment on the campus should contact the Office of Student Life.
Central Michigan University

Sexual Aggression Services
The Sexual Aggression Services Coordinator, through the Office of the Dean of Students, coordinates services and educational programs on campus relating to sexual assault, stalking, and dating violence. The university encourages a proactive approach to this problem through educational programs and counseling to both men and women. Concerns and reports of sexual aggression should be made to the Office of Student Life, the CMU Police Department, a counselor in the Counseling Center, or S.A.P.A. (Sexual Aggression Peer Advocate). The website address is http://www.sapa.cmich.edu/.

Office of International Education
The Office of International Education (OIE) provides a wide range of assistance to international students studying at CMU. The office provides pre-arrival, arrival, and post-arrival information to help in the transition to a new country and culture. OIE staff assist international students by orienting them to the campus and community; providing individual counseling, advising and referral on academic, personal and career questions; serving as a liaison with campus and community services in the area of health, finances, housing and programming; providing immigration advising and counseling; and offering multicultural workshops. The Office of International Education is located in Room 106 of Bovee University Center; telephone (989) 774-4308.

Student Ombuds Officer
The Student Ombuds Officer works to resolve issues between students and university offices, departments or individuals. Students with concerns that they have not been able to resolve through normal procedures are encouraged to contact the Student Ombuds Officer, Warriner 114, 774-3010. Office hours are Monday through Friday from 9 a.m. to 3 p.m.

If, in the course of the investigation, the Ombuds Officer determines that a university policy is the source of the problem between the student and the university, the Ombuds Officer may recommend changes to the policy. See www.cmich.edu/ombuds for more information.

Assistance for Students with Disabilities
Central Michigan University is committed to providing equal opportunities for success to students with disabilities. Student Disability Services offers support for students with disabilities.

Services are available to assist students in their effort to learn and grow from their college experience. Students with disabilities are urged to register with Student Disability Services.

For more information about facilities and services for students with disabilities, contact Student Disability Services, 120 Park, 774-3018.

Career Services and Resource Center
The Career Service and Resource Center, located in the University Center, (989) 774-3068, careers@cmich.edu, works with students and graduates on career advising and job search strategies. The office helps students who are seeking advice on their career path along with helping to develop job-seeking skills, writing resumes, and interviewing techniques. An extensive career resource center is provided for use by all on-campus students and alumni. The resource center contains general career information, tips for seeking jobs, vacancy listings from a variety of sources, and information about potential employers in business, government, and education.

The center also coordinates on-campus recruiting by businesses, government agencies, and educational institutions and serves as a clearinghouse for employment opportunities through publication of a weekly vacancy bulletin.

Computer-based & Placement Testing Center
The Computer-based and Placement Testing Center, located on the lower level of Robinson Food Commons, provides testing services for students. This includes graduate entrance examinations, such as the Graduate Record Examination (GRE), Miller's Analogies Test, and Graduate Management Admissions Test (GMAT). If you are preparing to apply to graduate school, here or elsewhere, or applying for a university fellowship, call 989-774-1092 for additional information and/or to schedule a test; or visit the website at http://www.cmich.edu/cbptc/.

Child Care Options
The Mount Pleasant area offers a variety of child care resources. The Human Growth and Development Laboratory, through the Department of Human Environmental Studies, offers several half day preschool options including a Preschool Program, School Readiness Program, and Pre-Primary Impaired Program. These are offered in the fall, spring, and summer sessions and serve children 3-5 years of age. For more information please call (989) 774-3760 or (989) 774-1987.

The Student Employment Office assists in finding qualified students for at-home child care. The Housing and Dining Services Office, located in the Bovee University Center, as well as the Human Growth and Development Laboratory, provides a list of students each semester who are interested in providing child care.

There are a variety of home and center based child care options in the community. For information concerning child care in Clare, Gladwin, Gratiot, and Isabella Counties, call Child Advocacy 4/C of Central Michigan at (800) 552-4489.

Health and Wellness
Counseling Center
Accredited by the International Association of Counseling Services, the Counseling Center provides confidential services for currently enrolled CMU students including time-limited individual and group counseling for: 1) personal issues such as anxiety, depression, loneliness, identity, alcohol/drug abuse, couples concerns, premarital and marital counseling, family stress, loss and personal growth and development; 2) career exploration, particularly for undecided students and students questioning choices they have already made; 3) improving academic success through reducing anxiety (e.g., test, math, speech), reducing stress, learning study skills and time management; and 4) serving as a sexual assault and domestic violence crisis center. Group services are designed to address many topics including anxiety, relationships, stress management, self-esteem, grief and loss, depression, yoga for stress management and codependency.

The Center's website www.counsel.cmich.edu provides information on center services and counselors, community resources, mental health screening and links to a wide variety of information. There is no charge for these services.

Other services the Counseling Center provides include serving as a referral resource for students, parents, faculty, staff and administration; consultation with students, parents, faculty, staff and administration; growth groups and workshops; in-service training and consultation services; outreach programs (available upon request); referral to appropriate off-campus agencies and other CMU services and resources; supervised practicum for psychology, counselor education and social work students; mental health screening; testing (interest, personality); and on-call during academic year. (Note that there may be a modest fee to cover the cost associated with test administration.)
Counseling Center faculty includes professional counselors, psychologists, and social workers. Students may meet individually with a counselor by making an appointment. Daily urgent appointment times are available. Counseling assistance may be obtained at the Counseling Center (102 Foust Hall, 774-3381) and through Counselors in Residence who work in offices at various residence hall locations. Counselors in Residence may be contacted in the Towers (774-1480); North Campus (774-4928); South Quad (774-3089); and East Quad (774-1879) residence halls. Counselors in Residence are employees of Residence Life and are administratively separate from the Counseling Center.

### Human Development Clinic

Located in 210 Rowe Hall, the Human Development Clinic provides counseling and psychological assessment services for community residents, area school children, and Central Michigan University students. Advanced graduate students in counseling ordinarily perform these services under the supervision of counselor education faculty members. Among the services provided are: individual counseling for children, adolescents, and adults; family and couples counseling; play therapy for children; referral help in finding appropriate services for identified problems; and consultation with community agencies and schools. In addition to serving the needs of referrals during the school year, the Human Development Clinic provides extensive counseling and consultative services during the summer months. The Human Development Clinic is administered by the Department of Counseling and Special Education and may be reached at (989) 774-3532.

### Psychological Training and Consultation Center

The Center's primary mission involves training graduate students in the application of psychology for the remediation of human problems, providing cutting-edge psychological services to members of the North Central Michigan Community, conducting research on the services provided and the problems experienced by our constituents, and disseminating information about advances in applied psychology. Since 1972 the Center has housed a general clinic that provides low cost services to children, adolescents, and adults. Depending on the concerns of the client, these services are offered in individual, couple, family and/or group formats. The Center also offers a full range of psychological assessment services. In addition to these general services, several specialized programs available include: Violence Reduction Training, Learning Disability Assessment, Infant/Toddler Assessment, Anxiety Disorders Training, and Neuropsychological Assessments/Rehabilitation.

For community groups and agencies, the Center provides demonstrations, lectures, educational programs, and in-service education relating to applied topics in psychology.

The Center is located in the Health Professions building and may be reached at (989) 774-3808.

### Speech, Language, and Hearing Clinics

The Speech, Language and Hearing Clinics are operated by the Department of Communication Disorders at CMU and at various ancillary facilities in the Central Michigan area. These clinics are part of the Carls Center for Clinical Care and Education. The clinics emphasize complete programs in evaluation, diagnosis, and rehabilitation of children and adults with communication disorders. The academic and clinical service programs in Audiology and Speech-Language Pathology are nationally recognized by full accreditation from the Council of Academic Accreditation of the American Speech-Language-Hearing Association.

Each summer, the Department of Communication Disorders operates a five-week coeducational specialty program on campus for children and adolescents up to the age of 18 years, with speech, language, voice, fluency and hearing disorders. Participants receive approximately 60 hours of therapy at the Carls Center for Clinical Care and Education. Since its inception in 1946, this specialty clinic has served thousands of children with a wide range of communication disorders. Enrollment in this clinic is approximately 75 children each summer. The staff is comprised of university faculty; practicing speech, language, and hearing professionals; graduate students; and selected undergraduates.

The Department of Communication Disorders offers students in Audiology and Speech-Language Pathology diverse clinical opportunities. Practicum experience may include medical care facilities, educational settings, preschool language programs, hospital clinics, voice clinics, otolaryngologists' offices, and adult work activity centers. Students completing the master's degree program in Speech-Language Pathology or the professional doctoral degree (Au.D.) in Audiology fulfill the academic and clinical requirements for the Certificate of Clinical Competence issued by the American Speech-Language-Hearing Association.

The Carls Center for Clinical Care and Education is located in the new Health Professions Building and may be reached at (989) 774-3904.

### Student Enrichment

#### Brooks Astronomical Observatory

The Brooks Astronomical Observatory, located atop Brooks Hall, is administered by the Physics Department. The dome contains a modern telescope and there is an open air observation platform for naked eye or small telescope observing. The observation platform also offers an excellent view of campus.

The observatory facilities are open to the student body and the public one evening each month during the academic year. Weather permitting, visitors can view celestial objects with the telescope. Contact the Physics Department for open night schedules or to arrange special tours and viewing sessions for groups.

#### The Museum of Cultural & Natural History

The museum, which is located near the northeast entrance of Rowe Hall, is a creative learning center that serves CMU’s faculty, staff and students, as well as the general public. As the repository for historical, cultural and scientific collections acquired by the university, the center’s essential academic function is as a research and teaching facility. For information on museum careers and CMU’s Museum Studies program, contact the museum office, 774-3829.

At the museum, visitors can view exhibits and realistic dioramas which portray humans’ past, present, and future relationship to the cultural and natural world. Hallway exhibits expand on the theme of the main gallery. Native American arts and issues are the focus of the gallery off the main hallway.

The research collections consist of more than 20,000 biological specimens; 5,000 anthropological artifacts collected on the museum’s archaeological excavations; 12,000 historical artifacts donated to the museum; and nearly 3,000 rocks, minerals and fossils in its geological collection. These collections are made available to faculty, students to enhance classroom activities. Faculty, staff and students are encouraged to contact the museum to schedule tours, programs, loans, or any other support needed.

One project of the museum was the restoration of a one-room schoolhouse which is presently being used to house the Gerald L. Poor School Museum. This living museum of rural education is located on Preston Street and is available daily for public viewing and group use by calling the museum office.
University Art Gallery

The mission of the University Art Gallery is to integrate an awareness of contemporary art into the cultural landscape of mid-Michigan. An integral part of the Department of Art, UAG generates, travels, and provides educational access to exhibitions featuring both emerging and established regional, national, and international artists whose work has received little exposure in Michigan. The gallery also hosts exhibitions of CMU faculty, student, and alumni work. UAG works to promote the discussion of contemporary art through artist lectures, residencies, and workshops. In addition, the UAG provides exhibition tours and works with area schools to develop appropriate educational outreach programs for grade and high school students.

University Art Gallery is located on the campus of CMU at the corner of Franklin and Preston streets. The gallery is open Monday through Saturday. For current hours and exhibitions, call 989-774-3800 or visit www.uag.cmich.edu.

University Theatre

Each year the university theatre presents a season of six or seven major productions offering a wide range of periods and styles. Open auditions for each production are held for every area of the production. Audiences enjoy discounts on multiple ticket purchases, and there are special student rates for performances. For ticket information, call (989) 774-3874.

Student Media

Student Media Board of Directors. The Student Media Board of Directors, composed of students and professional journalists, appoints editors, formulates policies and provides direction for the two publications, Central Michigan LIFE and The Central Review. For additional information write or visit Room 436, Moore Hall, or call 774-3493.

Central Michigan LIFE. This is the official university student newspaper published three times a week while the university is in session. It is student-written and provides practical experience for journalism students. It covers campus events and major city, state, and national news.

The Central Review (formerly Framework). This student publication is the official university literary magazine. It is published twice during the academic year.

Cocurricular Electronic Media. The Broadcast & Cinematic Arts Department operates the following facilities to provide professional training experiences:

Moore Hall Television. Operating locally over cable channel 34, Moore Hall Television offers broadcasting students practical experience in all phases of television programming including News Central, Mid-Michigan’s only daily television news program. Other series include game shows, movie reviews, and dramatic features.

WMHW-FM. Operating at 91.5 MHz, WMHW-FM is the laboratory radio station for the BCA department. It transmits its stereo signal to Isabella County throughout the year to offer applied experience in radio station for the BCA department. It transmits its stereo signal to

CMU Public Television is staffed by professional production personnel, as well as by students seeking a practical background in broadcasting. The stations are affiliated with the Public Broadcasting Service. CMU Public Television is located in the Public Broadcasting Center on the corner of Mission and Broomfield.

Radio. CMU Public Radio operates seven transmitters serving central and northern Michigan, and Sault Ste. Marie, Ontario. These include: WCMU-FM (89.5 MHz) from Mount Pleasant; WCML-FM (91.7 MHz) from Alpena; WCMW-FM (95.7 MHz) from Oscoda; WWCM (96.9) from Standish; WUCX-FM (90.1 MHz) from Bay City; WCMZ-FM (98.3 MHz) from Sault Ste. Marie; and WCMW-FM (103.9 MHz) from Harbor Springs.

The stations broadcast 24 hours a day, 365 days a year, providing programming of an informational and cultural nature. The broadcast schedule includes NPR news, and classical music, traditional music, jazz, opera, and radio drama.

The CMU Public Radio stations are staffed by full time professionals and provide valuable experience for a staff of student employees. The stations are affiliated with National Public Radio, and members of the Michigan Public Radio Network.

University Recreation (URec)

University Recreation conducts recreational programs for the campus community largely occurring in the Student Activity Center (SAC). The SAC is a 175,000 square foot facility, which is fully accessible to those with disabilities. The SAC is a state of the art, holistic activity center focusing on fitness, wellness, and leisure pursuits for all members of the university community.

Facilities are provided for aquatics, weight fitness, jogging, bowling, billiards, aerobics, racquetball, archery, golf ball driving, table tennis, basketball, volleyball, badminton, tennis, floor hockey, indoor soccer, dances, movies, and other various kinds of leisure activities. These activities are directed by a highly qualified campus recreation staff in conjunction with a large student staff.

Programs are designed to help students, faculty, and staff maintain a high-quality lifestyle and to provide choices for active use of leisure time. Activities are offered within the program areas of open recreation, intramurals, fitness, social activities, and special events. The department also advises sport clubs.

Open recreation is a “self-service” program, available on a drop-in basis to persons who show a current CMU ID card validated for building use. Swimming, jogging, golf ball driving, table tennis, pick-up basketball, weight training, and other activities, plus reservations for racquetball, tennis, wall ball, and volleyball fall within this program.

The Intramural Sports Program consists of meets and leagues in more than 30 sports. The program includes a wide range of individual, dual, team, outdoor, combative, and racquet sports. With few exceptions, all activities are offered in three divisions: men, women, and co-recational.

Fitness activities revolve around student staff who are trained to lead others in aerobics, weight fitness circuits and exercises, aqua-aerobics, jogging, and other activities. A fitness assessment center is staffed with qualified and supervised students who conduct fitness profiles, counsel on exercise and nutrition, and assist users in developing personal fitness programs.

Special events include road races, sports tournaments, and functions associated with Homecoming, Alumni Weekend, Collegiate Alcohol Awareness Week, Collegiate Drug Awareness Week, and charitable projects.

Social events include dances, bowling, billiards, pool parties, card tournaments, TV viewing, movies, and other programs.

Sport clubs are special interest units which require memberships, normally for a fee. Groups participate among themselves; some compete against other colleges; and most provide trips, movies, and other services to members.

For more information about URec programs and facilities, contact the URec office at (989) 774-3686.
Auxiliary Services

Copy Centers

Copy centers to accommodate faculty, staff, and students are located in the Bovee University Center, Rowe Hall, and the University Press. Coin-operated copy machines are located in most classroom buildings.

Printing Services

Printing Services is a full service, four color operation equipped to handle the university’s on- and off-campus printing needs. Printing Services also offers full pre-press services, including computerized image assembly, and full bindery services with various options in finish work. The university’s standard class bulk mailing operations are also a part of Printing Services. Classes interested in printing are welcome to arrange tours of the printing facility.

Copy Centers to accommodate faculty, staff, and students are located in the Bovee University Center, and the main printing facility located in the Combined Services Building. See the website at http://www.print.cmich.edu/prtservices.htm.

External Relations

Alumni Relations

The Alumni Relations Office exists to perpetuate and enhance the lifelong relationship between the university and its graduates.

Avenues to involve graduates and current students with CMU in a productive and positive manner are continually developed. Alumni are encouraged to return to campus and participate in traditional campus activities such as Homecoming and Alumni Reunion Weekend. Additionally, we encourage CMU alumni to get involved in their local Alumni Association chapters.

The Alumni Office helps foster a sense of spirit and pride in Central Michigan University students through the Student Alumni Association. The association was established to create opportunities for both alumni and students to build relationships and assist with the growth and development of CMU.

The Alumni Relations Office publishes CentraLight, a source of campus and alumni news to communicate with graduates of CMU.

The Alumni Relations Office publishes Centralight, a source of campus and alumni news to communicate with graduates of CMU.

CMU encourages alumni to enjoy an ongoing relationship with the university and to remain active with their alma mater. In recognition of this lifelong relationship, Central Michigan University has dedicated the Carlin Alumni House on campus to welcome its 172,000 graduates.

For further information, contact the Executive Director of Alumni Relations, located in the Carlin Alumni House; telephone (989) 774-3312 or toll free 800-358-6903 or see http://www.alumni.cmich.edu/default.asp.

Development

Development and Alumni Relations, in addition to serving as the administrative home of the CMU Alumni Association, generates private gift revenues from individuals, corporations, and foundations in order to accomplish the purposes and objectives of Central Michigan University. In pursuit of its mission, Development and Alumni Relations provides fund-raising leadership to complement, encourage, and support university-wide efforts to achieve comprehensive objectives for resource acquisition. At the same time, the Office of Development and Alumni Relations seeks to ensure the continuity of the fund-raising effort and to achieve a continual and substantial growth in gift revenues throughout the university.

For assistance or additional information, contact the Vice President of Development and Alumni Relations (989) 774-2382.

Public Relations and Marketing

Public Relations and Marketing provides communication and marketing services that reinforce CMU’s goals, mission, key messages, and identity. PRM units include broadcast media relations, print media relations and news services, publications, marketing, photography and videography, licensing and advertising, and sports information.

Public Relations and Marketing staff members advise university employees on methods to identify and communicate with CMU’s primary audiences, including prospective students, alumni, and donors. They assist university clients in effectively disseminating information and marketing the university’s events, academic programs, faculty and staff research, athletics, development initiatives, alumni activities, and student achievements.

Public Relations and Marketing news and broadcast professionals also serve as university liaisons with print, broadcast, and electronic media. They plan effective publicity and news coverage of CMU events and meetings and provide media professionals with a variety of CMU resources and services.

Public Relations and Marketing produces the university’s alumni magazine, CentraLight; the weekly online staff newsletter, Inside CMU; the monthly television show, Inside Central; the Facts and Figures publication; the CMU Source Book of faculty experts; and the daily CMUTODAY all-staff e-mail LISTSERV.

Public Relations is located in West Hall on CMU’s campus. The phone is 989-774-3197, or e-mail them at cmuline@cmich.edu.

The Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) is responsible for assisting faculty and staff in securing internal and external financial support for research, academic programs, and projects. The office administers internal faculty research programs such as the President’s Research Investment Fund, Faculty Research and Creative Endeavors, and the Research Excellence Fund. The office also assists faculty and staff in identifying external funding sources for research and academic programs from state and federal agencies, foundations, and corporations. The office distributes announcements of funding opportunities across campus, develops contacts with program officers in extramural agencies, assists in the preparation of budgets, and coordinates the submission of grant proposals to outside agencies.

For assistance or additional information, contact the Office of Research and Sponsored Programs at 989-774-ORSP; http://www.orsp.cmich.edu/.
University Policies and Procedures

This section describes the university's policies and procedures that affect graduate students and graduate programs. It is important to remember that these are the general policies; individual programs may have more rigorous standards for admission, program completion, or graduation. It is also important to remember that policies are not static. They are reviewed periodically, and sometimes, following appropriate university procedures, they are changed. Changes are printed annually in the Graduate Bulletin.

The University recognizes that individual circumstances may create a situation in which it is appropriate to grant an exception to a policy given in this Bulletin. Students seeking policy exceptions should consult the College of Graduate Studies.

Admission

Application for Admission to Graduate Study

The College of Graduate Studies welcomes your application to CMU for graduate study. This is the procedure to follow:

1. Begin by completing the Application for Admission form in the front of this Bulletin and returning it to the Dean of the College of Graduate Studies with a check or money order to cover the application fee ($35 for U.S. citizens and resident aliens; $45 for international applicants). Additional application forms can be obtained from the graduate studies office.

   NOTE: If you have received a graduate degree and are applying to another graduate program, you must submit a $35.00 application fee. If you have been denied admission to a graduate program and are reapplying or applying to a different graduate program, you must submit a $35.00 application fee.

2. Some departments require additional application materials. When this Bulletin went to press, the following programs required application materials in addition to the graduate college’s application form: Art, Audiology, Counseling, Educational Administration, Physical Therapy, Physician Assistant, Mathematics (doctorate), History (doctorate), MBA, Psychology (all programs), Special Education, and Speech-Language Pathology. Contact the department directly for information on supplementary materials required. Because other programs may also require supplementary materials, you are encouraged to consult the department in which you plan to pursue your graduate studies prior to submitting your application.

3. Request the Registrar of each college or university you have attended to send one copy of your official transcript of credits directly to the College of Graduate Studies. If you completed all of your undergraduate work at Central Michigan University and received your degree here, you may omit this step in the procedure. The graduate studies office will obtain your CMU transcripts, but you are responsible for providing all other transcripts. All transcripts and other documents received by the university become the property of the university and will not be released. Copies will not be made for other than university use.

4. Take any standardized tests required by the department for the specific curriculum you are pursuing and request that a copy of the test results be sent to the College of Graduate Studies or to the appropriate department. Check with the department for information regarding required standardized tests.

   NOTE: Even when a department does not require a standardized test, such as the Graduate Record Examination, you will want to take the test and report your scores to CMU if you are applying for a fellowship.

Application Deadlines

For most degree or certificate programs, domestic students should begin the admission process at least 6 weeks before registration for the semester they plan to enroll. International students should begin the process 6-12 months before they intend to begin their graduate studies. While these deadlines apply to most programs, some departments consider all graduate applications on a specific date. The following programs currently have specific application deadlines:

<table>
<thead>
<tr>
<th>Program</th>
<th>Application Deadline</th>
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<tbody>
<tr>
<td>Art</td>
<td>February 15</td>
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<tr>
<td>Audiology</td>
<td>February 1</td>
</tr>
<tr>
<td>Counseling</td>
<td>September 1 for spring semester; February 1 for summer or fall semester</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>March 1, or until full</td>
</tr>
<tr>
<td>History</td>
<td>Joint M.A./Ph.D.: February 6; Traditional M.A.: July 15 for fall; November 1 for spring semester</td>
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<tr>
<td>Physical Educ. &amp; Sport</td>
<td>April 1, Feb. 1, Aug. 1</td>
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<tr>
<td>Physical Therapy</td>
<td>December 1</td>
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<tr>
<td>Physician Assistant</td>
<td>October 1</td>
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<tr>
<td>Psychology, Applied</td>
<td>February 1</td>
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<tr>
<td>Experimental</td>
<td>January 15</td>
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<tr>
<td>Psychology, Clinical</td>
<td>January 22</td>
</tr>
<tr>
<td>Psychology, Experimental</td>
<td>February 1</td>
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<tr>
<td>Psychology, I/O</td>
<td>January 15</td>
</tr>
<tr>
<td>Psychology, School</td>
<td>January 15</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>February 1</td>
</tr>
<tr>
<td>Sociology</td>
<td>April 1</td>
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Requirements may change, so all applicants, regardless of their field of specialization, should contact their specific departments to find out what, if any, application deadlines may exist.

Processing Time

The student is normally notified of an admission decision six weeks after the completed application and supporting documents are received. This period is usually sufficient for receipt of transcripts and test results, and for departmental review of the application. If transcripts or test results are delayed, the process will take longer. Students who have not received notification of an admission decision after six weeks should contact the College of Graduate Studies, unless they have applied to a program where all applications are considered after a specific date. Questions regarding admissions should be directed to the admissions specialist in the College of Graduate Studies (989-774-GRAD).

NOTE: The above paragraph refers to admission to degree or certificate granting programs. There is no delay for admission as a non-degree student.

CAUTION: Before coursework can be started, a student must apply for and be admitted to a program or be admitted as a non-degree/certificate student. Courses taken as a non-degree student may or may not be counted toward a graduate degree program. (See section titled "Types of Admission".)
Letter of Admission

The College of Graduate Studies alone determines non-degree/certificate admission. Admission to a degree or certificate-granting program is always contingent upon departmental approval, so all applications for degree or certificate-granting programs are sent by the graduate studies office to the appropriate departments. After a department evaluates the student’s application for admission and determines whether to recommend the student for admission, the department forwards its recommendation to the College of Graduate Studies. The College of Graduate Studies provides the student with official notification of the decision.

Using the department’s recommendation, the College of Graduate Studies either denies admission or sends the student a Letter of Admission. The letter indicates the student’s admission status: regular, conditional, non-degree, provisional, or concurrent as a graduating senior. NOTE: Only the College of Graduate Studies has the authority to admit graduate students. A Letter of Admission is valid for one year. If a student does not register for classes within one year after being admitted for graduate study, the student is required to reapply before taking classes.

Types of Admission

There are five categories of admission at CMU: regular, conditional, non-degree, provisional, and concurrent as a graduating senior.

Graduate students should be aware that concentrations in some disciplines may be open only to full-time, on-campus students because of lack of departmental offerings during evenings, Saturdays, and summer sessions. The graduate student who cannot attend full-time should check with the department(s) in question about frequency of offerings before seeking admission to a concentration in the department.

All references to grade points and grade point averages are based on a four-point scale. (The adaptation of this scale to the graduate school marking system at Central Michigan University is described in the section on grades later in this Bulletin.)

NOTE: An admission to the graduate college is valid only if the accepted applicant registers as a graduate student within one calendar year of the effective admission date.

1. REGULAR ADMISSION. Applicants holding a baccalaureate or equivalent degree from a college or university of recognized standing (recognized at the time the student attended) may be granted regular admission to a graduate degree or certificate program, provided they have established an acceptable record of general scholarship (normally an overall cumulative undergraduate grade point average of at least 2.7 or, optionally, 3.0 in the final sixty semester hours of graded coursework toward the bachelor’s degree. At least 60 hours of undergraduate coursework must be graded to allow grade point average calculation) Additionally, applicants must meet the admission requirements of the department in which they wish to concentrate graduate study.

2. CONDITIONAL ADMISSION. The university may grant conditional admission to a degree or certificate program to an applicant who holds a baccalaureate degree or its equivalent from a college or university of recognized standing (recognized at the time the student attended) but who does not meet all the requirements for regular admission, or whose personal competencies a department may wish to assess prior to recommending regular admission. For a student who may have insufficient hours of credit in the proposed area of concentration or a slightly deficient grade point average, whether cumulative or in the area of concentration, the department concerned may recommend that the student be admitted with the understanding that he or she makes up the deficiencies and maintains an acceptable level of scholarship in the first graduate coursework. Courses taken to make up admission deficiencies in preparation for regular admission may not be counted toward graduate degree or certificate requirements.

Conditional admission to graduate study, even when accompanied by assignment to an advisor on a specific curriculum, does not constitute final admission to that curriculum. A student cannot be granted a degree or certificate while having conditional admission status.

A student who was initially granted conditional admission, is considered to be regularly admitted to a specific curriculum only after he or she has:

a. Fulfilled all the prerequisites for admission to the curriculum,

b. Requested and been granted regular admission status through a petition for reclassification process. A student who is not sure of his/her status may request clarification from the advisor or the College of Graduate Studies,

c. Submitted an Authorization of Graduate Degree or Certificate Program form approved and signed by the curriculum advisor.

3. NON-DEGREE ADMISSION. If you are: 1) undecided as to curriculum choice, or 2) do not wish to earn a degree or certificate, or 3) do not meet the requirements for regular or conditional admission, you may apply for non-degree admission. As a non-degree matriculant, you may register for courses for which you meet the prerequisites. NOTE: Some courses are not open to non-degree students.

A non-degree student who applies for regular or conditional admission will be evaluated just as all applicants are evaluated, and the admission decision will be communicated to the student by the College of Graduate Studies. When you can apply for regular or conditional admission depends on the reason for the non-degree admission. If you are admitted to non-degree status because of failure to meet the requirements for regular or conditional admission to a degree or certificate program, you may submit an application for admission to that or another program once you have met the requirements to the satisfaction of the College of Graduate Studies and the department which offers the program. Consult the department chairperson or a graduate advisor in the proposed field of study in selecting courses to make up deficiencies.

The “undecided” student who otherwise has met admission requirements may apply for admission to a degree or certificate program at any time.

Non-degree students may take an unlimited number of courses while having non-degree status, provided that they maintain an acceptable GPA (see section on Academic and Retention Standards). However, credits earned during non-degree status may not be counted toward a degree or certificate if they were used to make up deficiencies in preparation. A maximum of nine credits earned during non-degree status may be applied toward non-degree status may be applied toward a degree. A maximum of six credits earned during non-degree status may be applied toward a certificate. A department may provide a lower or higher limit (see the individual program description). The advisor will determine which previously earned credits will be counted toward the graduate program.

Only in unusual circumstances, international students holding an F-1 (student) visa have non-degree status. International students holding a J-1 (exchange) visa may be allowed non-degree status. Changing from non-degree to either regular or conditional status requires that the student complete an Application for Admission, which is the regular application for the College of Graduate Studies. No fee is required, if the student already paid when applying for non-degree status.
4. PROVISIONAL ADMISSION
Frequently students apply to the graduate college during their senior year, with the understanding that they will complete the baccalaureate prior to beginning graduate studies. When these students are accepted into graduate school — be it regular, conditional, or non-degree admission — they are granted provisional admission, contingent upon providing the College of Graduate Studies with a final transcript showing completion of the baccalaureate degree. It is the student’s responsibility to notify the College of Graduate Studies when he or she has completed the undergraduate degree requirements and to request that the registrar at the college or university issuing the diploma send an official copy of the final transcript showing the degree earned. The transcript must be sent from the registrar directly to the College of Graduate Studies. A final decision relative to the applicant’s admission will be made and the student will be notified of the decision following receipt of the foregoing materials by the College of Graduate Studies.

In some departments, a student who presents an unofficial transcript or unofficial test scores may be granted provisional admission pending receipt of official documents. It is the student’s responsibility to arrange for the official documents to be sent to the College of Graduate Studies.

A student with provisional admission may register for classes for one semester while we await the necessary documents. If the student fails to produce the required documents — proof of degree, official transcripts, and official test scores — the admission will be converted to a denial and the student may be removed from classes.

5. CONCURRENT AS A GRADUATING SENIOR.
An undergraduate student may be permitted to register concurrently for graduate credit for the semester or session in which requirements will be completed for a baccalaureate degree, provided that the following conditions are met: 1) the student will be taking no more than 12 undergraduate credits during the semester of concurrent registration; 2) during the semester of concurrent registration, the student enrolls in all remaining courses required for graduation; 3) the student’s total credit load (graduate and undergraduate courses) will not exceed 15 credits during the semester of concurrent registration; 4) the student has an undergraduate grade point average of at least 2.7 or, optionally, 3.0 in the most recently completed sixty semester hours of graded coursework toward the bachelor’s degree; and 5) the student is admitted to the College of Graduate Studies, either conditionally or with non-degree status (see sections on each type of admission for an explanation of the conditions associated with each). Students who do not comply with the conditions of concurrent admission may be dropped from their graduate classes. Students who fail to graduate at the end of the concurrently-enrolled semester or session will not be permitted to continue in the College of Graduate Studies until all requirements for the undergraduate degree have been met. Exceptions to this policy can be granted under any of the following circumstances:

1) students who have completed all requirements for the bachelor’s degree EXCEPT student teaching may be granted concurrent status prior to student teaching if they meet conditions 4-5 above;

2) students admitted to a combined BA/MA or BS/MS program at CMU may be granted concurrent status if they have completed at least 86 undergraduate credits and satisfy condition 4 above;

3) students may appeal to the Dean of the College of Graduate Studies for a policy exception to grant admission as concurrent students.

Special Admission Considerations

International Student Admission

International applications for admission require longer processing time than other applications. Prospective students should be certain to allow ample time for documents to be sent to the College of Graduate Studies and should recognize that notice of admission may take longer than expected to reach them. Also, certain programs have application deadlines, usually early in the year, and this should be taken into consideration when applying for admission.

Guidelines for International Applicants

1. At least six months before the beginning of the semester in which he or she wishes to begin study, an applicant who is a citizen of another country other than the United States must submit an International Graduate Student Application for Admission along with the $45 application fee. (U.S. citizens and international applicants who are permanent residents of the U.S. need not use the International Student Application, but should submit a Domestic Application for Admission instead.) At that same time, the applicant must submit directly to the College of Graduate Studies one official copy of all diplomas and transcripts, as well as the corresponding official English translations of any non-English documents, from all post-secondary institutions attended.

2. The cost for one academic year (nine months) of graduate study in 2004-05 was approximately $19,200 for master’s/specialist’s level students and $19,851 for doctoral level students. These figures do not include initial travel expenses or any summer expenses, including tuition, fees, or living expenses. Applicants must show proof of sufficient funding for at least their first academic year of study. Proof of funding consists of a completed Financial Support Form and an original copy of a current bank statement. Most international students are eligible for graduate assistantships, as well as some fellowships, but the university has no other funding for international students and assumes no financial responsibility for them at any time. For more information on financial aid opportunities, see the Financial Aid Section of this Bulletin.

3. Students must submit a complete Central Michigan University medical information form when they arrive on campus.

4. All international students are required to have an approved health and accident insurance policy for the duration of their study. If a student already has health insurance, he or she must provide an English translation of the insurance policy as proof. If the policy is equal to or better than the CMU plan, the student will not be required to purchase other insurance.

5. All prospective students must demonstrate competency in the English language in one of the following ways:

a. Achievement of a satisfactory score on the Test of English as a Foreign Language (TOEFL), which is administered in the U.S. and other countries by the Educational Testing Service, Princeton, NJ 08541-615. Score requirements are explained later in this section. Requests to substitute another test will be evaluated individually with minimum scores to be established by the Dean of the College of Graduate Studies when necessary.

b. Satisfactory completion of a course of study (for example, high school or baccalaureate degree) in which the language of instruction was English.

c. Successful completion (grade point average of 3.0 on a 4.0 scale, or the equivalent) of at least twelve credit hours of work in a recognized graduate program in which the language of instruction was English.
d. Employment at a professional level outside the U.S. for at least four years, with written verification by the student’s current or former employer of the student’s competency in English. A student meeting the English proficiency requirement using this standard will be subject to the same requirements as those with TOEFL scores between 173-210 computer-based testing (CBT) or 500 and 549 paper-based testing (PBT). (See below.)

e. Employment in the United States at a professional level for at least two years in a position that relies on the use of English, with written verification by the student’s current or former employer of the student’s competency in English. A student meeting the English proficiency requirement using this standard will be subject to the same requirements as those whose TOEFL scores are between 173 and 210 CBT or 500 and 549 PBT. (See below.)

TOEFL Scores

Beginning in September, 2005, a new TOEFL scoring system will be phased in. Scoring requirements stated below and in various program sections of this bulletin are currently in effect (Summer 2005), but will be revised in accordance with the new scoring system. Please contact the College of Graduate Studies for information.

Applicants with TOEFL scores of 213 CBT or 550 PBT and above may be granted regular admission. Some programs, however, require higher TOEFL scores and others require all admitted international students to take an English proficiency test after arriving on campus.

Applicants with TOEFL scores from 173 to 210 CBT or 500 to 549 PBT may be granted conditional admission. Upon arrival at the university, they will be required to take an English proficiency test administered by CMU’s English Language Institute (ELI). The results of the test will be used to determine the number of courses they will be required to take through the ELI. Such conditionally admitted students will be allowed to take a restricted number of courses in their academic disciplines concurrently with the ELI courses and must complete all required ELI courses by the end of their first year at CMU. Once satisfactory proficiency in English has been demonstrated, as determined by ELI policies, these restrictions will be removed. Please note that students are required to pay tuition for ELI courses just as they would for any other CMU course.

Applicants with TOEFL scores below 173 CBT or 500 PBT may be granted admission to the ELI only. If requested, however, the College of Graduate Studies will have their academic credentials evaluated and they will be told of the likelihood of their future admission to their academic program pending improvement of their English skills. Upon arrival at the university, they will be required to take an English proficiency test to determine which ELI courses they must take. Once satisfactory proficiency in English has been demonstrated, as determined by ELI policies, and once the applicant satisfies department, college, and university requirements, these students may be granted either regular or conditional admission to the College of Graduate Studies and the academic program.

NOTE: International students must comply with Department of Homeland Security regulations. Upon arrival at CMU, all international students must report to the office of International Education in the Bovee University Center.

Admission of CMU Faculty and Staff

A faculty member or administrator (PA) at CMU may not be admitted to a graduate degree or certificate program or earn a graduate degree or certificate in a program in his or her own department. A faculty member or administrator (PA) at CMU may be admitted to a graduate degree or certificate program and earn a graduate degree or certificate in a program in his/her own college, provided that he/she has written permission from the dean of his/her college. The written permission will be retained in the student’s file in the College of Graduate Studies. Faculty members and administrators may be admitted to degree or certificate programs that are outside their own college.

Faculty members and administrators in off-campus programs may pursue a graduate degree or certificate through Off-Campus Programs provided that he/she has permission from the Dean of the College of Graduate Studies.

Admission with Baccalaureate from Schools without Recognized Standing

An applicant who holds a baccalaureate or equivalent degree from an institution which does not have recognized academic standing may be granted regular or conditional admission to a degree program on the recommendation of the chairperson of the academic department concerned and the concurrence of the Dean of the College of Graduate Studies or, optionally, non-degree admission at the discretion of the dean. Such an admissions decision will be based on a careful evaluation of the applicant’s qualifications, acceptable evidence of the institution’s student compliance in the student’s principal areas of preparation, and other relevant factors. If granted conditional or non-degree admission, the student may be required to complete a number of hours of graduate or upper-level undergraduate qualifying coursework at CMU in the proposed field of study with a grade point average of 3.0 (B) or higher to become eligible to apply for regular admission to a degree or certificate program. An applicant admitted with such a stipulation is advised to consult the chairperson of the department in which he or she wishes to study for help in selecting appropriate qualifying courses. No department, however, is obligated to accept the applicant upon the completion of qualifying coursework if, in its judgment, the applicant is still not appropriately prepared for degree or certificate work. Qualifying coursework clearly stipulated as preparatory to normal degree or certificate requirements may not thereafter be counted toward any graduate degree or certificate program.

Accelerated Master’s Degree Program

The Accelerated Master’s Degree Program (AMDP) allows students to reduce the total number of credits required to complete their undergraduate and graduate degrees by applying up to 12 credits (500 and 600 level courses) towards graduation requirements on both degree programs. Generally, courses required on the undergraduate major may not be counted on the graduate program. Students must enroll for the courses at the graduate level and may not be enrolled in more than 15 credit hours (graduate and undergraduate combined) per semester. Not all programs offer the Accelerated Master’s Degree Program; a master’s degree granting program must be approved through the curricular process, to offer an Accelerated Master’s Degree.

Admission Procedures. Each program will determine admission criteria, which will be at least as rigorous as admission requirements for admission to the master’s program, and procedures for its Accelerated Master’s Degree. Generally, students will apply during their junior year for admission into the Accelerated Master’s Degree Program to begin fall semester of their senior year. In most cases, the baccalaureate degree will be awarded within one year after admission into the Accelerated Master’s Degree Program. Prior to earning the baccalaureate degree, students must earn at least an “B” in each course which applies to the graduate degree; if students do not earn a “B” in each course which applies to graduate degree, they must apply for readmission into the master’s program.

Military Service Commission

A commission in the United States Army may be obtained while enrolled in graduate school. Interested individuals should contact the chairperson of the Military Science Department, telephone (989) 774-3049.
Off-Campus Enrollment

Students who have been admitted to the College of Graduate Studies may enroll in graduate courses scheduled through Off-Campus Programs.

Non-degree admission is available for students who wish to take continuing education courses without pursuing a degree or certificate.

Courses taken through Off-Campus Programs may count toward the satisfaction of requirements in appropriate authorized graduate degree or certificate programs. It is the student’s responsibility to consult his or her advisor to determine which courses will apply in specific programs.

*NOTE:* International students who are issued an I-20 to pursue graduate studies at CMU are restricted to taking classes on the Mount Pleasant campus unless there is a compelling and legitimate academic objective that will be achieved by taking the class through Off-Campus Programs. The director of the student's graduate program must approve any off-campus coursework.

Duration of Admission Status: Time for Completion of Degree

After admission to a graduate program of study, students are expected to complete degree or certificate requirements in a responsible and timely manner. For full-time students, two calendar years should be adequate for the completion of most master’s degree programs; five calendar years should be adequate for the completion of most doctoral programs. Part-time students may need a somewhat longer period to meet these requirements, but in all instances, coursework and other requirements must be completed within the following time limitations: (a) within four years prior to the award of a graduate certificate; (b) within seven years prior to the award of a master’s or specialist’s degree; (c) within eight years prior to the award of a doctoral degree if the student had a relevant graduate degree when beginning the program; and (d) within ten years prior to the award of a doctoral degree if the student began doctoral study without a relevant prior graduate degree. Extension of the time to complete degree or certificate requirements will be granted rarely and only if steady progress toward the degree or certificate is evident or if there are clearly extenuating circumstances and the student can demonstrate current knowledge in the subject matter under question.

The granting of an extension will be at the discretion of the graduate dean and will occur only after compelling support has been provided by the student, the thesis director and/or advisor, and the graduate coordinator and/or chair of the department in which the degree or certificate will be awarded. Forms requesting an extension of time are available in the graduate studies office.

Admission to the College of Graduate Studies is valid for four to ten years (depending on the degree or certificate sought) after the date of first admission, except by cancellation for cause, or by one of the following provisions:

1. Degree or Certificate Recipients. The student’s admission to the College of Graduate Studies is terminated upon completion of all requirements for a degree or certificate. (This provision does not apply to students who earn a master’s degree while enrolled in a doctoral program, or to students who earn a certificate while enrolled in a master’s or doctoral program.) To resume graduate study thereafter on a second degree program or as a non-degree student, the student may apply for readmission by submitting an Application for Admission.

2. Termination of Admission. This policy is explained under the “Duration of Admission Status,” noted above.

3. Inactive Status. If a student does not register for the initial graduate work within one year after the date of admission to the College of Graduate Studies, or if in completing one or more courses the student earns no further graduate credit at this university for three consecutive years, the student is classified as inactive and the admission is terminated. If the student has completed one or more courses, the permanent record card is retained by the Registrar. The student may thereafter apply for readmission to resume graduate study at a later date by submitting an Application for Admission and supplying all other documents requested by the department concerned. Effective in 1991, the College of Graduate Studies retains original application materials for 7 years (unless the degree or certificate is awarded), so transcripts that were submitted with the original application do not need to be resubmitted. If a student became inactive prior to 1991, check with the graduate studies office to determine whether transcripts must be submitted from other universities.

If a student does not earn graduate credit at CMU for seven consecutive years, the student’s original application, letters, transcripts from other universities, and other materials will be destroyed. If one wishes to apply for readmission after that length of time, all materials, including a new application, transcripts and other documents requested by the department will need to be submitted.

Changing Degree Programs

To change graduate programs, the student should send a completed Request for Change of Program form, along with a check for $30.00 to the College of Graduate Studies. The request will be forwarded to the new department for approval. Acceptance into one graduate program does not guarantee acceptance into another.

If the program change is approved, the student should meet with the new advisor and complete a new Authorization of Graduate Degree or Certificate Program form.

Recomputing Grade Point Average

Students who transfer from one graduate program to another may file a Recomputation of Grade Point Average Petition. If approved by the advisor, department chair, and Dean of Graduate Studies all courses completed on the original graduate program will be disallowed on the second program plan, all grades on previous coursework will be disregarded, and the students will begin the new program with no cumulative grade point average. The Recomputation of Grade Point Average Petition must be filed within one calendar year of beginning the new program. NOTE: All courses will still remain on the student’s transcript although the grades will not contribute to the grade point average.

Registration Information

Students are eligible to enroll in graduate level courses after they receive their admission letter. The letter will show whether they are approved for Regular, Conditional, Provisional, Non-Degree, or Concurrent admission. Initial registration must occur within one calendar year of the admission date or the student will need to reapply.

The information you need regarding dates and procedures for Phase I registration (course selection), Phase II registration, and change of registration for a particular semester is published by the Registrar’s Office in the Class Schedule. The CMU Class Schedule is available in the Bovee University Center Bookstore or the Registrar’s Office. Newly admitted students who live outside of Mount Pleasant can obtain a copy by calling the College of Graduate Studies. Registration for fall semester takes place from March to July and again in August; for spring semester, it takes place from October to November and again in January; and registration for summer sessions takes place from February to March and again in May and June. Exact dates are printed in the Class Schedule or may be obtained from the Registrar’s Office, 299 Warriner Hall, (989) 774-3261.

NOTE: The University reserves the right to withdraw any class in which too few students enroll.
Registration Procedure

Graduate students may register any time during the registration period. It is recommended that they register during the special computer time reserved for graduate students. The procedures for Student Telephone Assisted Registration (S.T.A.R.), the phone-in registration procedures, are described in the Class Schedule. With phone-in registration, a student can complete the registration process from anywhere in the world. However, before registering for courses, students should verify that they meet the prerequisites. This is particularly true for internships, practica, independent studies, and thesis/dissertation credits.

CAUTION: Students should always consult their advisors to determine which classes to take.

NOTE: Occasionally a student who is trying to register is told that there is a “hold” on his or her registration. Students who receive this message should contact the College of Graduate Studies at (989) 774-GRAD to determine the cause of the hold.

Student Photo Identification Card

Once you have initially registered for courses at Central Michigan University you will need to get a photo identification card, available from the Campus ID Card office in Bovee University Center Room 205. This campus ID card allows students to use the various student services described in this bulletin. Banking services using the CHIP ID card are also available. The first card is issued to the student at no charge. There will be a fee assessed for a replacement ID card due to loss or damage. For your protection, the only person authorized to use your card is you. There is a $25 misuse fee if someone else is caught using your identification card. Contact the Campus ID Office for additional information at 989-774-3484.

Internships, Practica, Independent Studies, Theses, Dissertations

Students registering for internships, practica, independent studies, theses or dissertations should be aware that these courses ordinarily require permission of the instructor and/or department chairperson prior to registration. Specific registration requirements for each course will appear in the Bulletin description; these requirements must be observed. In addition, students may not enroll for more than three credits of thesis or doctoral dissertation until the project prospectus has been approved at the department level and the composition of the committee has been verified by the Dean of the College of Graduate Studies.

Auditing Courses

If you do not wish to take a graduate course for credit you may register as an auditor, provided you obtain approval from the chairperson of the department prior to registration and are otherwise qualified. To qualify to audit a graduate course on or off campus you must meet the usual admission requirements for courses at or above the 600 level. No credit or grade is granted for an audited course, but such credit as the course normally would carry is included as part of your total load. No change from regular registration to audit nor from audit to regular registration is permitted after the completion of the Drop and Add period. Your responsibility to the class being audited is determined by the instructor of the class. Auditors pay the same fees required of students taking the course for credit.

Change of Registration (Drop/Add)

Students may drop or add classes using the Student Telephone Assisted Registration system (S.T.A.R.) during the times listed for drop and add. They may also drop or add classes in the lower level of the Bovee University Center during the walk-in registration period. Dropping or adding classes after the official drop/add period is permitted only in exceptional situations and requires the approval of the department chairperson. Information regarding dates for the Drop and Add Period for a particular semester or session can be found in the appropriate Class Schedule.

Withdrawing from a Class After the Drop/Add Period

The following procedures apply to students who desire to withdraw from a class after the official Drop/Add period listed in the Class Schedule.

1. Students should obtain a Withdrawal Request Card from the Registrar’s Office, ask the instructor to sign it, and return the card to the Registrar’s Office. A student has officially withdrawn from a class when the Registrar’s Office receives a properly completed card, before the published deadline.

2. Students will receive W’s as an indicator of withdrawal through the tenth week of the fall or spring semester or through the midpoint of all courses shorter than one semester. No course may be dropped after this time.

3. In cases involving academic dishonesty, withdrawal is not an option and the determination of the grade shall be left to the discretion of the instructor.

4. If an instructor refuses to sign the card, or is not available, the student may appeal informally to the department chairperson. This policy does not supersede the Academic Integrity Policy.

5. Under unusual circumstances, a student may appeal to the Registrar for exceptions to this policy. If a waiver is made, the Registrar shall notify the instructor of this action. The Registrar’s actions may be appealed to the Dean of Students.

Withdrawing from the University

Graduate students who wish to withdraw from the university should consult the Registrar’s Office in order to fulfill all requirements for withdrawing. The schedule of fee refunds is published in the university’s Undergraduate Bulletin and in the Class Schedule for each university session.

Academic Load

The College of Graduate Studies considers a normal load for full-time resident study to be 9-12 hours in the fall or spring semester and 4-6 hours in a six-week summer session. A graduate student may not enroll for more than 15 graduate credits in the fall or spring semester, nor may the student enroll for more than 15 credits in the two summer sessions combined. Exceptions to the limitation are automatic for programs (e.g., Physical Therapy; Physician’s Assistant) that require more credits in a given semester. Other exceptions to the limitation require approval of the graduate advisor and the Dean of the College of Graduate Studies. Credits for thesis or dissertation are not counted in this total.

To qualify for financial benefits as a full-time student under programs of the Veteran’s Administration, and/or to qualify for financial benefits as a full-time student under programs of the Social Security Administration and/or for certain loan agreements, students must carry a minimum of nine credit hours during the fall and/or spring semester. For shorter sessions, contact the financial aid office for information on minimum loads for full-time status.

Unless financial or immigration requirements necessitate defining a minimum number of hours for status as a full-time graduate student, there is no minimum load requirement for graduate studies. It is expected that students will assess need, ability, and other factors judiciously and register for a class load that permits them to maintain academic standards.

In order to use CMU resources (e.g., computers, laboratories, equipment, faculty) during the regular academic year, graduate students must be registered for a minimum of one credit hour. For students who have completed their coursework and no longer have additional credits required on their program, it is suggested that they register for one-credit Continuing Registration for Final Research Project within their home department. This will allow the student use of university resources.
Policy on Academic Integrity

This Policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses).

1. Academic Integrity

   Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

   A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions and clarifications are meant to provide additional information and examples of these behaviors. They are not intended to be all-inclusive. Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life or the College of Graduate Studies.

2. Academic dishonesty includes:

   A. Cheating on Examinations

      Definition

      Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

      Clarification

      1. Students completing any type of examination or evaluation are prohibited from looking at another student’s materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.
      2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.
      3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

   B. Plagiarism

      Definition

      Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

   C. Fabrication, Forgery and Obstruction

      Definitions

      Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.
      Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.
      Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

      Clarification

      1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
      2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
      3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
      4. Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

   D. Multiple Submission

      Definition

      Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution.

      Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.
Clarification

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.

2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).

3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor.

4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity

Definition

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification

1. Students may not allow other students to copy from their papers during any type of examination.

2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.

3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors

Definition

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification

1. Students may not invent or counterfeit information.

2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.

3. Students may not represent another person’s ideas, writing or data as their own.

4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.

5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.

6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.

7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.

8. Students must abide by the university’s Policy on Research Integrity where applicable, which can be found under Policies at the following web address: www.orsp.cmich.edu.

G. Computer Misuse

Definition

Misuse of computers is disruptive, unethical, or illegal use of the university’s computer resources, including any actions which violate the university’s Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

Clarification

1. Students may not use the university computer system in support of any act of plagiarism.

2. Students may not monitor or tamper with another person’s electronic communications.

3. Students may not use university computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

H. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Clarification

Students may not violate the university policy concerning the fair use of copies. This can be found under Policies at the following web address: www.orsp.cmich.edu.

1. Ethical and Professional Behavior - Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.
2. Sanctions for Violations of the Policy on Academic Integrity
In cases involving violation of the Policy on Academic Integrity, determination of the student’s grade and status in the course are made by the instructor. The instructor’s determination can be appealed by the student to the dean of the college in which the offense has occurred.

3. Process for Handling Alleged Violation of this Policy

A. Informal Proceedings

1. Conference with the Student

A conference between the student and the instructor is the first, and may be the only, step in addressing alleged violations of the Policy on Academic Integrity. If an instructor has reason to believe that a student has committed a violation of the Policy on Academic Integrity, the instructor will contact the student within a reasonable period of time to notify the student of the suspected violation of the Policy on Academic Integrity and to either discuss the matter with the student or set up an informal meeting between the student and instructor. The student has the right to decline to talk about the matter with the instructor until they have a meeting. Any meeting shall take place as soon as possible after the discovery of the alleged violation. Neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.

At any meeting, the instructor will inform the student of the details of the alleged violation and will give the student a copy of the Policy on Academic Integrity. It will be the responsibility of the instructor to present evidence of the alleged violation of the Policy on Academic Integrity. The student will be provided the opportunity to respond to the allegation and may explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

If the student declines to discuss the matter or attend a meeting with the instructor, or is unavailable for more than ten (10) business days, the instructor shall make a determination as to whether a violation of this Policy has occurred and what the appropriate sanction will be.

If, after completing the above process, the instructor believes there is a preponderance of evidence that the student violated the Policy on Academic Integrity, the instructor may make an admonition to the student (i.e., an oral statement that the student has violated the Policy on Academic Integrity) or impose one or more of the following:

a. Warning. A written notice that the student has violated the Policy on Academic Integrity and that further violation may result in additional sanctions. Faculty are encouraged to make a copy of this letter part of a file on the violation maintained in the Office of Student Life or the College of Graduate Studies.

b. Revision of Work. A requirement that the student revise or replace the work in which the violation of the Policy on Academic Integrity occurred. The instructor may assign a deferred grade pending the replacement or revision of the work.

c. Reduction in Grade. The grade on the assignment or in the course may be lowered.

In addition to the above sanctions, an instructor may refer the matter to the Office of Student Life or the College of Graduate Studies for formal proceedings seeking additional sanctions under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

When an instructor decides to impose any sanction(s) the instructor will notify the student of this decision by sending a letter to the student through mail. The letter will inform the student of the sanction(s) imposed because of the violation of the Policy on Academic Integrity. The notice will be mailed to the last address for the student on file with the University Office of the Registrar. The notice will be deemed received two (2) days following the date the notice is posted at facilities of the United States Post Office. In the absence of mailing, personal delivery to the student cited, or delivery to the last home address on file in the Office of the Registrar constitutes proper notice. If personal delivery to the student or delivery to the last home address is used, the date notice is so delivered shall be deemed the date the notice is received.

A faculty member is encouraged to make a copy of this letter part of a file on the violation maintained in the Office of Student Life or the College of Graduate Studies.

Instructors are encouraged to report incidents of violations of this Policy on Academic Integrity and any sanctions they have imposed to their department chair and/or program director, to the director of the Office of Student Life (when the incident involves an undergraduate student) or the Associate Dean of the College of Graduate Studies (when the incident involves a graduate student). The Office of Student Life or the College of Graduate Studies will document the incident, maintain a file of its records, and may initiate formal proceedings for disciplinary action against the student under the “Code of Student Rights, Responsibilities and Disciplinary Procedures.”

The Office of Student Life or the College of Graduate Studies will maintain a confidential file on students for one (1) year after they graduate or have not been enrolled at the university for a period of three (3) years. If students are suspended, the records are maintained for one (1) year after graduation or five (5) years after last enrollment. If students are dismissed, records are maintained indefinitely.

2. Appeal of an Informal Proceeding

A student sanctioned for violation of the Policy on Academic Integrity may appeal the instructor’s decision that a violation of the Policy has occurred, and/or the sanction.

The appeal must be submitted in writing to the instructor and to the dean of the college in which the violation occurred not later than ten (10) business days after the student has been notified of the instructor’s decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college.

An appeal is made by submitting a written statement of appeal to the instructor and dean of the college within the time limit. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the instructor making the decision from which the appeal is made, and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee comprised of faculty and students to hear the appeal and to make a recommendation to the dean. The dean will designate one member of the committee as the Proceedings Officer. The role of the committee is to advise the dean.

The student making the appeal may have an advisor of the student’s choice present at the hearing of the appeal. If the student’s advisor is an attorney, the student must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.

The appeal must be submitted in writing to the instructor and to the dean of the college in which the violation occurred not later than ten (10) business days after the student has been notified of the instructor’s decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college.

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The student making the appeal may have an advisor of the student’s choice present at the hearing of the appeal. If the student’s advisor is an attorney, the student must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.
Proceedings Office is responsible for notifying members of the appeals committee of the appeal and for setting a time and place for holding a meeting of the appeals committee. The Proceedings Officer will provide notice of time and place of the meeting of the appeals committee to the student, instructor, and other University persons deemed appropriate by the Proceedings Officer.

The Proceedings Officer will assemble the documentary evidence introduced at the hearing, the record made of the hearing, and the file made in connection with the matter and will make these materials available to the appeals committee. The appeals committee may establish its own method of procedure for conducting any appeal appropriate to the circumstances designed to achieve fairness to the student charged as well as the interests protected by the Central Michigan University Policy on Academic Integrity.

The appeals committee makes its determination based solely on the record of the student’s hearing, facts that are presented to the appeals committee, and the arguments before the appeals committee. The appeals committee will use as its standard of review a preponderance of evidence, and it will be the instructor who has the burden of proof.

The purpose of the appeals committee is to decide if the findings of the instructor were so incorrect that the decision should be changed. It is not the purpose of the appeals committee to substitute their judgment for that of the instructor. It is not the purpose of the appeals committee to decide if it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student; it is an appeal of the findings of the instructor.

The appeals committee may:

• Find that there are not sufficient facts presented to warrant the findings of fact made by the instructor and may recommend to the dean of the college setting aside the finding or determining the facts differently or setting aside or changing a sanction
• Recommend to the dean of the college that a new conference be held by the instructor

After receiving this recommendation the dean will either sustain or deny the appeal. The dean’s decision will be in writing and will state the findings of the fact, conclusion as to whether there has been a violation of the Policy on Academic Integrity, and/or a decision that the instructor is to hold a new conference with the student.

The dean’s decision will be final.

If it is necessary pending the resolution of an appeal, the student will be assigned a deferred grade.

A copy of the appeal and the dean’s resolution of the appeal will be part of the file on the violation maintained in the Office of Student Life or the College of Graduate Studies.

Failure to appeal a sanction after an informal conference with an instructor constitutes acknowledgment that the student violated the Policy on Academic Integrity.

B. Formal Proceedings in the Office of Student Life or the College of Graduate Studies

If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Life or the College of Graduate Studies for the consideration of additional sanctions. The following procedures will be followed.

1. As part of the letter notifying the student of the sanction(s) resulting from the informal meeting, the instructor will inform the student that formal proceedings in the Office of Student Life or the College of Graduate Studies are being requested.

2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Life or the College of Graduate Studies with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.

3. The “Code of Student Rights, Responsibilities and Disciplinary Procedures” will govern the sanctions which can be imposed, and the appeal process.

4. The Office of Student Life or the College of Graduate Studies will determine a sanction and will notify the instructor of its determination.

5. This sanction will be recorded on the student’s permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.

6. The instructor will be notified of the outcome of the hearing.

C. Proceedings With a Department or Program

1. Departmental or Program Action

a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student’s program is housed.

b. Departments and programs will follow their internal procedures for deciding whether the student’s status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.

2. Appeal of Departmental or Program Action

A record of the department, program and/or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Life or the College of Graduate Studies.

Approved by the Academic Senate, 5/01/01

1 It is understood that “there is nothing to preclude other persons from being present, as long as they are not present as lawyers or advisors” (Academic Senate minutes, May 1, 2001).

2 It is understood that “it is not always possible to have a ‘Conference with the Student’ before grades are due” (Academic Senate minutes, May 1, 2001).

3 It is understood that deans may delegate the responsibilities associated with an appeal to a designee—often an associate dean (Academic Senate minutes, May 1, 2001).

Misrepresentation of Affiliation with the University

It is important to Central Michigan University, its students and alumni that academic and cocurricular work done by students while at the university be accurately and honestly presented. When individuals report their academic performance and/or involvement in university related activities it is expected that they will do so in a truthful manner. Anyone involved in misrepresentation of student coursework, grades, degrees earned and/or involvement with cocurricular organizations or other university related activities may be barred from future enrollment and/or graduation from Central Michigan University. Such activity may also be criminal and subject the person to criminal prosecution.
Financial Information

All fees are established by the Board of Trustees and may be changed periodically.

Tuition Rates for On-Campus Credit Courses

<table>
<thead>
<tr>
<th>Level of Courses</th>
<th>Michigan Residents</th>
<th>Non-Michigan Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$153.65</td>
<td>$390.40</td>
</tr>
<tr>
<td>Master's/Specialist's</td>
<td>$205.65</td>
<td>$408.55</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$222.40</td>
<td>$441.10</td>
</tr>
</tbody>
</table>

A special course fee of $60 per credit will be assessed for all Physical Therapy (PTH) courses. A special course fee of $30 per credit will be assessed for some audiology courses, all speech pathology courses and all Physician Assistant (PHA) courses.

NOTE: Students who audit courses are assessed tuition at the regular rates. Students who enroll for credit by examination are assessed $40/credit hour.

Enrollment and Late Registration Fees

All students who have been admitted to Central Michigan University and who are planning to register for one or more on-campus courses are charged a non-refundable Enrollment Fee each semester or session. The fee for 1-6 semester hours is $40.00; for 7 or more semester hours, the fee is $80.00. The summer enrollment fee is $40 per session.

Late Registration. A fee of $100.00 will be charged to all students registering on or after the first day of classes for the semester or session.

Student Activity Center Fee

Students enrolled in seven or more credit hours will be assessed a $50.00 Student Activity Center fee for each of the fall and spring semesters. Those whose coursework requires them to be away from campus full-time will be exempted from paying this fee. Students who pay the SAC fee in both fall and spring semesters have free use of the Student Activity Center in the summer.

For students enrolled in fewer than seven credit hours in fall and winter semesters, a Student Activity Center fee of $50 per semester is optional, and there is an additional optional $25.00 fee per six-week summer session. There is a family fee available for $25.00 per semester regardless of the student's enrollment status.

Student Technology Fee

Graduate students enrolled in 7 or more credits will be assessed a $110 technology fee per semester. Students enrolled in 1-6 credits during a given semester or summer session will be assessed a $55 technology fee per semester or summer session.

Additional Fees

For the Fall and Spring terms, all students will be assessed a $75 per semester library fee, and a campus improvement fee of $37.50 per semester. All students enrolled in seven or more credit hours will be assessed a $25 per semester campus programming fee. During the Fall and/or Spring semesters, all students pay a $5.00 student publication fee. Students may obtain a refund of this fee by applying to the Student Publications Office, Anspach 008, within a 10-day refund period as listed in the Class Schedule.

Graduate Studies Fees

Application for Admission Fee (non-refundable)
- U.S. Citizens or Resident Aliens $35.00
- International Applicants $45.00
Change of Program Fee $35.00
Application for Graduation Fee $50.00 (per degree)
Reapplication for Graduation Fee $25.00

Paying Tuition and Fees

Central Michigan University offers two options for paying tuition. Tuition and fees for registration may be paid in full when billed. Tuition and fees for Phase II Registration, as well as fee adjustments made necessary by changes during the Drop and Add period, will result in later refunds or billings. Any past due financial obligations must be paid prior to the time of registration. Registration will not be accepted until such obligations are met.

As an alternative, students may budget and pay all or part of the academic year (fall and spring semester) fees in nine equal monthly installments without interest charges through AMS, a third party. The plan may be used to cover tuition and/or on-campus housing charges and can supplement all other forms of financial aid such as grants, loans and scholarships. Enrollment in this AMS plan and payments begin in the spring preceding the covered academic year. For more information about this option, contact the Receivable Accounting Office, 126 Warriner Hall, Mount Pleasant, MI 48859.

Delinquent Account Policy

Central Michigan University sends monthly billing statements electronically to the CMU global e-mail addresses. Students are responsible for accessing these monthly e-mail statements for their account balances and payment due dates. Students may incur late fees if the monthly balance is not paid by the scheduled due date. Past due accounts may be referred to a collection agency and, if referred, the fees assessed to the University by the collection agency will be added to the student's account. Once the account is referred to a collection agency, the past due account will be reported to the Credit Bureau. Past due accounts may also be referred to the University Counsel's Office for litigation. All additional fees, including court costs will be charged to the past due account.

Resident Status Policy

I. Introduction

Central Michigan University has a commitment to the resident taxpayers of the State of Michigan to provide educational opportunity at lower tuition rates than those charged to non-residents. Therefore, there are two general tuition rates, one for Michigan residents and a higher one for non-residents.
For the purposes of determining resident status by CMU, "domicile" is defined as the place where an individual intends his/her true, fixed and permanent home and principal establishment to be, and to which the individual intends to return whenever he or she is absent. This policy is designed to explain how a student may demonstrate the required intent and establishment of a domicile in Michigan. An individual whose activities and circumstances, as documented to the University, demonstrate that he or she has established a domicile in Michigan and intends to be domiciled in Michigan will be eligible for classification as a resident. An individual whose presence in the state is based on activities and circumstances that are indeterminate or temporary, such as (but not limited to) educational pursuits, will be presumed not to be domiciled in Michigan. The burden of proof is on the applicant to demonstrate with clear and convincing evidence that he or she is eligible for resident classification under this policy. To overcome a presumption of non-resident status, a student must file a properly completed Application for Resident Status and document clear and convincing evidence that a Michigan domicile has been established. Furthermore, the University reserves the right to audit enrolled or prospective students at any time with regard to eligibility for resident classification and to reclassify students who are registered under an improper resident status.

II. Determining Resident Status

A student's status as a resident or non-resident is established based upon the domicile of the student. The circumstances and activities to be considered in determining a student's domicile are set forth below:

A. Resident Status:

1. A student who is a dependent of parents who have established Michigan as their domicile will be classified as a resident for tuition purposes.

2. A student 18 years or older who has attained independent status may be classified as a resident for tuition purposes if the student:
   a. documents one year of continual physical presence in the state as one of the criteria for determining eligibility for resident status, as described in Article II.3., below, and,
   b. demonstrates by clear and convincing evidence that the student has established Michigan as his or her domicile and intends to make Michigan the student's permanent home, each independent of the student's attendance at CMU.

B. Non-Resident Status:

1. Any student under the age of 18 whose parents have not established Michigan as their domicile is presumed to be a non-resident student.

2. Any student over the age of 18 who is financially dependent on parents who have not established Michigan as their domicile is presumed to be a non-resident student.

C. Physical Presence in Michigan:

1. Generally, an individual must document one year of continual physical presence in the state as one of the criteria for determining eligibility for resident status. The year to be documented will be one year immediately preceding the first day of classes of the term in question. The year of continuous presence is never the only criterion used for determining resident eligibility and, in itself, will not qualify a student for resident status.

2. If the one year resident requirement is fulfilled while a student is enrolled in this University or another institution of higher education, it is presumed that this student has not established domicile in the State of Michigan. However, if substantial information exists (see below for other factors) which clearly demonstrates the establishment of a Michigan domicile, the individual may be immediately eligible for resident status prior to the passage of one year.

D. Circumstances and Activities Which Lend Support to Claim of Michigan Resident Status:

The following circumstances and activities, though not conclusive or exhaustive, may lend support to a claim that a student has established Michigan as the student's domicile and intends to make Michigan the student's permanent domicile.

1. A person appointed to a regular full-time position at the University (and that individual's spouse and dependent children) may be classified as a Michigan resident for tuition purposes.

2. A non-resident transferred to Michigan for employment purposes (and that individual's spouse and dependent children) may be classified as a Michigan resident for tuition purposes.

3. A student who has no previous history of living in the state but enrolls at CMU while on military assignment in Michigan, or who enrolls immediately upon discharge from military service, may be classified as a Michigan resident for tuition purposes.

4. A student who is married to a person who is classified as a Michigan resident for tuition purposes will be classified as a Michigan resident for tuition purposes.

5. A student who has a parent who was graduated from CMU will be classified as a Michigan resident for tuition purposes.

6. Additional Circumstances and Activities:
   a. Continuous presence in Michigan during periods when not enrolled as a student.
   b. Reliance upon only Michigan sources for financial aid.
   c. Domicile in Michigan of family, guardian, or other relatives or persons legally responsible for the student.
   d. Former domicile in the State of Michigan and maintenance of significant connections therein while absent.
   e. Ownership of a home in Michigan if purchased without support from non-Michigan sources.
   f. Admission to and full-time practice of a licensed profession in Michigan.
   g. Long-term military commitments in Michigan.
   h. Permanent full-time employment in Michigan, provided that the applicant's employment is the primary purpose for the applicant's presence in Michigan.
   i. Spouse's full-time, permanent employment in the state, provided that the spouse's employment is the primary purpose for the student's presence in Michigan.

In classifying an individual as a resident the University will consider other circumstances and activities which indicate an intent by the individual to make Michigan the individual's domicile or which indicate that the individual has made Michigan his or her domicile.

E. Circumstances and Activities which Generally Lend No Support to a Claim of Michigan Resident Status:

(continued)
The following circumstances and activities are temporary and indeterminate and, in and of themselves, do not demonstrate a permanent domicile in Michigan:

1. Voting or registration for voting in Michigan.
2. Possession of a Michigan driver's license.
3. Employment that is temporary or short-term.
4. Employment in a position normally held by a student.
5. Ownership of a Michigan home if purchased with support from non-Michigan sources.
6. The lease of living quarters.
7. Payment of Michigan income or property taxes.
8. Financial hardship of the student caused by having to pay a higher tuition rate, or by any other reason.
9. The applicant's statement of intent to be domiciled in Michigan.
10. Presence in Michigan while in attendance at CMU or another institution of higher education.

F. Non-Citizens Lawfully Admitted to the United States.
(Lawful admission status is determined by the Director of the Office of International Education, or designee):

1. A non-citizen of the United States (and that individual's spouse and dependent children) may be eligible for classification as a Michigan resident for tuition purposes, if such person has an appropriate, current visa, and meets the requirements for Michigan resident status specified in this policy.
2. A non-citizen transferred to Michigan for employment purposes (and that individual's spouse and dependent children) may be classified as a Michigan resident for tuition purposes, if such person has an appropriate, current visa, and meets the requirements for Michigan resident status specified in this policy.
3. A non-citizen student who has a parent who was graduated from CMU will be classified as a Michigan resident for tuition purposes, if such person has an appropriate, current visa.

III. Procedure to Determine Resident Status
The procedure for determining resident status for an individual is as follows:

A. Undergraduate Students at Time of Admission:
1. The Director of Admissions, or designee, shall determine the initial resident status of new undergraduate students.
2. If an individual disagrees with the initial decision of the Admissions Office, that individual must file a properly completed Application for Resident Status with the Registrar's Office. The Application for Resident Status must be received before the seventh day after the first day of classes during the semester or term in which the individual is first enrolled at CMU. The Registrar's Office shall consider the Application for Resident Status and provide the individual with a written decision. If the individual continues to disagree with that decision, the individual may file an appeal following the procedures set forth in Article IV, below.

B. Graduate Students at Time of Admission:
1. The Dean of the College of Graduate Studies, or designee, shall determine the initial resident status of new graduate students prior to the first registration.
2. If an individual disagrees with the decision of the College of Graduate Studies, that individual must file a properly completed Application for Resident Status with the Registrar's Office. The Application for Resident Status must be received before the seventh day after the first day of classes during the semester or term in which the individual is first enrolled at CMU. The Registrar's Office shall consider the Application for Resident Status and provide the individual with a written decision. If the individual disagrees with that decision, the individual may file an appeal following the procedures set forth in Article IV, below.

C. All Students Requesting a Change in Resident Status:
The procedure for determining whether a non-resident student has acquired Michigan resident status is as follows: An individual must file a properly completed Application for Resident Status with the Registrar, or designee. The Application for Resident Status must be received before the seventh day after the first day of classes during the semester or term in which the student is seeking the resident status. The Registrar, or designee, shall consider the Application for Resident Status and provide the individual with a written decision. If the individual disagrees with that decision, the individual may file an appeal following the procedures set forth in Article IV, below.

IV. Appeal Process
If an Application for Resident Status is denied, the individual may request that his or her Application for Resident Status be reviewed by the Resident Status Appeal Committee. The following procedures shall apply:

A. The Resident Status Appeal Committee shall be composed of the Director of Admissions, the Registrar, the Director of International Education, the Dean of Students, and the Dean of the College of Graduate Studies, or their respective designees. At least three of these individuals must participate in an appeal. The decision of the majority of those participating in the appeal shall be conclusive.

B. The appeal must be made in writing and must be received by the Student Ombuds Office within fourteen (14) calendar days of the date of the denial letter. If the deadline falls on a weekend or a University holiday, it will be extended to the next business day.

C. All contact with the Resident Status Appeal Committee must be in writing, unless otherwise requested by the Committee. An individual who wishes the Committee to consider information in addition to that provided with the Application for Resident Status must submit that additional information to the Resident Status Appeal Committee, in writing, with the appeal request.

D. In its sole discretion, the Resident Status Appeal Committee shall have the right to request that the individual provide the Resident Status Appeal Committee such additional information and/or documentation as it deems appropriate, including meeting with the Resident Status Appeal Committee.

E. The burden of proof is on the individual to demonstrate with clear and convincing evidence that he or she is eligible for a change in resident status because he or she intends to be domiciled in Michigan and has, in fact, established domicile in Michigan.

F. After the individual has submitted all requested information, the Resident Status Appeal Committee will review the individual's appeal. The individual will receive a written decision from the Resident Status Appeal Committee when the review is complete.

G. Once the Resident Status Appeal Committee issues its decision, there are no further appeals for the semester or term covered by the Application for Resident Status.
Tuition Status for Graduate Fellows and Assistants

For the purposes of determining tuition rates, doctoral level fellows and assistants are given in-state tuition for the duration of their program of study. Master’s and specialist’s level fellows and assistants are classified as Michigan residents only during the academic year of the award (including subsequent summer).

Residency Status for Migrants

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

Michigan residence is claimed by means of self-certification by the student, giving names of employer, date of employment, and location.

University Policy for Use of Motor Vehicles

Students must register any motor vehicle which they park on the university campus with the CMU Police Department. Parking permits must be displayed by the first day of classes. Students parking only for Saturday classes and evening classes between 4:00 p.m. and 2:00 a.m., Monday through Friday, are exempted from registering their vehicles, although they may not park at Washington Apartments at any time.

Any student who has a vehicle on campus is expected to become familiar with, and abide by, university traffic and parking regulations. Regulations and designation of parking areas for specific groups are published with the campus map in a brochure available at the CMU Police Department.

Bicycles are also registered free at the CMU Police Department.

<table>
<thead>
<tr>
<th>Vehicle Registration Fee</th>
<th>Academic year</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Commuter</td>
<td>$175</td>
<td>$35</td>
</tr>
<tr>
<td>Student Resident, Single Lot</td>
<td>$150</td>
<td>$30</td>
</tr>
<tr>
<td>Student with Zone A Privileges</td>
<td>$175</td>
<td>$35</td>
</tr>
</tbody>
</table>

Vehicle Registration Refund

Students leaving the university within two weeks after the close of the fall semester or prior to the spring semester will be entitled to a fifty percent motor vehicle registration refund. Applications must be made prior to the end of the first week of classes of the second semester. Students withdrawing from the University within two weeks of the first day of classes are entitled to a full refund of the motor vehicle registration fee for the semester if the decal is unused. If the student puts the decal on the vehicle and cannot remove it, the student will only receive a half refund. Applications for refunds should be made to the CMU Police Department and be accompanied by identifiable portions of the parking decals.

University Housing and Dining Services

Graduate students may live in housing of their own choice, but CMU does offer a variety of housing and board accommodations to both single students and students with families.

On-campus university-owned apartment housing is available for graduate students: single or married, with or without children. Housing office staff will identify apartment-mates for those who wish to share an apartment but do not have a particular person in mind. In order to create a community of graduate students, the university’s housing office, when possible, places graduate students residing in university-owned apartments in close proximity to one another. The rates for the 2005-06 academic year are as follows:

One-bedroom, two-person apartments are $358 per person per month. Fees for a two-bedroom, two-person apartment are $412 per person per month.

One, two, and three-bedroom university family apartments are assigned according to date of application for apartment housing. Most units are furnished. The approximate monthly rates for students range from $514 to $593.

Graduate students may also live in residence halls. Residence halls provide several lifestyle options, quiet study areas, and often such extras as weight rooms and computer labs.

Room/board rates for residence halls vary depending on the meal plan chosen. The room and 19-meal plan ranges from $6,160 to $7,084. All students residing on- or off-campus are eligible for residence hall board options. Several areas in the Bovee University Center serve meals on a daily basis.

Application for all university housing should be made well in advance. Listings of off-campus accommodations are available in the Office of Residence Life. Questions concerning housing and board arrangements should be addressed to the Office of Residence Life, Bovee University Center, Room 201, Central Michigan University, Mount Pleasant, MI, 48859-0001; (989) 774-3111; fax: (989) 774-6410; e-mail: reslife@cmich.edu or see http://www.reslife.cmich.edu/

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 was established to protect the privacy of student records. CMU is, therefore, not allowed to release details of a student’s financial account without prior written consent from the student. Authorization to Release Information forms, which will allow release of information to specific individuals, are available in the Receivable Accounting Office, the Student Service Court (Bovee UC 119) or online at http://www.controller.cmich.edu/Controller/forms.htm.

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are:

1. the right to inspect and review the student’s educational records within 45 days of the date the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(continued)
2. The right to request the amendment of the student's educational records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosures without consent.

One exception which permits disclosure without consent is disclosure to University officials with legitimate educational interest and/or needs to review an educational record in order to fulfill his or her professional responsibility. A University official for the purpose of this policy is defined as follows:

• members of the faculty;
• members of the professional, executive, and administrative staff, excluding any member of the Central Michigan University Police Department;
• students, when properly appointed as members of a hearing panel or screening committee;
• representatives of the State Auditor General when performing their legal function;
• a person or company with whom the University has contracted (e.g. attorney, auditor, or collection agent) but limited to only the specific student information needed to fulfill their contract;
• others as designated in writing by the President, a University Vice President, or Dean.

Upon request, the University discloses educational records without a student's consent to officials of another school in which a student seeks to enroll.

Another exception which permits disclosure without consent is when the information consists solely of "Directory Information." Directory information may be published or released by University faculty and staff at their discretion. Unless a student specifically directs otherwise, as explained more fully in paragraph (4) below, Central Michigan University designates all of the following categories of information about its students as "Directory Information":

a. name, campus address, home address, telephone listing, and campus e-mail;
b. state of residence;
c. age, date, and place of birth;
d. major field of study, including the college, department, or program in which the student is enrolled;
e. classification as a freshman, sophomore, junior, senior, or graduate student;
f. enrollment status (full-time, half-time, less than half-time);
g. participation in officially recognized activities and sports;
h. weight and height of members of athletic teams;
i. dates of attendance and graduation, and degrees received;
j. the most recent educational institution attended;
k. honors and awards received, including selection to the Dean's or President's list, honorary organization, or the GPA range for the selection.

4. A student has the right to refuse the designation of all categories of personally identifiable information listed above (a. through j.) as Directory Information. If a student exercises this right, it will mean that no Directory Information pertaining to the student will be published or otherwise released to third parties without consent, a court order, or a subpoena.

Any student wishing to exercise this right must inform the Registrar's Office in writing by the end of Phase II registration regarding the withholding of all categories of personally identifiable information with respect to that student. Once a student has requested the withholding of information, "Directory Information" will be withheld until one year after the student's last attendance at the University. Students who do not attend the University for a period of one year will need to file a new request at their return if they wish to reinstate the withholding of directory information.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Central Michigan University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901
NOTE: Graduate students are individually responsible for complying with the procedures, requirements, regulations, and deadlines printed in this Bulletin and the specific requirements of their department and program.

Assignment to Advisor and Authorization of Degree Program

As a graduate student studying for a certificate, master’s, specialist’s, or doctoral degree, an advisor in your area of specialization will be appointed by the department chairperson. You will receive notification of assignment to an advisor shortly after admission to a graduate program. As soon as possible after receiving this notification, an Authorization of Graduate Degree or Certificate Program form should be filled out in consultation with your advisor and a copy placed on file in the Graduate Studies office. This authorization will ensure that courses you take will count on your program; courses you take prior to authorization may not count.

If registering for graduate coursework prior to being assigned to an advisor, read carefully the appropriate sections of this Bulletin, or consult the appropriate department chairperson to make certain that the courses you register for are applicable to your program of study.

Changes to an authorized program should be made via the Course Substitution form available in the College of Graduate Studies. For a certificate, master’s, or specialist’s program, the form requires the advisor’s signature. For a doctoral program, the form requires the signatures of the advisor and the Dean of the College of Graduate Studies.

Residence Requirement

A graduate student should devote such time to graduate study and research in residence at CMU as may be appropriate to the program of study. Students are expected to take every opportunity to work in close association or collaboration with graduate faculty members, with other graduate students in the same program, and with distinguished visiting scholars. These opportunities exist at the university campus and in classes, seminars, internships, and research projects organized or placed elsewhere as part of the university’s continuing involvement in a broadly-based commitment to education.

Access to Records

University policy grants students access to their education records under conditions which conform to the Family Educational Rights and Privacy Act of 1974 as amended and regulated by the appropriate federal guidelines.

Directory information may be published or released by the university unless a student informs the Registrar’s Office in writing that any or all items should not be released without the student’s prior consent. Directory information is defined to include such items as a student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, and the previous educational institution attended by the student.

Distance Learning Courses

Courses in distance learning format (e.g. web-based courses and other non-face-to-face formats for delivering instruction) may be used to complete degree requirements unless otherwise specifically excluded. CMU courses and programs approved for distance learning delivery (as well as restrictions) are given in the descriptions of courses and degrees in this Bulletin.

Transcripts

For a university transcript of your academic record, submit a written, hand-signed request to the Registrar’s Office. Written requests should include your name, date of birth, social security number, dates of attendance at CMU, and, if a graduate, the date of your graduation. Your transcript will not be released without your written permission.

The Official copies of your transcript are free. The Immediate Service Transcript fee for priority service is an additional $10.00 for each transcript. Transcripts of students with financial obligations to the university are not released until the obligation is paid.

General Regulations

Matters upon which there has been no direct legislation for graduate students will be governed by the general university regulations.

Degree Candidacy

Admission to Candidacy

Master’s Degree

Admission to Candidacy for students in the Master of Fine Arts Program is described in the Art Department’s section of this bulletin. Admission to Candidacy is not required in progress toward any other master’s degree.

Specialist’s Degree

Admission to graduate study does not imply Admission to Candidacy for any specialist’s degree. Admission to Candidacy is granted only after the applicant has:

1. Fulfilled all the prerequisites for admission to the degree program;
2. Fulfilled all special requirements, such as admissions tests, letters of recommendation, and qualifying examinations specified by the department which has jurisdiction over the curriculum;
3. Submitted an Authorization of Graduate Degree Program approved and signed by the advisor;
4. Completed at least ten hours of graded graduate coursework on the chosen program at CMU with a cumulative point average of 3.0 or higher in all of this work;
5. Filed a Petition for Admission to Candidacy approved by the advisor and the Dean of the College of Graduate Studies.

Ph.D. or Ed.D. Degree (other doctoral programs may require candidacy)

Admission to graduate study does not imply Admission to Candidacy for a Ph.D. or Ed.D. degree. Admission to Candidacy is granted only after the applicant has:

1. Fulfilled all the prerequisites for admission to the degree program;
2. Fulfilled all special requirements, such as admissions tests, letters of recommendation, and additional student background information specified by the department;
3. Completed most of the prescribed coursework for the degree with a grade point average of 3.0 or higher, satisfied any research or professional tool requirements established by the department, and passed a comprehensive examination conducted and evaluated by the student’s examination committee;
4. Filed a Petition for Admission to Candidacy approved by the advisor and the Dean of the College of Graduate Studies.
Degree Requirements

Students may elect to graduate under the curricular requirements and regulations in any Graduate Bulletin in effect between the dates of the original admission on a graduate degree or certificate program and the date that degree or certificate was received with such modifications and substitutions as may be necessitated by changes and developments in the university’s programs.

Graduate Certificate

You are eligible to receive a graduate certificate* after you have:

1. Received Regular Admission to the graduate program and filed an "Authorization of Graduate Degree or Certificate Program," approved and signed by an advisor;
2. Completed fifteen to eighteen hours of graduate work approved by the advisor. Courses used on previous graduate degrees or certificates may not be counted towards the certificate. If a student has not had adequate preparatory coursework for the curriculum chosen and has to take additional coursework to make up any deficiencies, these courses are not included in the fifteen to eighteen hour requirement. These courses will, however, be stated on the "Authorization of Graduate Degree or Certificate Program." Any course in which the student earns a grade below C is not acceptable in fulfillment of a graduate certificate requirement.
3. Fulfilled all of the requirements of the curriculum on which the student is enrolled and all other university regulations pertaining to the program;
4. Obtained a cumulative grade point average of 3.0 (B) or higher in graded graduate coursework at CMU and a cumulative grade point average of 3.0 (B) in all coursework on the student’s authorized degree program;
5. Completed all requirements for the graduate certificate within four years after matriculation in the program. Courses completed more than four years prior to graduation cannot be used to meet graduation requirements without the written approval of the advisor, the chairperson of the department offering the graduate certificate, and the Dean of the College of Graduate Studies. The request for such approval must be accompanied by a statement giving an explicit reason why content of the out-of-date course is still a viable part of the student’s graduate program, and how the student has kept up-to-date with current content in those courses. Extension of time to complete graduate certificate requirements will be granted rarely and only if steady progress toward the graduate certificate is evident or if there are clearly extenuating circumstances. Forms requesting an extension are available in the graduate studies office. Transfer credit which falls outside the time limit at the time of graduation will not count toward graduation;
6. Made application for the graduate certificate by the date specified in the section titled Deadlines on the inside front cover of this Bulletin, filed a Graduation Application in the College of Graduate Studies, and paid a graduation fee of $50. (See Graduation Procedures.)

*NOTE: Graduate Certificates as described in this section are not related to earning a teaching certificate. See page 200 of this Bulletin for Teacher Certification information.

Master’s Degree

You are eligible to receive a master’s degree after you have:

1. Received Regular Admission to the degree program and filed an Authorization of Graduate Degree Program, approved and signed by the advisor;
2. Completed a minimum of thirty hours of graduate work approved by the advisor. Courses in which you earn a grade below C are not acceptable in fulfillment of this degree requirement. If you have not had adequate preparatory coursework for the curriculum chosen, you must take additional coursework to make up the deficiencies either in the field of specialization, in cognate areas, or both, as determined by your advisor. If you must earn more than thirty hours to receive the degree, the additional hours and their nature will be stated in the Authorization of Graduate Degree Program;
3. Fulfilled all of the requirements of the curriculum on which you are enrolled and all other university regulations pertaining to the program;
4. Obtained a cumulative grade point average of 3.0 (B) or higher in graded graduate coursework at CMU and a cumulative grade point average of 3.0 (B) in all coursework on the student’s authorized degree program;
5. Earned at least fifteen of the hours presented for the degree in courses at or above the 600 level;
6. Fulfilled all other university regulations pertaining to your program;
7. Submitted evidence of scholarship and/or creative or artistic ability beyond the completion of coursework. Two plans, differing to some extent in the various departments, are in general use. Subject to the approval of the major advisor, you may choose either plan.

Plan A consists of coursework, a thesis (6 credits), an oral defense of the thesis.

Plan B consists primarily of coursework, requires no thesis, but must include additional significant evidence of scholarship, such as research, independent studies, internships, or practica and/or creative or artistic ability which the department of the field of specialization may wish to prescribe.

A comprehensive examination over the field of specialization may be required under either Plan A or Plan B. It shall be the responsibility of the department chairperson or program coordinator to notify the graduate studies office of the student’s fulfillment of the Plan A or Plan B requirements;
8. Made application for the degree and diploma by the date specified in the section titled Deadlines on the inside front cover of this Bulletin;
9. Completed all requirements for the degree within seven years after matriculation in the program. Courses completed more than seven years prior to the date of graduation cannot be used to meet the graduation requirements without the written approval of the advisor, the chairperson of the department offering the degree, and Dean of the College of Graduate Studies. The request for such approval must be accompanied by a statement giving an explicit reason why content of the out-of-date courses is still a viable part of the student’s graduate program, and how the student has kept up-to-date with current content in those courses. Extension of time to complete degree requirements will be granted rarely and only if steady progress toward the degree is evident or if there are clearly extenuating circumstances. Forms requesting an extension of time are available in the graduate studies office. Transfer credit that is more than seven years old at the time of graduation will not count toward graduation;
10. Filed a Graduation Application in the College of Graduate Studies and paid a graduation fee of $50. (See Graduation Procedures.)
Specialist's Degree

You are eligible to receive the Specialist's in Psychological Services degree or Specialist's in Education degree after you have:
1. Received the master's degree, if this is a prerequisite on your curriculum;
2. Been admitted to candidacy for the appropriate specialist's degree;
3. Completed a minimum of sixty semester hours (thirty hours beyond the master's degree if the master's is required or was earned elsewhere) of graduate work approved by your advisor. Courses in which you earn a grade below C are not acceptable in fulfillment of this degree requirement;
4. Fulfilled all of the requirements of the curriculum in which you are enrolled and all other university regulations pertaining to your program;
5. Obtained a cumulative grade point average of 3.0 (B) or higher in graded coursework at CMU and a cumulative grade point average of 3.0 (B) in all coursework on the student's authorized degree program;
6. Completed a thesis or field study as part of your master's or your specialist's degree;
7. Maintained at least a 3.0 grade point overall. Courses in which the student earns or has earned a grade below C do not count toward meeting any degree requirements. A student with more than two grades below B- may not be awarded a Ph.D. or Ed.D. degree. Coursework that is not part of the student's doctoral program of study is excluded from this policy. Particular programs may have more stringent grade requirements;
8. Earned at least fifteen hours in courses at the 700 level or above (excluding dissertation, doctoral project and internship credits) and fifty of the total hours at the 600 level or above;
9. Prepared a doctoral dissertation, or in the case of some applied programs, a doctoral project. A doctoral project must be conducted under an advisor who meets the requirements for regular graduate faculty status as defined by the Academic Senate's Graduate Education Policy. All other policies and procedures for the doctoral project are to be determined by the academic program and will be presented in the section of the bulletin pertaining to the academic program. For the dissertation, you may receive a minimum of twelve hours of credit and a maximum of thirty-six hours of credit as specified on the authorized doctoral program under the guidelines of the specific department. The research for the doctoral dissertation will be conducted under the guidance of a dissertation supervisor and must be approved by a doctoral committee consisting of at least three graduate faculty members. The student must pass an oral defense of the completed dissertation. The committee members are the examining committee and determine whether the student passes the defense. The dissertation must be prepared according to the regulations prescribed in the College of Graduate Studies' most recent edition of the Preparation Guide for Doctoral Dissertations and Theses and must be submitted to Dissertation Abstracts International.
10. Completed the requirements for the doctoral degree within eight years prior to the award of the doctoral degree with prior relevant graduate degree and ten years if the student began doctoral study without prior relevant graduate degree. Courses completed outside these time frames may not be used to meet the graduation requirements without the written approval of the advisor, the chairperson of the department, and the Dean of the College of Graduate Studies. The request for such approval must be accompanied by a statement giving an explicit reason why the content of the out-of-date course is still a viable part of the student's graduate program, and how the student has kept up-to-date with current content in those courses. Extension of the time to complete degree requirements will be granted rarely and only if steady progress toward the degree is evident or if there are clearly extenuating circumstances. Forms requesting an extension of time are available in the graduate studies office. Courses transferred into the program from the master's degree are not governed by the seven year time limit;
11. Filed a Graduation Application in the College of Graduate Studies and paid the $50 graduation fee. (See Graduation Procedures.) The satisfactory completion of a thesis is a requirement on some master's degree programs and optional on others. The satisfactory completion of a thesis at CMU is a requirement for some specialist's degrees, and satisfactory completion of a doctoral dissertation is a requirement for some doctoral degrees.

NOTE: Particular doctoral programs may have more specific or more stringent program requirements.

Thesis or Dissertation

The satisfactory completion of a thesis is a requirement on some master's degree programs and optional on others. The satisfactory completion of a thesis at CMU is a requirement for some specialist's degrees, and satisfactory completion of a doctoral dissertation is a requirement for some doctoral degrees.

Students should be aware that the university has specific policies that govern research involving human or animal subjects. Information on experimentation may be obtained from the department chairperson, committee chairperson, or College of Graduate Studies.
For stylistic guidelines, students are expected to follow the most recent College of Graduate Studies’ requirements, which are explained in the Preparation Guide for Doctoral Dissertations and Theses. Copies are available in the graduate studies office.

If students are writing a thesis or dissertation, it will be evaluated by a committee. Students should consult their advisor in selecting a committee chairperson and two committee members. The advisor may or may not be the committee chairperson, depending upon the student’s academic emphasis. One member of the committee may be from a discipline other than that of the student's area of concentration. All members of the committee must be graduate faculty. For theses and dissertations completed through Central Michigan University’s Off-Campus Programs, one of the three committee members must be a CMU on-campus regular faculty member or a regular faculty member from a collaborating university (such as in a joint program), or if all committee members are off-campus, the committee chair must meet the requirements for regular graduate faculty status as defined by the Academic Senate’s Graduate Education Policy and be approved as committee chair by the department.

The chairperson of the thesis or dissertation committee will have active direction of the thesis or dissertation, but may wish to consult with other members of the committee about matters pertinent to its development. The committee as a whole, however, will determine the quality of the work.

After a committee has been selected and a topic chosen, a Thesis or Dissertation Prospectus Approval form must be filed in the College of Graduate Studies, before the work is formally initiated. The department may require a more detailed prospectus.

Each student who writes a thesis or dissertation must enroll for such credit. Letter grades are not used in the evaluation of the thesis or dissertation; therefore, the student’s grade point average is not affected by credit earned for these. In all departments the thesis or dissertation is designated as credit (CR) if acceptable and no credit (NC) if not acceptable. Students will receive six semester hours of credit for an acceptable thesis. For a dissertation, a minimum of twelve and a maximum of thirty-six semester credit hours may be earned depending on the guidelines for the specific department.

A student may not enroll for more than three credits of the thesis or doctoral dissertation until the project prospectus has been approved at the department level and composition of the committee has been verified by the Dean of the College of Graduate Studies. Credit will be granted upon satisfactory completion of the dissertation or thesis, and its acceptance by the committee. See the Duration of Admission Status for more information on time limits.

**Final Stages of Thesis or Dissertation Preparation**

The final draft of the committee-approved thesis or doctoral dissertation must be submitted for a final check to the College of Graduate Studies according to the published deadline date (approximately four weeks prior to the end of the semester). Failure to meet this deadline or any departmentally stipulated deadline, may result in the student’s graduation being delayed until the following semester.

After approval by the College of Graduate Studies, the student will be given a Thesis or Doctoral Dissertation Approval form. The student completing a dissertation must take a clean copy of the dissertation to Library Business Services, currently in 407G Park Library, to prepare for microfilming, no later than one week after graduation. The student must also take two copies of the thesis or dissertation to the University Printing Services, Combined Services Building, for binding, no later than one week after graduation. The approval form must be signed at the Library and Printing Services and returned to the graduate studies office.

All doctoral dissertations are microfilmed by University Microfilms International. A graduate student has the option to file his/her master’s thesis with UMI. Instructions for microfilming are available from the College of Graduate Studies.

**Field Study**

A field study requires the student to conduct a major project approved and directed by an advisor who meets the requirements for regular graduate faculty status as defined by the Academic Senate’s Graduate Education Policy. Upon completion of the field study, the student must pass a publicly announced oral defense of the project.

**Graduation Procedures**

At least eight weeks before the end of the semester in which a student expects to graduate, he/she must send a completed Graduation Application form, along with a check or money order for $35.00, to the College of Graduate Studies. Deadline dates are published on the front inside cover of this Bulletin.

**Application for Graduation**

In order to graduate, the student must submit a Graduation Application form. The form must be submitted to the graduate studies office no later than the deadline specified on the inside front cover of this Bulletin. At the time of filing the graduation application, it is the responsibility of the student to determine whether his/her advisor will be available to approve the thesis or to sign any other papers necessary for graduation. In the event the student’s advisor will not be available on campus at such a time, the student assumes responsibility for making suitable arrangements for the approval of the thesis, field study, dissertation, or other papers with the advisor prior to the advisor’s departure.

**Graduation Audit**

After a student submits a Graduation Application form, the student’s record is audited in the College of Graduate Studies to verify completion of program requirements. After the audit is complete, the student and advisor will each be mailed an audit form indicating either that all requirements are satisfied or that the student has requirements left to complete. If there are requirements left to complete, the audit form indicates what the student must do before graduating. Students who fail to complete requirements by the deadline will receive a Failure to Complete Requirements For Graduation form, indicating that they will not graduate at the upcoming graduation and advising them to apply for the next graduation period. Students must reapply to graduate in a subsequent semester, but there is no second fee for the next application.

To encourage students to monitor their own progress toward graduation, the College of Graduate Studies has developed a Self Audit form, available in the graduate studies office. Although it is not mandatory, students are urged to complete the Self Audit before submitting a Graduation Application.

**Diplomas**

Diplomas are mailed to students about six weeks after commencement. If a student needs evidence of degree completion in less than six weeks, written verification is available through the College of Graduate Studies.
Post-Baccalaureate Teacher Certification

A post-baccalaureate student is defined as a student with a non-teaching bachelor’s degree from a four-year approved teacher training accredited institution who is seeking teacher certification, a student with a teaching degree who is seeking teacher certification and/or endorsement in an additional area, or a student with a teaching degree who is seeking provisional or professional certification and/or endorsement in an additional area.

1. Post-baccalaureate students must follow the “Standards Leading to Teacher Certification” as published in the appendix of this Bulletin and meet State Department of Michigan requirements listed in the Teacher Education Student Handbook.

2. Post-baccalaureate students must have majors and/or minors signed by a departmental advisor in the department offering the major or minor. Course substitutions may be approved only by the departmental advisor.

3. Post-baccalaureate students must complete all Professional Education courses and other degree/certification requirements for either elementary or secondary students as published in the Bulletin.

4. The Department of Teacher Education and Professional Development will submit a list of the names of all students applying for student teaching the following semester to each student’s major and minor department for approval or denial.

5. The Center for Student Services will audit the signed major and minor of all post baccalaureates students to certify that they have met all the requirements before recommending them for certification. Every semester each department will receive a list of its majors and minors who have been recommended for certification and/or endorsement.

6. Certification will be recommended for those teaching areas in which CMU presently offers a major or minor.

7. For students who have initial teaching certification, a Planned Course of Study leading to a professional certificate must be approved by an appropriate departmental advisor.

NOTE: See Appendix I for complete information on teacher certification policies and procedures.

Small Grants and Awards

The College of Graduate Studies offers three competitive awards for graduate students.

Research Grants

Graduate Student Research Grants provide up to $600 and Dissertation Support Awards provide up to $1500 to offset costs associated with conducting research. Applications are reviewed twice each year, in October and in February. Applications are available in the College of Graduate Studies or on the college website under Applications and Forms: www.grad.cmich.edu. Decisions for Graduate Student Research Grants are made by a subcommittee of the Graduate Council; decisions for Dissertation Support Awards are made by faculty from the doctoral programs.

Publication and Presentation Grants

Graduate Student Publication and Presentation Grants are awarded to assist graduate students whose research or creative endeavors are accepted for publication or presentation at the state or national level. The grant consists of reimbursement for up to $250 of expenses associated with publication or presentation. There is no deadline for applications. Applications are available from the College of Graduate Studies and are reviewed as they are received. Decisions are made by the Associate Dean of the College of Graduate Studies.

Outstanding Thesis and Dissertation Awards

Outstanding Thesis and Dissertation Awards are announced in October to recognize significant scholarly activity by graduate students and the contribution made by their faculty supervisors. Students may be nominated by any faculty member for an outstanding thesis dissertation, doctoral project or Plan B paper, completed at CMU during the 12 months prior to the nomination. Nominations are due in September. Applications are available in the College of Graduate Studies. Decisions are made by a subcommittee of the Graduate Council.

Academic Regulations

Credit and Points

The university uses specified quantitative and qualitative standards to appraise the quality of work done by its students.

Quantitative Unit

The quantitative unit of credit is the semester hour.

Qualitative Unit

The qualitative credit is the grade or rating used by the instructor to indicate an evaluation of the results accomplished. The work of the student in each course completed is rated in accordance with the following marking system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Superior</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Superior</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Superior</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Superior</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

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NOTE: See Appendix I for complete information on teacher certification policies and procedures.

Small Grants and Awards

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Graduate Student Publication and Presentation Grants are awarded to assist graduate students whose research or creative endeavors are accepted for publication or presentation at the state or national level. The grant consists of reimbursement for up to $250 of expenses associated with publication or presentation. There is no deadline for applications. Applications are available from the College of Graduate Studies and are reviewed as they are received. Decisions are made by the Associate Dean of the College of Graduate Studies.

Outstanding Thesis and Dissertation Awards

Outstanding Thesis and Dissertation Awards are announced in October to recognize significant scholarly activity by graduate students and the contribution made by their faculty supervisors. Students may be nominated by any faculty member for an outstanding thesis dissertation, doctoral project or Plan B paper, completed at CMU during the 12 months prior to the nomination. Nominations are due in September. Applications are available in the College of Graduate Studies. Decisions are made by a subcommittee of the Graduate Council.

Academic Regulations

Credit and Points

The university uses specified quantitative and qualitative standards to appraise the quality of work done by its students.

Quantitative Unit

The quantitative unit of credit is the semester hour.

Qualitative Unit

The qualitative credit is the grade or rating used by the instructor to indicate an evaluation of the results accomplished. The work of the student in each course completed is rated in accordance with the following marking system:

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For students who have initial teaching certification, a Planned Course of Study leading to a professional certificate must be approved by an appropriate departmental advisor.

NOTE: See Appendix I for complete information on teacher certification policies and procedures.

Small Grants and Awards

The College of Graduate Studies offers three competitive awards for graduate students.

Research Grants

Graduate Student Research Grants provide up to $600 and Dissertation Support Awards provide up to $1500 to offset costs associated with conducting research. Applications are reviewed twice each year, in October and in February. Applications are available in the College of Graduate Studies or on the college website under Applications and Forms: www.grad.cmich.edu. Decisions for Graduate Student Research Grants are made by a subcommittee of the Graduate Council; decisions for Dissertation Support Awards are made by faculty from the doctoral programs.

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NOTE: See Appendix I for complete information on teacher certification policies and procedures.
Grade Point Average

The grade point average (GPA) for graduate students is computed by dividing the total points earned in graduate courses by the total semester hours of graduate courses attempted at CMU and graded A through E on the qualitative scale. Courses to be included in the computation of the grade point average must be graduate level. Such courses include all courses at or above the 500 level and those 300 and 400 level courses which have been specifically approved for a student’s graduate program. Credits graded CR/NC at this university and credits accepted in transfer from other institutions are not included in the computation.

Academic and Retention Standards

In order to obtain a graduate degree, a student must have at least a 3.0 (B) cumulative grade point average, and a cumulative grade point average of 3.0 (B) in all coursework on the student’s authorized degree program. The policies which follow deal with cumulative grade point average; the College of Graduate Studies will monitor overall grade point average and follow these procedures when a student’s cumulative grade point average is below 3.0. When a student’s cumulative grade point average in the academic program falls below a 3.0, the graduate program will monitor and initiate action relative to these procedures.

If, in the first semester after being placed on probation, a student obtains a semester GPA of at least 3.0 with a cumulative GPA below 3.0, the student will be allowed a second semester to raise the cumulative GPA to a 3.0. The student will remain on probation and will be so notified by the College of Graduate Studies.

If, in the first semester after being placed on probation, a student in a degree program does not obtain a semester GPA of at least 3.0, then the Dean of the College of Graduate Studies will ask the department to make a recommendation as to whether the student should be allowed a second semester to raise the cumulative GPA to a 3.0. The Dean will consider the department’s recommendation and notify the student of the Dean’s decision. If the student is a non-degree student, they will still be on probation.

All students are expected to raise their cumulative GPA to a 3.0 within two semesters of being placed on probation. When they are successful in achieving this goal, they will be removed from probation and so notified by the College of Graduate Studies. If a student does not raise his/her cumulative GPA to a 3.0 within two semesters of being placed on probation, the student will be dematriculated. If the student is in a degree program, the relevant department may specifically request an exception to policy. If the Dean of the College of Graduate Studies concurs, the student will be granted one more semester to raise his/her GPA to a 3.0.

Given the time it takes to implement these procedures, it is possible that a student will be dematriculated after he/she has registered for classes and perhaps even started attending them. If that is the case, the student will be dropped from the courses.

In addition to maintaining a satisfactory cumulative grade point average, students in graduate programs must abide by the university’s "Academic Integrity Policy," which specifically prohibits "plagiarism, cheating and other forms of dishonest or unethical behavior..." Violations of the Academic Integrity Policy may lead to sanctions as described in the policy.

In addition, departments involved in clinical programs may evaluate students on the basis of their ability to relate successfully with clients. Students who do not meet the professional standards established by departments may be placed on probation, suspended, or dismissed from a program.

In cases where a student fails to satisfy departmental graduate program requirements, the Dean of the College of Graduate Studies, upon the recommendation of the advisor and the departmental chairperson or program coordinator, and after review of the student’s academic progress, may remove the student from the graduate program. Examples of specific departmental requirements to be met by students include, but are not limited to the following: (1) writing competency; (2) the number of attempts made in passing comprehensive or qualifying exams; (3) the completion of required papers or theses; and (4) meeting university and departmental time limitations.

Students dismissed from graduate study, regardless of whether they were non-degree students or students pursuing a graduate certificate or degree, may petition for readmission no sooner than one academic year after the semester they were dismissed. Exceptions to this waiting period can be granted by the Dean of the College of Graduate Studies. A dismissed student can apply for either non-degree admission or admission to a graduate program. Admission as a non-degree student will be decided by the Dean of the College of Graduate Studies. Admission to a graduate program will be decided by the procedures normally used for that program.

("Semester" refers to semester for which the student registers. For example, "the first semester" refers to the first semester for which the student registers to take classes. A student may request that the two summer sessions be treated as a single semester.)

Outdated Courses

In cases in which a graduate course is inadmissible on a student’s program because it predates the stipulated time period for the completion of the degree, both the course and the grade pertaining thereto shall be disregarded for purposes of evaluating the student’s performance toward the graduate degree or his or her status within the program.

Credit/No Credit (CR/NC)

Courses in which graduate student performance is evaluated CR/NC, rather than by a letter grade on the A through E scale, carry the designation “CR/NC only” in the departmental course descriptions. CR indicates that the student has performed at a level equivalent to or above the grade point average for graduation (B grade) and shall receive credit in the course. NC indicates that the student has performed at a level lower than a B and shall not receive credit. In either case, the title and other course identification and the symbol CR or NC shall be entered on the student’s transcript. CR and NC are not equated with qualitative letter grades, however, and are not included in computation of the student’s grade point average. Optional registration for Credit/No Credit in other graduate courses is not available to graduate students.

Optional registration for Credit/No Credit is available to graduate students who register in a course below the 500 level for undergraduate credit. Courses taken under this provision may not be applied to graduate certificate or degree requirements. Such optional registration for undergraduate credit is not available to students removing deficiencies specified in their Conditional Admission. The courses for which graduate students may register for undergraduate credit on a CR/NC option basis must be designated in the Class Schedule by the department as available on a CR/NC option basis. Procedures for registration, grading, and recording are explained in the CMU undergraduate Bulletin under Credit/No Credit Policy.
Incomplete Grades (I)

An incomplete (I) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. A form must be completed and signed by the faculty member (and the student when possible) whenever a grade of I is assigned. The form is to be kept on file in the departmental office. An instructor who assigns the grade of I also submits to the department chairperson a formal statement of requirements to be satisfied for removal of the Incomplete grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

It is the student’s responsibility to contact the instructor to complete the remaining work. The required work should be completed and a grade reported by the end of the student’s next semester in residence, but in no case later than one calendar year following the receipt of the grade of I. A student not completing the remaining work by the end of one calendar year following the receipt of an I would retain an I only if the instructor chooses not to change the I to a specific grade ranging from A to E by the end of the calendar year. A grade of I may not be removed by registering again for the course.

If the instructor of the class in which the grade of I was incurred is no longer a member of the faculty, then the student should contact the department chairperson, who shall act on behalf of the former instructor.

Exceptions to these regulations can be made only when requested by the student and approved by the instructor or the department chairperson and the dean of the college, and certified by the dean of the college to the registrar.

Deferred Grades (Z)

The Z (deferred grade) may be recorded for students registered for independent study, for thesis, International Program Studies courses, or for other courses specifically approved for Z grades in the Bulletin, if the instructor believes that the quality and quantity of work completed by the end of the semester justifies an extension of time. An instructor who assigns a grade of Z shall submit to the department chairperson, on the proper form, a statement of remaining requirements for removal of the deferred grade. A copy of the statement of requirements, including deadlines for their completion, shall be made available to the student.

Repeat Course Policy

To improve a grade previously earned at CMU or elsewhere, a student may repeat any course except an Independent Study course. The last grade and credit hours earned at CMU completely replace the previous grade and credit hours in computing the grade point average, although the earlier record remains a part of the student's transcript. A grade of A through E must be earned in a repeat course to replace the previous grade in computing the average.

A Repeat Course Request card, available from the Registrar’s Office, must be filed by the student with the Registrar’s Office before repeating the course. Procedures and deadlines for repeat cards are found in the Class Schedule book.

Grade Grievance Policy

1. The university recognizes that it is the instructor’s prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter with the student and give evidence to make clear his or her basis for determining the grade. (In turn the student should recognize the need to demonstrate a valid basis for complaint). At any time, either upon the student inquiry or upon his or her own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

2. A student who desires discussion of a complaint about a grade shall contact the instructor or, if the instructor is unavailable, the department chairperson, either in person or in writing as soon as possible, but in no case later than sixty days after the beginning of the next regular semester. Any exception to the time limitation shall be for unusual and most compelling reasons. Ordinarily, the student should accept the instructor’s decision. However, if the student is still not satisfied, he or she may request in writing a joint consultation with the instructor and the chairperson of the department involved. In case the student’s request for joint consultation involves an instructor who is also chairperson of the department, the student’s request in writing should be sent to the dean of the college involved. In such cases that dean shall act in place of the department chairperson.

3. The following procedures are available for review of allegations of capricious grading. They are not for review of the judgement of an instructor in assessing the quality of a student’s work, nor are they to be used in cases involving academic dishonesty. Determination of the grade in such cases is left solely to the instructor. A student who is not satisfied after consultation with the instructor and department chairperson, and who alleges that the semester grade is the result of capricious grading, may file an appeal within ninety days of the start of the next regular semester to the dean of the instructor’s college for forwarding to the College Committee on Review of Change of Grade. The student shall file the appeal by submitting a written statement particularizing the basis for the allegation that the grade was the result of capricious grading, and present any evidence that he or she may have.

Capricious grading, as that term is used herein, constitutes any of the following: (a) the assignment of a grade to a particular student on some basis other than his or her performance in the course; (b) the assignment of a grade to a particular student by resorting to more exacting or demanding standards than were applied to other students in that course. It is understood that standards for graduate credit may be different from standards for undergraduate credit; (c) the assignment of a grade by a substantial departure from the instructor’s previously announced standards.

4. The appeal shall be dismissed if (a) the appeal was not timely; (b) the allegations, if true, would not constitute capricious grading; or (c) the student has not attempted to confer with the instructor or chairperson of the department. If the appeal is not dismissed, the committee shall submit a copy of the student’s written statement to the instructor of the course with a request that the instructor promptly submit a written response thereto, a copy of which shall be made available to the student. If, upon the basis of these papers, it appears that the dispute may be attributable to inadequate or incomplete communication between the parties, the committee may arrange to meet individually or together with the student and instructor to discuss the problem. If the instructor of the course is a member of the committee, he or she shall be disqualified from the consideration of that appeal.
5. If such a meeting is not held, or if held, such meeting does not result in a mutually agreeable solution, the committee shall proceed to hold a fact-finding session concerning the allegations set forth in the appeal. Both the student and the instructor shall be entitled to be present throughout the session and to present any relevant evidence, including testimony by other persons. The student and the instructor both may be accompanied by a person to assist them in presenting evidence. The session shall not be open to the public.

6. At the close of the session the committee shall deliberate privately. If a majority finds the allegations of capricious grading to be supported by substantial evidence, the committee shall proceed to determine the most appropriate remedy. The committee may direct the instructor to grade the student's work anew or to give the student a new examination in the course, or may take such other action as will bring about substantial justice in the individual case. However, except in the most extraordinary circumstances, the committee itself should not award the student a new grade for the course. The decision of the committee shall be final and shall be reported in writing to the student, instructor, and departmental office.

7. The College Committee on Review of Change of Grade may also resolve complaints involving suspected violation of grading policies for incomplete and deferred grades, dropping a class, or withdrawal from the university. The same procedures as outlined above for review of alleged capricious grading shall be followed.

Course and Credit Limitations

300 and 400 Level Courses

A graduate student may include no more than two 300 or 400 level courses in a degree program, and no more than one 300 or 400 level course in a certificate program, provided that (a) these courses are in disciplines which are cognate to or related to the discipline in which the student is earning a certificate or degree, and (b) the graduate student's experience in the course is both qualitatively and quantitatively different from that of the undergraduate student. Prior to registering for courses at this level, the student must have received permission from the advisor, the person teaching the course, the chairperson of the department offering the course, and the Dean of the College of Graduate Studies to include such a course in the Graduate degree program. Petition forms are available in the Graduate Studies office. The petition asks the person teaching the course to indicate the qualitative and quantitative differences between the graduate student's experience in the course and the undergraduate student's experience in the course.

Courses of Unspecified Content or Variable Credit

Variable credit courses are identified by a semester hour designation such as 1-3 (Spec). The maximum hours that a student may earn in a variable credit course to apply toward graduation is the highest number in the semester hour designation for the course (i.e., 3 hours maximum in the example listed above).

Unspecified content courses are defined to be courses in which the student or department is not restricted by the course description in the graduate Bulletin to a specific area or subject matter to be included within the course.

It is up to each graduate advisor to ensure that a student's authorized program plan has sufficient university-approved coursework to provide the student with a solid grounding in the academic discipline. In order to assist advisors, a list of variable credit and unspecified content courses is given before the course listings of each department.

Independent Study and Thesis

Not more than a total of ten hours of independent study and thesis shall be allowed on any master's degree program. Exceptions to this regulation may be granted by the Dean of the College of Graduate Studies.

Graduate Transfer Credit Policy

A maximum of 6 semester hours may be transferred in as credit toward a graduate certificate. A maximum of 15 semester hours (30 credits on the 54-credit hour, joint master's degree in history) may be transferred in as credit toward a master's degree.

On a specialist's degree program, a maximum of 12 semester hours beyond the master's degree may be transferred if the master's degree was earned at CMU. If the master's degree was earned elsewhere, eight semester hours beyond the master's degree is the maximum which may be transferred.

At least 50 percent of the minimum required post-baccalaureate hours for a doctoral degree must be completed at Central Michigan University. The minimum required percentage for some programs may be greater. Credits earned through correspondence, and doctoral dissertation or doctoral project credits cannot be transferred to a doctoral program.

A separate policy exists for students entering the Au.D. with a master's degree in Audiology and significant, relevant professional experience. See the Au.D. program description for details.

Transfer credit will be accepted provided all of the following conditions are satisfied:

1. The credits were earned at a college or university of recognized standing (recognized at the time the credits were earned);

2. The credits are not in violation of any pertinent university regulation, procedure, or policy;

3. The credits do not correspond to a course previously taken at CMU;

4. The credits were earned within the time limit for program completion. Credits from a prior graduate degree or certificate that are to be applied to a doctoral degree may be exempt for the time limit for doctoral degree completion (see individual program description);

5. The credits are appropriate to the student's program and are not in conflict with credit limitation specified elsewhere in the Bulletin;

6. The grade for the credits must be B or higher. Undergraded coursework will not be accepted in transfer unless accompanied by evidence that the work was of B or higher quality;

7. The student is in good standing (3.0 GPA or higher) at the institution at which the credit was earned. In addition, a student wishing to transfer credit toward a doctoral program must have regular admission to that program;

8. The credits must be certified on a graduate transcript as being of graduate level. The student must take personal responsibility for having official transcripts of the credits sent directly to the Dean of the College of Graduate Studies at CMU by the institution in which the credit was earned and for filing a Transfer Credit Request in the graduate studies office;

9. The credits must be approved by the advisor and the Dean of the College of Graduate Studies. For a doctoral degree, the credits must be approved by the Program Director and the Dean of the College of Graduate Studies.

Transfer credits are not included in the computation of the student's CMU grade point average. Exceptions to any aspect of this policy will be considered only in extraordinary circumstances and will be granted at the discretion of the Dean of the College of Graduate Studies.
Waiver of a Program Requirement

An advisor/program director has the authority to waive a program requirement only if the proposed waiver is not in violation of any pertinent university regulation, procedure, or policy. Circumstances under which a course might be waived include:

1. The student has already met the required course objectives through some experience which was not in the form of a transferable course;
2. The student has not met the objectives of the course, but the advisor/program director determines that the student would derive greater benefit from a different course.

If a program requirement is waived, the minimum number of hours required for the program is unaffected.

A separate policy exists for students entering the Au.D. with a master’s degree in Audiology and significant, relevant professional experience. See the Au.D. program description for details.

Additional Master’s Degrees

A student who holds a master’s or higher degree may earn an additional master’s degree in another discipline. With the approval of the department chairperson and the graduate dean, a student holding a degree in a discipline may earn another master’s degree in the same discipline, provided it is on a different published option. In any case, a maximum of six semester hours submitted in fulfillment of the prior degree program at CMU or elsewhere may subsequently be transferred to another master’s degree program, provided the hours apply to the stated requirements of the subsequent program and were earned within seven years of the student’s completion of the additional degree.

Credit by Examination

A student who has been admitted to a graduate degree program and who has had experience or background comparable to a course at this university may file for a maximum of 12 semester hours of Credit by Examination under the following conditions:

1. No credit transferable to CMU has been earned in the course requested by examination;
2. No advanced placement has been given for the course requested by examination;
3. No higher level course in that subject area was taken prior to examination;
4. Credit by examination may not be used to repeat any course previously taken, either to remove a failure or to improve a grade, as provided in the Repeat Course Policy;
5. Graduate credit by examination is available as Credit/No Credit only, and is not included in the computation of the student’s grade point average.

At the time of the request, the student must have an Authorization of Degree Program signed by the advisor on file in the graduate studies office. The student must obtain the application form for the credit by examination from the College of Graduate Studies and then obtain approval from the faculty member administering the examination, the department chairperson, and the Dean of the College of Graduate Studies. Approval may be granted for the number of credits requested or any portion of the credits requested. The student should submit the signed application for credit by examination to the Registrar’s Office to register for the number of credits approved.

General Course Information

Course Numbers

Courses numbered 300 through 599 are advanced undergraduate courses (see above on 300 and 400 level courses). A student who has been admitted to graduate studies and who takes courses numbered 500 and higher will receive graduate credit. Approval by the advisor is necessary to apply these and all credits on the student’s degree program.

Courses numbered 600-699 are graduate courses open only to students who have been admitted to the College of Graduate Studies, and to students in the Honors Program who present appropriate identification.

Courses numbered 700-799 are graduate courses open only to students who have been admitted to the College of Graduate Studies.

Courses numbered 800-899 are graduate courses open only to students who have been admitted to the College of Graduate Studies and who are at the post-master’s level or are completing a full-time internship at the specialist’s level.

Courses numbered 900-999 are graduate courses open only to doctoral students who are in the last years of their program.

600-Level Course Policy for Undergraduate Students

Open only to students who have been admitted to the College of Graduate Studies, to students on the Honors Program who present appropriate approval, and to students who are approved by their advisor, course instructor, chairperson of the department offering the course and the College of Graduate Studies. In granting approval, the College of Graduate Studies will rely on the criteria for admission to the Honors Program.

Cognate Courses

A cognate course is one outside of but related to the principal discipline.

Substitutions

Course substitutions appropriate to the student’s program may be authorized by the advisor.

Prerequisites

A student may register for a class only if he or she has met the prerequisites prescribed or the requirements stated in this Bulletin. Procedures for granting exception vary by graduate program. Students should check with their department chairperson or graduate program coordinator to determine waiver procedures for their program.

In general, only immediate prerequisites for courses are listed. Some courses listed as prerequisites may have their own prerequisites. You may need to plan more than one semester in advance when deciding which semester to take a particular course.

Students seeking to substitute prerequisite courses with equivalents or permission of instructor may do so only with departmental permission. Such substitutions are not automatic.

Correspondence Courses

These carry undergraduate credit only and may not be applied toward the fulfillment of any graduate degree requirement.
Non-Degree Courses

Courses numbered (DESIGNATOR) 589 - Professional Development (1-6) do not apply to degree requirements. These courses cover selected issues designed for professional development, in-service training to meet specific staff development needs in education, business/industry, allied health, technology, and other professional settings. They are not applicable to degree requirements.

Additional Academic Programs

Midland Programs

Central Michigan University has served the community of Midland, Michigan since 1955.

For many years, students have been able to earn either a Master of Business Administration (MBA) or a Master of Science in Chemistry (MS) entirely in Midland. Other programs are offered in response to community need. Unlike coursework completed in other off-campus programs, most Midland Program coursework is considered to be “on campus” and thus carries full residence credit.

For MBA information, call (989) 774-3150. For MS in Chemistry information, call 989-774-3981.

Michigan Intercollegiate Graduate Studies (MIGS)

The Program

The Michigan Intercollegiate Graduate Studies (MIGS) program enables graduate students who are in good standing in a degree program to elect courses at various graduate schools in Michigan, with the approval of both Host and Home faculty. This program for guest scholars enables graduate students to take advantage of unique educational opportunities throughout the state. The schools participating in MIGS include: Andrews University (Berrien Springs), Aquinas College (Grand Rapids), Calvin College (Grand Rapids), CMU, Eastern Michigan University (Ypsilanti), Grand Valley State University (Allendale), Madonna University (Livonia), Marygrove College (Detroit), Michigan State University (East Lansing), Michigan Technological University (Houghton), Northern Michigan University (Marquette), Oakland University (Rochester), Saginaw Valley State University (University Center), Siena Heights College (Adrian), University of Detroit Mercy (Detroit), University of Michigan (Ann Arbor), Wayne State University (Detroit), and Western Michigan University (Kalamazoo).

Procedures

The Home Institution is where the student is currently enrolled in a graduate degree program; that is, CMU. The Host Institution is where the student wishes to be a guest.

The student and academic advisor initially decide if the course(s) are appropriate to the student’s program of study and not available at his/her Home Institution. Then the advisor discusses the plan with the appropriate faculty members at the Host Institution. The Host Department is consulted to ensure that space is available for enrollment. Next the student obtains a MIGS application from the College of Graduate Studies at CMU. The academic advisor and the Dean of the College of Graduate Studies sign the application to indicate that the student is qualified and eligible, and the College of Graduate Studies forwards the application to the Host Institution for completion. Once the admission has been approved by the Host Department, the MIGS Liaison Officer at the Host Institution issues admissions documents and provides registration instructions, and forwards a copy of the admission letter to the Home Institution.

Policies

The following policies apply to students participating in the MIGS program:

1. Students on a MIGS enrollment pay tuition and other fees normally charged by the Host Institution for the services rendered;
2. All credits earned under a MIGS enrollment will be accepted by CMU as if offered by CMU;
3. Grades earned in MIGS courses will be applied toward the student’s grade point average for the purpose of determining academic standing and eligibility for graduation;
4. A student may combine a part-time enrollment at CMU with a part-time MIGS enrollment, with approval of the student’s academic advisor;
5. Enrollments are limited to six credit hours for master’s or specialist’s degree students or nine credit hours for doctoral degree students; and
6. The student is responsible for arranging to have transcripts certifying completion of work under a MIGS enrollment forwarded to CMU.

Off-Campus Programs

A major goal of Central Michigan University is to provide academic programs for students whose career or personal circumstances limit their access to traditional forms of higher education. In keeping with this goal, the mission of Off-Campus Programs is to deliver high quality, fiscally sound, responsive-to-market programs to adult learners. CMU’s off-campus program, established in 1971, is committed to the university’s recognition of education as a lifelong learning process that extends beyond traditional academic learning. Off-Campus Programs aim to provide opportunities for adult students to achieve their individual educational goals for personal growth and career development.

Off-campus Programs use flexible scheduling, compressed class formats and a sophisticated and comprehensive network of program centers in nearly 20 states, Canada, and Mexico to offer graduate and undergraduate degree programs to thousands of adult students each year.

Off-Campus Programs combine the university’s high academic standards with innovative teaching technologies and strategies. Off-campus programs are prepared to:

1. Translate career and other forms of prior learning into academic credit;
2. Provide flexible instructional, curricular and scheduling patterns;
3. Tailor programs through individualized advising;
4. Provide for wide use of internships, work-study experiences, independent study, and other forms of individualized study;
5. Utilize various distance education media.

In addition to complete degree programs available through Off-Campus Programs, credit-bearing in-service opportunities as well as classes designed to help professionals meet certification requirements, primarily in the education field, are also provided. Courses are offered through Michigan in elementary education, secondary education, counselor education, and educational administration and community leadership. These courses are designed as credit courses, and are delivered with the permission of the department (i.e., elementary and secondary education courses are coordinated with the Teacher Education and Professional Development Department).

Curricular Offerings

Academic programs available through the off-campus programs provide a wide range of educational experiences for the attainment of undergraduate degrees, graduate degrees, certificates, and doctorate degrees.

Graduate programs, which are described in the CMU Graduate Bulletin and the Off-Campus Bulletin, include:
• Master of Science in Administration (with concentrations in Acquisitions Administration, General Administration, Health Services Administration, Hospitality and Tourism Administration, Human Resources Administration, Information Resource Management, International Administration, Leadership, Long-Term Care Administration, Public Administration, Software Engineering Administration, or Vehicle Design and Manufacturing Administration);
• Master of Arts degree in Education (with concentrations in Adult Education, Coaching, Community College, Guidance and Development, Humanities, or Instructional);
• Master of Arts degree in Educational Technology;
• Master of Arts degree in Reading and Literacy (K-12);
• Master of Arts degree in School Principalship;
• Master of Arts degree in Humanities;
• Master of Arts degree in Counseling;
• Master of Public Administration;
• Specialist Degree in Education;
• Doctor of Audiology;
• Doctor of Health Administration.

Graduate Certificates are offered in acquisitions administration, general administration, health services administration, hospitality and tourism administration, human resources administration, information resource management, international administration, leadership, long-term care administration, public administration, software engineering administration, or vehicle design and manufacturing administration.

Prior Learning Assessment Program
The off-campus program’s Prior Learning Assessment Program provides academic recognition of college-level skills and knowledge acquired outside the formal college classroom. This program is available off-campus. Contact Off-Campus Programs for further information at (989) 774-3865, or 1-800-950-1144.

Program Operation
Courses offered by off-campus programs and courses for university credit are scheduled in varied geographic areas at times convenient to students. The extent of offerings in a particular location is limited only by the number of individuals with common educational interests concentrated in the area and by human and material limitations of faculty and instructional facilities and resources. Organizations including local, state and federal agencies, as well as corporations and associations, may sponsor cohort programs for their members and for other students in the community.

The typical procedure followed is to identify student needs, develop a schedule of courses, and counsel students into appropriate programs and time schedules. Continual liaison is maintained between the off-campus programs and cooperating educational institutions, governmental agencies, professional associations, and nonprofit organizations.

Faculty and Advisors
The distinctive character and flexible course schedules of CMU’s off-campus programs attract leaders from a variety of fields. Instruction is provided by CMU faculty, by faculty from other colleges and universities, by public officials, by practicing specialists, and by leaders in business and industry.

The academic credentials of all instructors are approved by the appropriate academic department of the university. In addition, instructors of graduate courses are approved by the College of Graduate Studies. Instructors are contracted separately for each class.

Library Services
Off-campus programs make the extensive CMU’s library resources available to students and faculty through its Off-Campus Library Services (OCLS) program.

OCLS is staffed with seven professional librarians, five support staff and student assistants who work exclusively with off-campus students and faculty.

OCLS librarians provide reference and referral assistance including direction to appropriate materials for research assignments, explanation of the use of reference tools, answers to specific reference questions and referral to locally available library resources. Librarians also visit classes to provide instruction in research methods and offer use of CMU’s library resources.

OCLS provides toll-free telephone numbers, operating during library hours, which enable students to request the loan of any circulating book in the library, photocopies of journal articles or reference assistance from the librarians. When requests for specific materials are received, the staff makes every effort to have the materials ready to send via first-class mail within 24 hours.

Bulletin
Students participating in programs offered through off-campus programs should refer to the current Off-Campus Bulletin for regulations and fees. Contact Off-Campus Programs at (989) 774-3865 or 1-800-950-1144.
Financial Aid

NOTE: While the information regarding financial aid is correct at the time of this Bulletin’s publication, financial aid requirements and opportunities change frequently. For current information, contact the office indicated for each of the programs listed below.

Central Michigan University, in conjunction with the federal and state governments and private and civic organizations, offers a variety of fellowships, assistantships, grants, loans, and employment opportunities to assist graduate students in financing their education.

Financial Aid Categories

Financial aid for graduate students falls under two general categories: need-based and non-need-based. Each kind of aid has certain advantages and limitations, and each is subject to varying standards of eligibility, application procedures, and regulations. Need-based financial aid includes federal loans and work study employment. Non-need based financial aid includes graduate fellowships and scholarships, graduate assistantships, internships, non-work study campus employment, loans, and veterans’ benefits.

Financial Aid Information

Students interested in any type of financial aid offered at CMU should contact the appropriate office for current information. Questions about graduate fellowships and scholarships should be directed to the graduate studies office. Questions concerning graduate assistantships should be directed to the academic department offering the assistantship. Questions regarding financial aid applications, loans, and university student employment should be directed to the CMU Office of Scholarships and Financial Aid, 202 Warriner Hall; Mount Pleasant, MI 48859. Telephone (989) 774-3674, FAX: (989) 774-3634, e-mail: CMUOFS@CMICH.EDU.

Financial Aid Application

To apply for federal and state financial assistance programs at Central Michigan University, students must complete the Free Application for Federal Student Aid (FAFSA). Forms are available from financial aid offices at colleges and universities, local high schools and CMU’s Office of Scholarships and Financial Aid. The application is also available online at www.fafsa.ed.gov.

CMU financial aid awards are made for a maximum of one academic year. Re-application must be made each year.

Verification

Under the Federal Audit Quality Assurance program, CMU evaluates the accuracy of information submitted by financial aid applicants. The OSFA is required to collect documents to verify information on the FAFSA. These documents include, but are not limited to, federal tax returns and documentation of assets and family size.

A timely response to a documentation request is important. Your financial aid application cannot be processed without the requested documentation.

Fraud

Falsification of income information submitted for the purpose of receiving financial assistance will result in cancellation of all future assistance and repayment of all prior assistance received falsely. If federal and/or state funds are involved, notification of the false information will be provided to the proper agency for their further disposition.

Out-of-State Tuition Awards

CMU offers two out-of-state tuition award programs. The Graduate Out-of-State Tuition Merit Award program grants resident tuition to out-of-state students who: 1) achieve a 560 GRE Verbal score and a 660 GRE quantitative score or a 600 GMAT score or a 55 MAT score; and 2) have a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale; and 3) have a computer based TOEFL score of at least 250 if a non-native speaker of English. The Graduate Out-of-State Neighboring Regions Tuition Award program grants resident tuition to students from Indiana, Ohio, and Illinois who have at least a 3.3 overall undergraduate grade point average from a U.S. institution and to students from Ontario, Canada, who have at least a 3.0 overall undergraduate grade point average from a Canadian institution. Both programs require students be admitted into CMU graduate programs in order to receive the award.

Fellowships and Scholarships

A variety of fellowships and scholarships are awarded to CMU graduate students. These forms of financial aid are particularly valuable to students, because there are generally no concurrent service obligations associated with these awards. Because new fellowship and scholarship opportunities may become available, graduate students are advised to check with their department office and with the College of Graduate Studies. In addition, students should periodically check the graduate college’s display case, located outside the Down Under Club on the lower level of the Bovee University Center.

Diversity Fellowships

Diversity Fellowships are awarded on a competitive basis to students with outstanding academic records who are interested in completing theses or other major works of scholarship. Students who will be enrolled full-time in a master’s or specialist’s degree program at Central Michigan University may apply for the award, which provides a stipend; a tuition scholarship for up to 30 credit hours; technology, student activity center, campus programming, campus improvement, library, and enrollment fees; and special library privileges which allow them to check books out for six months at a time. This fellowship is intended for graduate student who increase diversity of the graduate program to which they are applying and/or to the diversity of CMU’s graduate student population in general. For the 2005-06 academic year, Graduate Research Fellowships pay a stipend of $9,000. The 30-hour tuition scholarship may be spread out across the academic year for courses on the student’s graduate degree program or courses approved by the graduate advisor, beginning with fall semester and continuing through the following summer sessions. Diversity Fellowships pay graduate tuition at the on-campus tuition rate but will not pay for undergraduate coursework unless it is approved for graduate credit. All master’s and specialist’s level fellows are classified as Michigan residents only during the academic year of the award (including the subsequent summer). Central Michigan University generally awards 13 Diversity Fellowships. Each recipient of a fellowship may act as a research fellow under the tutelage of a designated faculty member.
Eligibility

Students who will be enrolled full-time in a master's or specialist's degree program are eligible to apply. Students in a doctoral program are not eligible for Diversity Fellowships; they should apply for the Doctoral Research Fellowships, described below.

Recipients of Diversity Fellowships must register for and complete at least nine graduate semester credit hours with a GPA of 3.0 or better each semester, in order to remain eligible for the award.

Application Procedure

Applicants must submit the following:

(1) a completed Diversity Fellowship application;
(2) official GRE general test or GMAT scores;
(3) a statement of qualifications for the fellowship and goals for graduate study;
(4) three letters of recommendation from academic and professional people; at least two must be from professors under whom the applicant studied in his or her proposed field of graduate study, either as an undergraduate or graduate student.

Letters of recommendation will be used by both the appropriate department and the Diversity Fellowship Committee, so students do not need to request duplicate letters. Prospective students must also apply to the graduate college by submitting an Application for Admission to the College of Graduate Studies, including two transcripts of all previous college coursework, except that completed at CMU.

To ensure that test scores arrive on time, the GMAT must be taken no later than October and the GRE must be taken no later than December. Students electing computerized versions of the GRE may have more flexibility on test-taking dates, but it is essential that scores arrive by February 6. GRE and GMAT information bulletins are available on most college campuses. At CMU, the bulletin is available in the College of Graduate Studies office and the Center for Learning Assessment Services in the lower level of Robinson Food Commons. The bulletin is also available by writing to Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541.

Application Deadline

Applications and all supporting materials must be submitted by February 6. Applicants will be notified of the committee's decision by late March.

Application Forms and Information

For application materials or additional information, contact the College of Graduate Studies, Central Michigan University, Mount Pleasant, MI 48859; telephone, (989) 774-GRAD; e-mail: Grad@CMICH.EDU or find the form on the Web at www.grad.cmich.edu.

Doctoral Research Fellowships

Doctoral Research Fellowships are awarded on a competitive basis to students who will be enrolled full-time in one of the doctoral programs. Doctoral Research Fellowships include a stipend, a 30-credit tuition scholarship, and remission of class-related fees. Recipients of Doctoral Research Fellowships also get special library privileges which allow them to check books out for six months at a time. For the 2005-06 academic year, Doctoral Research Fellowships provide a stipend of $10,400 and a 30-credit tuition scholarship. The enrollment, campus programming, campus improvement, library, technology, and student activity center fees for the fall and spring semesters are also covered. Doctoral Research Fellowships will not pay for undergraduate coursework unless it is approved for graduate credit and pays for graduate tuition at the on-campus tuition rate. All doctoral level fellows are classified as Michigan residents for tuition purposes. This classification remains in effect for the duration of their program. Each recipient of a fellowship is expected to act as a research fellow under the tutelage of a designated faculty member.

Eligibility

Recipients of Doctoral Research Fellowships must register for and complete at least nine graduate semester hours during each of the two semesters of the award, and maintain a GPA of 3.0 or higher. Doctoral Research Fellowships are awarded for one year. (Check with the department making the award to determine if fellowships are renewable.)

Application Procedure for Mathematics and Psychology

Applicants must submit the following information directly to the department: (1) completed Doctoral Research Fellowship application; (2) official GRE scores from the general test; (3) a statement of qualifications for the fellowship and goals for graduate study; and (4) three letters of recommendation from academic and professional people. At the student's request, letters of recommendation used for admission purposes may also be used for fellowship application purposes. Prospective students must apply to the graduate college by submitting an Application for Admission to the College of Graduate Studies, including two transcripts of all previous college coursework, except that completed at CMU.

To ensure that GRE scores arrive on time, the test must be taken no later than December. A GRE information bulletin is available on most college campuses. At CMU, the bulletin is available in the College of Graduate Studies office and the Center for Learning Assessment Services in the lower level of Robinson Food Commons. The bulletin is also available by writing to Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541.

Application Procedure for History

Applicants must submit the following information directly to the History Department (Powers 106): 1) completed Joint M.A./Ph.D. Fellowship Application; 2) official GRE scores from the general test; 3) a statement of qualifications for the fellowship and goals for graduate study; 4) an official transcript of undergraduate and/or graduate work completed at a recognized university recording at least 20 credit hours in history, or related fields, with a grade point average of 2.7 or higher; and 5) three letters of recommendation, with at least two reference letters from persons within the proposed field of graduate study. Students who have completed a traditional MA degree or will complete an MA prior to beginning the Joint Program must also submit evidence of scholarship (request specific information from the department). At the student's request, letters of recommendation used for admission purposes may also be used for fellowship application purposes. Prospective students must also apply to the College of Graduate Studies by submitting an Application for Admission and all supporting materials required by that application.

To ensure that GRE scores arrive on time, the test must be taken no later than December. A GRE information bulletin is available on most college campuses. At CMU, the bulletin is available in the College of Graduate Studies office and the Center for Learning Assessment Services in the lower level of Robinson Food Commons. The bulletin is also available by writing to Educational Testing Service, P.O. Box 6004, Princeton, NJ 08541.

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Application Deadline

History, Mathematics, Clinical Psychology, I/O Psychology, School Psychology and Applied/Experimental Psychology students must submit fellowship applications and all supporting materials by Feb. 6. Awards are announced after admission decisions are made. (NOTE: Applications for admission to the Clinical Psychology program are due Jan. 15, Applied/Experimental Psychology Feb. 1, and I/O Psychology Jan. 22, all earlier than fellowship applications.)

Application Forms and Information

For application materials and information, contact the Department of History, 106 Powers, (989) 774-3374; the Department of Psychology, 101 Sloan, (989) 774-3001; or the Department of Mathematics, 214 Pearce, (989) 774-3596.

King/Chavez/Parks (KCP) Future Faculty Program

Note: This program may, or may not, continue to be funded by the State of Michigan. Contact the College of Graduate Studies for information at 989-774-4890.

Funded by the State of Michigan and Central Michigan University, the purpose of this program is to increase the number of minority students in Michigan who receive doctoral degrees and then teach in post-secondary schools in the U.S. The KCP program provides financial support for study leading to a master’s or doctoral degree.

KCP fellowships at the master’s level have a maximum value of $20,000 plus a waiver of tuition at the on-campus tuition rate at CMU for courses on the student’s master’s degree program. Recipients have a maximum of 4 years in which to attain a master’s degree.

Within one year of attaining the master’s degree, the student must either enroll in a doctoral program within the state of Michigan or teach anywhere in the U.S. at a postsecondary institution for at least three years. The recipient is eligible to apply for KCP doctoral fellowship funds at the chosen doctoral institution although students must compete against all other candidates for a fellowship award. Students also must pursue a doctoral degree in a field where there is significant under-representation of minority faculty.

KCP doctoral fellowships have a maximum value of $35,000 plus a waiver of tuition at the on-campus tuition rate at CMU for courses on the student’s doctoral degree program. A KCP doctoral fellowship is primarily intended for students who already possess a master’s degree. Students have a maximum of 8 years in which to complete the doctoral degree.

Eligibility

To be eligible for a KCP fellowship at either the master’s or doctoral level, the student must meet all entrance requirements for the College of Graduate Studies and the appropriate department. The student must be a U.S. citizen, an under-represented minority in the candidate’s chosen field, and not in current default status on guaranteed student loan.

Students who accept a KCP fellowship must fulfill certain conditions or the award becomes a loan repayable to the State of Michigan. Recipients are required to: (1) maintain good academic standing (3.0 or higher); (2) earn the master’s degree within 4 years; (3) within one year after attaining a master’s degree, either enroll in a doctoral program or teach at a two or four year postsecondary institution for three years; (4) within one year after attaining the doctoral degree, teach in a postsecondary institution for at least three years.

Application Procedure

Applicants must submit the following: (1) a completed KCP application; (2) transcripts for all undergraduate and graduate coursework; (3) three letters of recommendation from academic and professional people, at least two of which must be from faculty within the applicant’s proposed field of study; and (4) a personal statement describing current educational status, qualifications for the program and goals in undertaking graduate study.

Application Deadline

Applications and all supporting materials must be submitted by February 6. Awards are announced in late March.

Application Forms and Information

For application materials and information, contact the College of Graduate Studies, Central Michigan University, Mount Pleasant, MI 48859; telephone, (989) 774-GRAD; e-mail, Grad@CMICH.EDU.

AAUW - M. Ruth Evans Award

Established in 1991 by Jackie M. Evans, members of the M. Ruth Evans family and members of the Mount Pleasant, Michigan branch of the American Association of University Women (AAUW) in memory of M. Ruth Evans, wife, mother and friend, for a sophomore, junior, senior or graduate student who has been a resident of Isabella County for two or more years and has a GPA of 2.86 or higher.

Mary Lou Bruce Scholarship

Established in 1983 by Lieutenant Colonel Gene D. Bruce and friends in memory of Mary Lou, a dedicated military wife and a valued member of the military science and health education families and Mount Pleasant community, for a junior, senior or graduate student majoring in health education and health science who has earned a 3.0 or higher GPA.

CDO-SLP Alumni Scholarship

Established in 1998 through alumni support, for a second-year graduate student in the Speech/Language Pathology Program in the Department of Communication Disorders.

ProfEd - Endowed Scholarship

Established in 2001 by alumni and friends of ProfEd (formerly the College of Extended Learning). Proceeds from the endowment will be used to support a scholarship for students enrolled in the Off-Campus Programs, with a 3.0 minimum GPA.

Paul David Cratin Physical Chemistry Graduate Student Endowed Award

Established in 2000 to honor Paul David Cratin, former professor. Proceeds from the endowment will be used to establish an award for a graduate student enrolled in the masters degree program in the area of physical chemistry.

J. Dean and Betty L. Eckersley Audiology Scholarship

Established in 1996 as a renewal scholarship for a graduate status audiology student within the Department of Communication Disorders who earned a minimum GPA of 3.5 as a senior with financial need as determined by CMU. Preference will be given to students from Isabella County, other counties of Michigan and transfer students from Mid-Michigan Community College who were recipients of the J. Dean and Betty L. Eckersley Scholarship. Application may be made through the Department of Communication Disorders.
Barbara P. Greene Endowed Scholarship in Political Science
Established in 2004 by Sarah and Edward Cohen (daughter and son-in-law) and friends of Barbara Greene. Barbara was a professor and chair of the political science department prior to her death in 2001. Income from this endowment will support a scholarship for students enrolled in the political science department who have interest in state and local government. Recipient must possess a minimum GPA of 3.0 on a 4.0 scale. Preference will be given to a student pursuing a degree in journalism. If no qualified candidate is identified, then the scholarship shall be awarded to a student pursuing a degree in liberal arts.

Robert E. McCabe Scholarship
Established in 1998 by Robert McCabe '46 for undergraduate or graduate students with a minimum 3.2 GPA and financial need. First preference will be given to students pursuing a degree in journalism. If no qualified candidate is identified, then the scholarship shall be awarded to a student pursuing a degree in liberal arts.

Edward E. McKenna Academic Excellence Award
Established in 1998 in memory of this dedicated teacher, scholar, and unionist by the Department of Sociology, Anthropology, and Social Work. Endowment earning will provide cash awards for winning authors of an annual undergraduate and graduate paper competition.

Bernard N. Meltzer Scholarship
Established by friends in honor of Bernard N. Meltzer, former faculty member and chairperson of the Department of Sociology, Anthropology, and Social Work, for a graduate student in sociology.

Anne Miller-Quimper Memorial Award
The Anne Miller-Quimper Memorial Award was established in 1991 though gifts from family and friends in memory of Anne Miller-Quimper (1940-1980). A graduate student in the School of Psychology program, Anne was killed by a car while she was jogging. Endowment earnings will provide annual stipends to graduate students to support thesis or dissertation research.

Edward H. Pothoff, Jr. Scholarship
Established in 1983 by family and friends for a public administration graduate student demonstrating a career interest in local government.

Nicholas P. Redfield Scholarship
Established in 1998 by colleagues in memory of Dr. Redfield for a third-year Au.D. doctoral student who demonstrates a "client-centered" approach in clinical performance. Volunteer work and efforts to better the audiology program at CMU will also be considered in selecting a candidate for this award.

Kenneth W. and Margaret Cuff Saunders Scholarship
Established in 1989 by family and friends for a junior, senior or graduate student with a 3.5 or higher GPA. Preference is given to English, journalism or physics majors; the scholarship is renewable provided the 3.5 or higher GPA is maintained.

Freddie Link Simonds Scholarship
Established as a merit-based scholarship for a graduate student who is teaching or has taught Life Skills or Life Management in the public secondary schools by the family and friends of Freddie Link Simonds in honor of Freddie's long devoted service to the Department of Environmental Studies.

John E. Warriner Scholarships
John E. Warriner Scholarships are awarded on a competitive basis to outstanding juniors, seniors, and graduate students enrolled in a humanities or social science program within the College of Humanities and Social & Behavioral Sciences.

Eligibility
Graduate student applicants for the Warriner Scholarships must be accepted into a graduate program in one of the following departments: Economics, English, History, Political Science, Speech, or Sociology. They must have a GPA of at least 3.25 and demonstrate financial need.

Application Procedure
Applicants must submit the following: (1) a completed application form; (2) transcripts of all undergraduate and graduate study; (3) two letters of recommendation from faculty who have worked with the applicant; and (4) a letter describing the applicant's educational and professional goals and explaining how the scholarship would benefit the recipient. All applicants must have a FAFSA on file at CMU.

Application Deadline
Applications should be submitted by March 15. Scholarship recipients will be notified by May 1.

Application Forms and Information
For application materials and information, contact the College of Humanities and Social & Behavioral Sciences, CMU, 106 Anspach, Mount Pleasant, MI 48859; telephone (989) 774-3341.

Marian Whitney Summer Graduate Scholarship
Awarded to an outstanding graduate student who is completing a thesis in zoology. The award may be used to support the graduate student in the summer.

Daniel E. & Mildred G. Wujek Scholarship
This scholarship recognizes an outstanding second-year botany or aquatic biology graduate student who has been identified as worthy of distinction. The award may be used for tuition, books, room and board at a biological station, and for research supplies and logistics. This endowment was established by CMU alumni Daniel E. and Mildred G. Wujek. Daniel Wujek is a faculty member in the CMU Department of Biology.

Army ROTC Scholarships
ROTC offers a variety of scholarships to students at CMU. The Army ROTC scholarship program for graduate students includes a financial benefit package for a period of two years. Scholarships are awarded on a competitive basis to prospective cadets, each of whom must be of good moral character, be a U.S. citizen, be medically qualified, be not more than 31 years of age or less at graduation, pass the Army Physical Fitness Test, have no civil convictions (other than minor traffic violations), have a GPA of at least 2.5 (4.0 scale), possess scholar, athlete, and leader attributes, and have a minimum of two years remaining in graduate school.

Each scholarship pays for college tuition, laboratory fees, on campus educational fees, and $900 for the purchase of textbooks, classroom supplies, and equipment. Army ROTC Scholarship recipients also receive a tax-free subsistence allowance of $350-400 per month for each school year that the scholarship is in effect. The Michigan National Guard, in partnership with ROTC, also offers a non-competitive financial assistance package which pays for tuition and up to $1200 a month directly to the student.

Additional ROTC scholarship information may be obtained by contacting the Military Science Department at (989)774-3049 or (989)774-7440.
Graduate Assistantships

Program Description

Graduate assistantships are service-related appointments, requiring teaching, research, or administrative service. A full-time assistantship during fall and spring semesters requires approximately 20 hours of work per week; a half-time assistantship requires about 10 hours weekly. For summer assistantships, a full-time appointment requires approximately 320 hours of work throughout the summer; a half-time assistantship requires approximately 160 hours.

Graduate teaching assistants may be assigned: (1) responsibility for a self-contained class, or (2) responsibility for a laboratory or discussion class accompanying a faculty taught lecture class, or (3) responsibility for assisting a faculty member with teaching-related tasks, such as grading papers, meeting with students, preparing class materials, assisting during class. Graduate teaching assistants are generally supported with departmental funds that are allocated through CMU’s regular budgeting process.

Graduate research assistants are generally assigned to individual faculty members to assist with their research. The nature of the assistance varies by discipline and can involve a variety of activities, such as library work, proposal writing, data gathering, and data analysis. Graduate research assistants may be supported with departmental funds, but more often they are funded through grants and contracts.

The responsibilities and funding for graduate administrative assistants may be quite variable.

Graduate Assistant Benefits

Graduate assistant benefits include a stipend, tuition scholarship, payment of some required fees, classification as a Michigan resident, travel accident insurance, and special library privileges.

For the 2004-05 academic year, the funding amount for full-time master's and some post master's graduate assistants ranges from $8,900-$12,000. The funding amount for full-time graduate assistants in a specialist's, doctorate, or MFA (with 30 hours beyond baccalaureate) program ranges from $9,950-$16,000. Graduate assistants working less than full-time are paid on a prorated basis.

A full-time graduate assistant appointed for the academic year receives a tuition scholarship for 20 credit hours. Graduate assistants working less than full time receive prorated tuition scholarships. The tuition scholarship covers courses taken during the academic year or the following summer. Tuition is paid at the on-campus rate.

Graduate assistants are classified as Michigan residents for the purpose of determining tuition rates at CMU. This classification remains in effect for the duration of their stay at CMU if working on a doctoral program. For specialist's and master's degrees, and graduate certificates, this classification as a Michigan resident is in effect only during the academic year of the award (including the subsequent summer).

Graduate assistants are covered by travel accident insurance which provides $25,000 to a beneficiary in case of accidental death while traveling on university business.

Graduate assistants are given special library privileges, allowing them to check books out for a six month period.

Eligibility

To receive an assistantship, a student must be admitted to the College of Graduate Studies under regular, conditional, or non-degree admission. Students who have concurrent admission status may be appointed as graduate assistants only if they have special permission from the Dean of the College of Graduate Studies. Other hiring criteria are determined by the department or office responsible for the assistantship.

Graduate assistant appointments require that a student maintain a grade point average of 3.0 in graduate work. Graduate assistants with appointments for the fall and/or spring semesters must register for and maintain a minimum of six semester hours of graduate credit at CMU during each semester of the assistantship. Requests for exceptions will be evaluated on a case-by-case basis by the Dean of the College of Graduate Studies. Graduate research assistants with a summer appointment must register for and maintain a minimum of one semester hour of graduate credit during the summer at CMU. Graduate teaching assistants appointed for the summer will be required to take 1-6 credits for the summer.

U.S. Department of Homeland Security regulations affect international students’ eligibility for assistantships. The College of Graduate Studies will confirm whether an individual international student is eligible for an assistantship.

Application and Selection Procedures

Each department establishes its own application and selection procedures. Therefore, prospective graduate assistants must contact individual departments to apply. While it is always best to apply early, different departments have different application deadlines and due to extenuating circumstances, graduate assistants are sometimes selected a few days before classes start.

Responsibilities

The responsibilities of a graduate assistant are determined by the hiring department. The responsibilities must be commensurate with the time constraints of the assistantship appointment.

General Requirements for Loans and Work Study

Academic Eligibility

Graduate students must register for at least five credit hours per semester at CMU to be eligible for federal student aid programs. Credit hours are determined after the close of the Drop/Add period.

Federal financial aid program regulations require that CMU develop and apply a consistent and reasonable standard of academic progress. Eligibility requirements for participation in the College Work Study Program or Federal Direct Loan program are as follows: a full-time graduate student (nine or more credit hours) must earn at least 18 new graduate credits per academic year and maintain a 3.0 cumulative grade point average; a half-time graduate student (five to eight credit hours) must earn at least 10 new graduate credit per academic year and maintain a 3.0 cumulative grade point average.

Students who are not making satisfactory academic progress may be placed on financial aid probation or suspension. Financial aid probation allows receipt of federal aid while working to improve academic performance. To be removed from probation, the student must complete the minimum number of credits in the full or half-time status in which he/she was placed on probation, while earning at least
a 3.0 graduate semester grade point average in courses in which credit has not previously been earned. Financial aid suspension eliminates eligibility for federal and university programs. Students may be reinstated for aid eligibility after completing a regular semester as a student in the full or half-time status in which the student was originally suspended, attaining the minimum credit earned and/or grade point requirements while not receiving financial aid programs governed by the Financial Aid Satisfactory Academic Progress Policy. A copy of this policy is available from the financial aid office.

Full-time students will normally have priority for financial aid since it is assumed that graduate federal aid recipients are enrolled as full-time students (nine hours). Students enrolling for less than full-time may have their financial assistance reduced on a prorated basis or canceled depending upon the availability of funds and university policy. Federal and state financial aid funds are limited and late applicants may be denied assistance if funds are exhausted.

Policy and Award Revision
CMU reserves the right to revise a student’s financial aid award if government regulations, university policy or sources of funding change prior to or during an academic year; if overpayment occurs; or if acceptance of the award is made after the acceptance date.

Debt and Default
Federal aid recipients may not owe a refund from any grant or loan or be in default on any federal loan to be eligible for assistance.

Financial Aid Assessment
The federal need analysis is utilized to determine the student’s contribution and the student’s spousal contribution, if applicable. Students and their spouses are expected to assist in meeting educational costs. The expected contribution is calculated from previous year earnings and untaxed income, and a percentage of personal savings and assets.

Student Loans
Student loan requirements and regulations can be quite complex; all students are encouraged to work closely with the CMU Office of Scholarships and Financial Aid. The financial aid office has publications that provide detailed information on loan programs, and financial aid advisors are available to answer questions and offer information and advice concerning student loans. Financial aid advisors are available on a walk-in basis in the Student Service Court in the Bovee UC or by appointment in Warriner 202.

William D. Ford Federal Direct Loan Program
(Subsidized Loans)
Subsidized loans are made to students by the federal government and applied directly to the student's accounts. These loans are based on need, and eligibility is determined by the OSFA. All applicants must file a FAFSA. Loan applications are not required. CMU will initiate processing unless the student declines the suggested Federal Direct Loan on the award statement.

The aggregate maximum for undergraduate study is $23,000. Graduate students making satisfactory academic progress who carry at least five (5) semester hours may borrow up to $8,500 per year, or up to their financial need, whichever is less. The aggregate maximum for undergraduate and graduate study combined is $65,500. Application is usually made for one semester or an academic year (9 months), with summer school requiring a separate award.

Borrowers beginning July 1, 1998, may borrow at an annual variable interest rate based on the 91-day Treasury bills plus 2.3 percent capped at 8.25 percent. There is a 3 percent origination fee deducted from the loan amount.

Six months after ceasing to be at least a half-time student, the borrower must begin repayment. Several repayment options are available; contact the federal servicer. Payment of principal may be deferred under certain conditions. Students should refer to their promissory notes for details.

Unsubsidized Student Loans
Provisions are the same as the Federal Direct Subsidized Loans, except that the loan is not based on need. The program is open to students who do not qualify for the Federal Direct Subsidized Loans or who do not qualify for the full amount. The student is responsible for the interest that accrues while he/she is in school. Independent students may borrow up to the Federal Direct Subsidized Loan limits as well as an additional Federal Direct Unsubsidized Loan up to $10,000 per year for graduate students. The interest rate is the same as the Direct Subsidized Loan. There is an origination fee of 3 percent.

Loan Counseling
Entrance Interviews: Students who have applied for a Federal Direct Student Loan as a first-time borrower are required by federal regulations to attend an entrance interview before their loan funds may be applied to their accounts. Important information on loans, debt management, repayment options and consequences of default will be presented. Information regarding this mandatory session is enclosed with the student's award package.

Exit Interviews: Students who receive a Federal Direct Loan are required by federal regulations to attend a loan interview before graduating or withdrawing from the university. Important information regarding deferment and payment schedules will be discussed. Students must contact the OSFA, located in Warriner Hall, to arrange for an interview before leaving the university. During exit counseling CMU is required to obtain the following information from the borrower:
- expected permanent address;
- name and address of the borrower’s expected employer;
- address of the borrower’s next of kin;
- any corrections to CMU’s records concerning name, address, social security number, references, and driver’s license number.

For Federal Direct loans, CMU is required to provide the above information to the federal servicer within 60 days of the exit counseling session.

Student Employment Opportunities
Internships and Co-op Opportunities
CMU encourages internship and co-op experiences for graduate students. By definition, an internship is a requirement of a student’s program of study, while a co-op experience enhances but is not required for the program. Both require that the student perform services related to the student's area of study. The service is generally provided to an agency or business outside of CMU’s control, and pay levels generally reflect the graduate student's advanced standing. For information on internship or co-op opportunities, students should contact their academic department.

CMU Student Employment Programs
During the academic year, there is no limit on the number of hours per week that a student may work (international students may work only 20 per week during the academic year). However, students are

(continued)
here primarily to complete their degree program and often work to help cover the associated expenses. The need for some students to be employed for a greater number of hours should not compromise their progress toward the fulfillment of their degree requirements. During periods of non-enrollment (summer, spring break, semester break), students may work up to forty hours a week.

Work Study

CMU participates in two work study programs available to graduate students: Federal College Work Study (FWS) and Michigan Work Study Program for Graduates (MWS). MWS is available only to Michigan residents. Both programs require that the student be enrolled in at least 5 credits in a graduate program of study.

Eligibility is based on financial need. Therefore, to qualify for work study, students must demonstrate financial need by completing the FAFSA form and if requested, by submitting verification materials (e.g., income tax returns) to the Office of Scholarships and Financial Aid. Contact the financial aid office for more specific information.

Eligibility for work study does not guarantee job placement. Every effort is made to refer students to positions compatible with their interests and qualifications. Pay rates are commensurate with job duties and skills. Any student participating in the FWS or MWS program is told the maximum amount he/she can earn during the academic year, from this program. After students have earned the amount for which they are eligible for a given year, they will be allowed to continue their job placement only if the hiring department has another source of funds for paying them. (See GSA below.)

General Student Assistance Employment Opportunities

General Student Assistance (GSA) provides an opportunity for campus offices to hire undergraduate and graduate students regardless of the students' financial need. The demand for these positions exceeds the supply, so pay levels may not be attractive to graduate students.

There is no limit to the amount of GSA money a student can earn in a year. Graduate students should check with their own departments and with the Student Employment Office in the Bovee University Center regarding GSA opportunities. All GSA positions are processed through the Student Employment Office.

Off-Campus Employment

Students are free to seek employment off campus with no interference from the university. (International students should contact the Office of International Education to determine eligibility for off-campus employment.) To assist students in finding jobs, CMU operates the Job Bank, located in the Student Employment Office in the Bovee University Center. Students who are not employed on campus through the work study programs (FWS or MWS) and who are not graduate assistants may use the services of the Job Bank.

Veterans' Benefits

All students applying for or receiving benefits from the United States Department of Veterans Affairs (USDVA) should be aware of the guidelines that will affect the receipt of their benefit payments while they are enrolled at CMU.

After acceptance into the College of Graduate Studies, student veterans should promptly contact the Office of Scholarships and Financial Aid (OSFA) in 202 Warriner Hall. New or transfer students need to complete the forms required to initiate a claim for VA benefits. The OSFA then certifies the enrollment of each student veteran and forwards the information to the USDVA to start payments.

Registration for Benefits

All eligible students are required to register for educational benefits each semester with the OFSA, as well as register for classes each semester, in order to receive benefits. Graduate students should register approximately six to eight weeks before the beginning of each semester. This time frame will insure adequate time for processing benefits and prevent an interruption of benefits. VA students in the Extended Degree Programs must register 14 days before classes begin and apply for VA educational benefits at the center in the area where the courses will be offered.

Program Compliance

Withdrawals

Students receiving VA benefits who receive failing grades must notify the OSFA when a change is made in their enrollment status. If this notification is not given, CMU will notify the USDVA that the last day of attendance was the first day of the course(s).

Program Plan

All graduate students must submit a CMU program plan when they apply for veterans benefits. Failure to comply with this requirement will prevent certification of eligibility for future semesters.

Minimum Degree Hours

Certification of eligibility will be denied once the minimum hours required for a degree from CMU have been completed. Exceptions can be made by contacting the OSFA as soon as possible for information about this procedure.

Requirements for a Master's Degree - 36 credits

Incompletes

“Grades must be removed and a regular grade received for that course(s) within one year from the date of receipt. “I” grades are not counted in determining a student’s enrollment status for certification of eligibility for future semesters.

Deferred Grades

Certification of eligibility by the university is prohibited for deferred grades (Z). Audit Grades

Certification of eligibility by the university is prohibited for audit grades (X).

Repeat Grades

A student may be certified for a repeat course only if the grade received was not accepted by the university as a passing grade.

Failing Grades

Students receiving VA benefits who receive failing grades must notify the OSFA. The OFSA will notify the USDVA of the failing grade if the student did not take the final exam or if the course is a repeat. The student may be required to repay the funds received for that course.

No Credit Grades

Certification of eligibility by the university is prohibited for no credit grades.

Minimum Hours of VA Benefits

<table>
<thead>
<tr>
<th>Training Time</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>9</td>
</tr>
<tr>
<td>3/4 Time</td>
<td>7-8</td>
</tr>
<tr>
<td>1/2 Time</td>
<td>5-6</td>
</tr>
<tr>
<td>*Less than 1/2 Time</td>
<td>1-4</td>
</tr>
</tbody>
</table>

* Less than 1/2 Time is paid tuition and fees only.
Satisfactory Academic Progress
All students receiving VA education benefits are required to maintain satisfactory academic progress according to published standards established and enforced by the University (see Financial Aid Policy on Satisfactory Academic Progress). Central Michigan University’s Standards of Progress have been approved by the State Approving Agency (SAA) and accepted by the U.S. Department of Veterans Affairs (USDVA).

Title 38, United States Code, Sections 1674 and 1724 requires that education assistance benefits to veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward completion of his or her training objective. Accordingly, the OSFA will discontinue certification of enrollment and will inform the USDVA of a termination of benefits (due to unsatisfactory academic progress) for undergraduate and graduate students who are placed on financial aid suspension. The OSFA will not certify future enrollment until satisfactory academic progress has been regained. Students have a right to appeal termination of benefits. The USDVA determines whether or not payments will be terminated and the conditions for reinstatement.

Credit for Previous Training
Students receiving credit for previous training (transfer students) must provide the OSFA with an official transcript from all previous schools attended by the end of the first semester or enrollment period of attendance. Until this requirement is met, CMU will not certify eligibility for any future semesters or enrollment periods. The USDVA and the student will be notified of all previous credits approved that are applied to their program to reduce the current program training time.

Standard Class Sessions
Classes for which students are receiving VA benefits must consist of at least one contact hour per credit, per week. The definition of a contact hour is meeting with the instructor in a regular class session for 50 minutes seat time.

Curriculum Requirement
Students receiving VA benefits at CMU must take courses that are in a degree granting curriculum.

Independent Study
Certification by the university for independent study is at the rate of tuition and fees only. Independent study courses count toward full-time only if concurrent with 3/4 of a credit load "in residence.”

Internships and Practica
Internships and practica that meet USDVA definitions may be certified.

Audit
The above guidelines are strictly enforced. Each semester, an audit is conducted by the OSFA to ensure the student is following the required guidelines. Any questions or concerns should be directed to the OSFA, 202 Warriner Hall.

Benefits for Children of Deceased or Totally Disabled Veterans

Public Law 634
Those eligible for educational benefits are young men and women whose veteran-parents died of injuries or disease resulting from military service. Students generally must be between 18 and 26 years old; however, children will be permitted to begin school before their 18th birthday and finish after their 26th in some instances.

To be eligible for full benefits, a student covered under the above program must carry at least 12 semester hours of credit.

Public Act 245
Sons or daughters of a veteran who died of service-connected causes or who is totally disabled as a result of service-connected causes of any war in which the United States has been a participant, may be eligible for benefits under Public Act 245 of the Public Acts of 1935, as amended. The benefits waive the regular fees each semester up to $2,800 until the student reaches 25 years of age. Anyone who believes he or she is eligible should request an application from the Michigan Veterans’ Trust Fund, Lansing, Michigan. Recipients must be full-time students and must maintain a minimum cumulative 2.25 grade point average.

The veteran or dependent must submit an application for benefits, and any changes in dependency, address, place of training or mitigating circumstances. Questions pertaining to other VA benefits and check problems should be referred to this office.

All students covered under any of the above programs must contact CMU OFSA, 202 Warriner Hall.
Departments and Courses

For a description of the course numbering system, see page 43 in this Bulletin.

Course and Credit Codes

The number of semester hours of credit given for each course is indicated by the number preceding the parentheses following the title of the course. The first number within the parentheses indicates the number of hours of lecture per week, and the second number, the hours of laboratory per week. Thus 4(3-2) means 4 hours of credit, 3 hours of lecture, and 2 hours of laboratory. Other symbols are:

- **F** - the course is offered fall semester
- **Sp** - the course is offered spring semester
- **Su** - the course is offered in one of the summer sessions
- **D** - the course is offered on demand
- **T** - travel course, offered through Off-Campus Programs
- **(Spec)** - there are special arrangements regarding the number of hours spent in the class.

Accounting (ACC)

Philip L. Kintzele, Chairperson
312 Grawn Hall, (989) 774-3796

Robert G. Bromley, Ph.D., CPA, Information Systems

William R. Cron, Ph.D., CMA, Financial and Managerial Accounting

Gary Hayes, DBA, CPA, Management Accounting

Randall B. Hayes, Ph.D., Financial Accounting

William C. Hood, J.D., CPA, Tax Accounting

David J. Karmon, Ph.D., CPA, Financial Accounting

Philip L. Kintzele, D.B.A., CPA, Financial Accounting and Governmental Accounting

Vernon E. Kwiatkowski, D.B.A., CPA, Governmental Accounting

Debra McGilsky, Ph.D., CPA, Tax Accounting

Thomas R. Weirich, Ph.D., CPA, Auditing, Financial Accounting

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: ACC 597, 791, and 797.

Course Descriptions

**ACC 501 Advanced Accounting 3(3-0) F, Sp, Su**

Incorporate investments and consolidated statements, purchases and goodwill, segment reporting, interim reporting, partnerships, foreign operations, and fund accounting. Prerequisites: completion of ACC 301 and ACC 302 with average of 2.5 GPA for both courses or permission of chairperson; 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor or graduate status.

**ACC 511 Federal Income Tax II 3(3-0) F, Sp**

Formation, operation, distributions, redemption, dissolution, and liquidation of corporations, partnerships, Subchapter S corporations and personal holding companies; accumulated earnings tax; tax shelter investments. Prerequisites: ACC 311 or its equivalent, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

**ACC 512 Tax Research and Administration 3(3-0) D**

A study of the sources of tax law, professional tax research techniques, IRS procedures used to administer the tax system, and professional tax practice standards. Prerequisites: ACC 311 or its equivalent, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**ACC 517 Federal Estate and Gift Taxation 3(3-0) D**

Concentrated study of federal taxation of death transfers and gratuitous lifetime transfers including preparation of decedent’s final income tax return. Prerequisites: 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

**ACC 521 Managerial Cost Control and Analysis 3(3-0) F**

Principles and techniques of accounting data analysis and profit planning, measurement, evaluation, and control for management. Prerequisites: ACC 321, MGT 340, and 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

**ACC 522 Budgeting: Planning and Control 3(3-0) D**

Intensive study of budgeting for both profit and non-profit organizations. Prerequisites: ACC 321, FIN 332, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

**ACC 531 Auditing and Assurance Services 3(3-0) F, Su**

A study of assurance services offered by professional services firms with major emphasis on the traditional auditing concepts and procedures. Prerequisites: signed major authorization in accounting; completion or concurrent enrollment in ACC 370; 56 semester hours completed; admission to Professional Business Studies or listed on signed major or minor.

**ACC 532 Auditing Procedures and Statistical Sampling 3(3-0) D**

Auditing programs, work paper techniques, procedures, and statistical sampling. Prerequisites: ACC 531 with a grade of B- or better and BIS 221; 56 semester hours completed; admission to Professional Business Studies or listed on signed major or minor.

**ACC 533 Auditing Procedures and Statistical Sampling 3(3-0) D**

EDP auditing including controls, applications, software, systems, and service center records. Prerequisites: ACC 531, BIS 221, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

**ACC 534 Fund Accounting 3(3-0) F, Sp**

Accounting principles and procedures for governmental units and various non-profit organizations. Prerequisite: ACC 302 and permission of instructor, 56 semester hours completed and admission to Professional Business Studies, or listed on signed major or minor.
ACC 550 Internal Auditing 3(3-0) D
Emphasis on internal auditing as an internal control. Standards, ethics, concepts, techniques, and reporting practices relevant to financial, compliance and operational auditing. Prerequisites: signed accounting major or minor, or permission of instructor, 56 hours completed, and admission to Professional Business Studies, or listed on signed major or minor.

ACC 570 Strategic Accounting System Development and Implementation 3(3-0) D
The strategic design and implementation of accounting systems for competitive advantage. Topics include enterprise resource planning, business process re-engineering, change management and semantic object modeling. Prerequisites: ACC 301, ACC 302, ACC 321, ACC 370; 56 semester hours completed; and admission to Professional Business Studies; or listed on signed major or minor; or graduate students, permission of the MBA Director.

ACC 597 Special Topics in Accounting 1-3(Spec) D
Directed reading or research on an approved topic. Prerequisites: permission of instructor, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

ACC 605 Accounting Theory I 3(3-0) D
Various theories of income measurement and asset valuation. Roles of policy making bodies in formulating accounting and reporting standards. Basic objectives and elements of financial statements. Prerequisite: ACC 501 or concurrent enrollment in 501.

ACC 689 Accounting Internship/Co-Op 3(Spec) F, Sp, Su
Full time, on-the-job work experience for one semester in industry, government, or public accounting arranged through departmental internship supervisor. A research paper relating to the student’s work experience obtained on the internship is required. CR/NC only. Prerequisites: 12 hours of accounting, overall GPA of 3.2, accounting GPA of 3.2, acceptance by program supervisor.

ACC 711 Tax Seminar 3(3-0) D
Development of tax principles and tax law; tax research methods; alternatives for tax law changes; effects of taxes in business decisions; tax administration and practice. Prerequisites: ACC 311, ACC 302, ECO 600.

ACC 721 Managerial Accounting Seminar (3-0) D
Detailed analysis and discussion of controversial and contemporary problems and issues in managerial accounting. Prerequisites: ACC 321, FIN 392, ECO 600.

ACC 730 Accounting and Business Information Systems Seminar 3(3-0) D
Basic conceptual framework and tools of analysis for design, implementation, and control of modern integrated information systems and accounting subsystems. Prerequisite: ACC 370.

ACC 731 Auditing Seminar 3(3-0) D
Analysis and evaluation of current thought and prospective developments in auditing. Emphasis on philosophy, standards, concepts, postulates, and problem areas. Prerequisites: ACC 370, ACC 531, STA 282.

ACC 741 Fund Accounting Seminar 3(3-0) D
Coverage of current developments and trends in areas of concern in nonprofit entities including special studies or problem areas and potential solutions. Prerequisite: ACC 543.

ACC 791 Independent Studies 1-3(Spec) F, Sp, Su
Directed reading or research on an approved topic. Prerequisites: 15 hours of graduate credit and instructor approval. Not more than 3 credits for ACC 791 may count toward accounting concentration.

ACC 797 Special Topics in Accounting 1-3(Spec) D
Advanced topics in accounting. Prerequisite: permission of instructor. No more than 3 credits for ACC 797 may count toward accounting concentration.

Art

Nedra Frodge, Chairperson
132 Wightman Hall, (989) 774-3025
David Bolton, M.F.A., Ceramics
Jesse Dominguez, M.F.A., Painting
Mariah Doren, M.F.A., Photography
Brian Elder, M.F.A., Painting
Lon Ferguson, M.F.A., Photography
Nedra Frodge, M.F.A., Photography
Alice Gardner, M.F.A., Graphic Design
Richard Gergel, Ph.D., Art History
Holly Hanessian, M.F.A., Ceramics
Sharon House, Ed.D., Art Education, M.F.A., Printmaking
Carolyn Loeb, Ph.D., Art History
Julia Morrisroe, M.F.A., Painting
Clark Most, M.F.A., Graphic Design
Johanna Paas, M.F.A., Printmaking
Sally Rose, M.F.A., Fibers
Jerry G. Smoke, Ed.D., Art Education
David Stairs, M.F.A., Graphic Design
Margaret Ware, M.F.A., Sculpture
Al Wildey, M.F.A., Photography

The master’s degree provides students the opportunity to design a flexible program that fosters professional growth and development in the arts. The faculty, composed of nationally recognized artists, critics, art educators, and art historians, strive to give each student the individual attention necessary to stimulate creative work, while the committee system enables students to work closely with instructors from a variety of areas.

Master of Arts in Art

The Department of Art offers courses that fulfill the requirements for the Master of Arts in Art: Ceramics, Design, Drawing, Fiber Design, Painting, Photography, Printmaking, Sculpture, and Graphic Design.

The Department of Art also offers courses that may be used as electives leading to the master’s degree in other areas.

Procedures for Admission to the M.A. Program

1. Applicants for admission to the M.A. graduate program must first submit their application to the College of Graduate Studies, and must meet the University’s requirements for admission. All application materials must be received by February 15 for Fall admission.

2. In addition to general university requirements for regular admission status, a minimum of 20 hours in art with a grade point average of 3.0 in these classes, and 12 credit hours of undergraduate art history are required. A cumulative grade point average of 2.7 is required.

3. Applications must include a letter of intent covering the candidate’s background and program of study including activities and objectives, an official transcript, a set of 20 slides or appropriate visual documentation, and an artist statement.

4. Applications for admission will be reviewed first by the faculty in the student’s area of concentration and then presented to the faculty as a whole for consideration.

5. All faculties with graduate status may vote on admission of graduate students.
6. The candidate’s credentials must be accepted by a simple majority vote of the graduate faculty in the Art Department.

7. The Department chairperson will notify the College of Graduate Studies of the Department’s decision. The student will then receive official notification of acceptance or rejection.

8. Upon notification of acceptance, the student is advised to meet with his/her graduate advisor and plan a program of study.

9. During the first week of the first semester, each candidate must meet with their graduate art faculty advisor to develop an appropriate course of study.

10. A student who wishes to change his/her area of concentration must write a letter of request to the chairperson and the major advisor before being reviewed by and receiving approval from the Art Department graduate faculty.

Requirements for Degree Candidacy

1. Students must participate in an annual review by graduate faculty. These reviews will be held at the end of each spring semester. During this time, Art Department Graduate faculty will visit the student’s studio to view and evaluate their work and progress in the program.

2. Students accumulating more than six (6) hours of incomplete course work at any one time during their graduate studies may be prevented from registering for further course work. Students carrying any incomplete grades will be ineligible for admission to candidacy.

3. The student is expected to participate in graduate activities (lectures, critiques, workshops) and the annual review.

Thesis Committee

1. The candidate will initiate forming his/her M.A. thesis committee by the end of their first semester. The committee will supervise the progress of the candidate and act as his/her Thesis-Exhibition advisory committee.

2. The thesis committee will be composed of three graduate faculties and the department chairperson. The chairperson of the committee must be in the student’s area of concentration and will serve as the main advisor to the student.

3. The student has the obligation to meet with his/her thesis committee throughout his/her graduate studies and in preparation for his/her thesis exhibition. The student must meet with his/her committee no less than twice per semester during degree candidacy, and with the advisor at least twice each semester.

4. If a faculty member goes on leave, retires, or chooses to resign from a student’s committee, the student shall immediately select a replacement.

5. The student may request a change in his/her committee membership by stating the reasons in a letter to the chairperson of the Art Department and receiving the chairperson’s approval.

Thesis and Thesis Exhibition

1. The student is expected to work closely with his/her thesis committee and the thesis advisor.

2. The thesis exhibition must be planned in advance and in coordination and in coordination with the Gallery Director. An Exhibition Authorization Form, signed by the student’s advisor and submitted to the Gallery Director, is required.

3. The student is required to write a thesis using guidelines and format requirements of the College of Graduate Studies. The final thesis must include a visual documentation of the student’s work.

4. The student preparing for a thesis exhibition will sign up for ART 680 (Graduate Exhibition and Criticism) in the last semester of the program.

5. An oral defense of the student’s thesis with his/her thesis committee, other department faculty, graduate students, and invited guests, is required prior to the opening reception of the Thesis Exhibition.

6. The student must present a thesis and an exhibition completion form signed by all his/her committee members as a requirement for graduation.

Assistantships

1. Priority is reserved for MFA candidates but may be available to MA candidates when needed by the Art Department. Applicants must submit a letter of application to the Department chairperson by February 15. Three letters of references are required--at least one of which should be from a previous instructor.

2. All assistantships will be awarded based on merit, strength of creative work and the needs of the department.

3. Priority in awarding assistantships will be given to qualified first-time applicants. If no first-time qualified applicants are available, the awards may be given to previous recipients.

4. Graduate assistants must enroll in and maintain a minimum of six semester hours of credit each semester of appointment.

5. Graduate assistants must maintain a cumulative 3.00 GPA in all graduate work. More than six credits of incomplete (I) grade per semester are grounds for termination of the assistantship.

6. Graduate assistants are expected to perform departmentally assigned duties in a satisfactory manner.

7. For other policies, requirements, and benefits for graduate assistants, refer to the College of Graduate Studies.

Degree Requirements (30 hours)

Required Courses in Art (20-30 hours)

12 hours in a major studio concentration

6 hours of ART 680 Graduate Exhibition and Criticism

2-12 Additional hours approved by the advisor.

Elective Courses (6-10 hours)

6-10 hours selected in consultation with the major advisor.

Master of Fine Arts

The Department of Art offers courses which fulfill the requirements for the Master of Fine Arts. Courses are offered in the following areas of concentration: ceramics, design, drawing, fiber design, painting, photography, printmaking, sculpture, and graphic design.

Procedures for Admission to the M.F.A. Program

1. The applicant must have completed an undergraduate degree with at least 40 undergraduate credits in Art including 12 credits of Art History. Earned art credits must reflect a grade point average of 2.5 or better.

2. Applicants for admission to the M.F.A. Graduate Program must first submit their application to the College of Graduate Studies, and must meet the University’s requirements for admission. All application materials must be received by February 15 for Fall admission.

3. Applications must include a letter of intent covering the candidate’s background and program of study, including activities and objectives, an official transcript, a set of 20 slides or appropriate visual documentation, and an artist statement.

4. Applications for admission will be reviewed first by the faculty in the student’s area of concentration and then presented to the faculty as a whole for consideration.
5. Faculty with graduate status may vote on admission of graduate students.
6. The candidate’s credentials must be accepted by a simple majority vote of the graduate faculty in the Art Department.
7. The Department chairperson will notify the College of Graduate Studies of the Art Department’s decision. The student will then receive official notification of acceptance or rejection.

**Conditional Admission**

1. If the student has insufficient art credits or any other academic deficiencies, he/she may be recommended for conditional admission. (See College of Graduate Studies requirements).
2. A student with conditional admission must satisfy deficiency requirements prior to applying for Regular admission to the program.
3. Courses taken to make up admission deficiencies may not be counted toward graduate degree requirements.

**Review and Advancement to Degree Candidacy**

1. Students must participate in an annual review by graduate faculty. These reviews will be held at the end of each spring semester. During this time, Art Department Graduate faculty will visit the student's studio to view and evaluate their work and progress in the program.
2. Students are required to participate in scheduled Graduate Critiques, Visiting Artist Lectures, and Exhibition Events at the University Art Gallery.
3. At the completion of 24 semester hours of graduate credits in the Art Department, and upon the approval of the advisor, the student must request an Advancement to Degree Candidacy Review by the graduate art faculty who will then recommend the status of the student's candidacy toward the M.F.A. degree. Procedural guidelines are available in the Art Department office.
4. Students requesting Advancement to Degree Candidacy Review must present slides of recent work and discuss their creative progress to the graduate art faculty. Upon reviewing the student's work, the faculty will make recommendations regarding the student's continuation in the M.F.A. program. The chairperson will then notify the student of the art faculty's decision.
5. If a student is not accepted for degree candidacy toward the M.F.A., he/she will be advised of one of the following options:
   a. Apply for a second review at a later time
   b. Apply for transfer for an M.A. in Art degree
6. Students accumulating more than six (6) hours of incomplete course work at any one time during their graduate studies may be prevented from registering for further course work. Students carrying any incomplete grades will be ineligible for admission to candidacy.
7. If a student is not accepted for Degree Candidacy toward the M.F.A., he/she will forfeit their Graduate Assistantship.
8. A student who wishes to change his/her area of concentration must write a letter of intent to the chairperson and the major advisor before being reviewed by and receiving approval from the Art Department graduate faculty.

**Thesis Committee**

1. The candidate will initiate forming his/her M.F.A. Thesis Committee by the end of his/her first semester. The committee will supervise the progress of the candidate and act as his/her Thesis-Exhibition advisory committee.
2. The Thesis Committee will be composed of three graduate faculty. The chairperson of the committee must be in the student's area of concentration and will serve as the main advisor to the student.
3. The student has the obligation to meet with his/her thesis committee throughout his/her graduate studies and in preparation for his/her thesis exhibition. The student must meet with his/her committee no less than twice per semester during degree candidacy, and with the advisor at least twice each semester.
4. If a faculty member goes on leave, retires, or chooses to resign from a student's committee, the student shall immediately select a replacement.
5. The student may request a change in his/her committee membership by stating the reasons in a letter to the chairperson of the Art Department and receiving the chairperson's approval.

**Thesis and Thesis Exhibition**

1. The student is expected to work closely with his/her thesis committee and the thesis advisor.
2. The thesis exhibition must be planned in advance and in coordination with the Gallery Director. An Exhibition Authorization Form, signed by the student's advisor, must be submitted to the Gallery Director prior to the exhibition. The final thesis must be completed prior to the signing of the Exhibition Authorization Form.
3. The student is required to write a thesis using guidelines and format requirements of the College of Graduate Studies. The final thesis must include: written thesis (20 page minimum), resume, list of images, and appropriate visual documentation of the student's work.
4. The student preparing for a thesis exhibition will sign up for ART 798 (Thesis - Exhibition) in the last semester of the program.
5. An oral defense of the student's thesis with his/her thesis committee, other department faculty, graduate students, and invited guests, is required prior to the opening reception of the Thesis Exhibition.
6. The student must present a Thesis and Exhibition Completion Form signed by all his/her committee members as a requirement for graduation.

**Assistantships**

1. Applicants must submit a letter of application to the Department chairperson by February 15. Three letters of references are required--at least one of which should be from a previous instructor.
2. All assistantships will be awarded based on merit, strength of creative work, and the needs of the department.
3. Priority in awarding assistantships will be given to qualified first-time applicants. If no first-time qualified applicants are available, the awards may be given to previous recipients.
4. Graduate assistants must enroll in and maintain a minimum of six semester hours of credit each semester of appointment.
5. Graduate assistantships must maintain a cumulative 3.00 GPA in all graduate work. More than six credits of incomplete (I) grade per semester is grounds for termination of the assistantship. Failure to pass the Advancement to Degree Candidacy will result in termination of the assistantship.
6. Graduate assistants are expected to perform departmentally assigned duties in a satisfactory manner.
7. For other policies, requirements, and benefits for graduate assistants, refer to the College of Graduate Studies.

(continued)
Degree Requirements (60 hours)

Required Courses in Art (51 hours)
- 36 hours in studio with a minimum of 27 hours in studio area concentration.
- 9 hours in art history

ART 798 (6) Thesis-Exhibition

Support Courses for Concentration (9 hours)
To be selected in consultation with the major advisor.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: ART 556, 557, 558, 597, 697.

Course Descriptions

ART 500 Preliminary Studio for Graduate Students 3(0-6) D
Studio for graduate students without experience in a particular discipline. May be taken in ceramics, design, drawing, graphic design, painting, photography, printmaking, sculpture, fiber design. Prerequisite: graduate status and permission of instructor.

ART 510 Advanced Ceramics 3-12(0-6) F, Sp
Emphasizes problems relating to concepts of forms and surface as well as technical information pertaining to firing and glazing. A student may take this course four times, for 3 hours of credit each time. Prerequisite: ART 410.

ART 511 Glaze Composition 3(0-6) D
Principles of glaze composition in relation to creative work. Prerequisite: ART 210.

ART 512 Kiln Construction 3(0-6) D
Principles of kiln design, construction techniques, and firing in relation to creative work. Prerequisite: ART 210.

ART 515 Design V 3(0-6) F, Sp
An individualized studio experience in aesthetic order emphasizing theoretical exploration of specific architectural/environmental metaphorical spatial relationships. Prerequisite: ART 415.

ART 516 Advanced Problems in Figure Drawing 3(0-6) F, Sp
An individualized studio experience with emphasis on the human figure that would include problems in foreshortening, placement, and composition. Prerequisite: ART 416.

ART 530 Painting V 3(0-6) F, Sp
An individualized studio experience in painting beyond ART 430 competency. Prerequisite: ART 430.

ART 535 Digital Multimedia for Designers 3(0-6) F, Sp
Permits the student to concentrate in depth on the visual development of multimedia CD ROMs using a variety of authoring tools. Prerequisites: ART 435, ART 449.

ART 540 Photography V 3(0-6) F, Sp
An individualized studio experience focusing on personal research of new techniques, processes, materials, history and concepts of traditional and contemporary photography and professional development. Prerequisite: ART 440.

ART 542 Photographic Illustration 3(0-6) D
An exploration of the methodology in constructing and photographing designs for the fine arts and commercial graphic arts photography. Prerequisite: ART 440.

ART 543 Alternative Photographic Processes 3(0-6)
An in-depth exploration of nonsilver photographic processes and their application to fine arts photography. Prerequisite: ART 440.

ART 550 Printmaking V 3(0-6) F, Sp
An individualized studio experience in printmaking beyond ART 450 competency. Prerequisite: ART 450.

ART 556 Independent Studio 1-12(Spec) F, Sp
Open to students who have completed required courses in an area. Permission of area instructor required in metalsmithing, painting, photography and film, printmaking, sculpture, weaving.

ART 557 Independent Studio 1-12(Spec) F, Sp
Similar to ART 556.

ART 558 Independent Studio 1-12(Spec) F, Sp
Similar to ART 556.

ART 560 Professional Development in Sculpture 3(0-6)
An individualized studio experience focusing on personal research of new techniques, processes, materials, history and concepts of traditional and contemporary sculpture, and professional development. Prerequisite: ART 260.

ART 570 Fiber Design V 3(0-6) F, Sp
An individualized studio experience in fiber design beyond ART 470 competency. Prerequisite: ART 470.

ART 572 Advanced Papermaking 3(0-6)
An investigation of advanced techniques and aesthetics for making handmade paper for 2-D and 3-D forms including bookbinding. Prerequisites: ART 375 or graduate standing.

ART 575 Surface Design on Fabric II 3(0-6) F
Advanced techniques and aesthetics for the application of image, patterning, and color with dyes and pigments through silkscreen, batik, paints, resists, and transfers on fabric. Prerequisites: ART 375 or graduate standing.

ART 585 From Impression to the Present: New York Galleries 2(Spec) T
Travel/study course to metropolitan galleries to view and study original works of art. Students who have taken ART 484 will do more comprehensive study.

ART 586 Seminar in Art History 3(3-0) D
Students will pursue topics of special interest and share their research with the group. May be taken for graduate credit. Prerequisites: 12 credits in art history, or permission of instructor.

ART 597 Special Studies 1-6(Spec) D
Further in-depth graduate study when scholarly/studio adequacy beyond ART 497 is achieved.

ART 605 Graduate Studio in Drawing 1-12(Spec) F, Sp
Emphasis upon mature and personal approach to drawing as a fine art in relation to contemporary life and technology. Prerequisites: ART 305, graduate standing, and permission of instructor.

ART 610 Graduate Studio in Ceramics 1-12 (Spec) F, Sp
Aimed at helping the mature student build the knowledge, experience, and skills of the clay medium that best support works of imagination. Prerequisites: ART 310, graduate standing, and permission of instructor.

ART 615 Graduate Studio in Design 1-12(Spec) F, Sp
Color phenomena and visual perception as applied to two and three-dimensional problems with emphasis on personal concepts; various media. Prerequisites: ART 315, graduate standing, and permission of instructor.

ART 616 Graduate Studio in Figure Drawing 1-12(Spec) F, Sp
Exploration and development of a mature and personal approach to drawing the human figure. Prerequisites: graduate standing and permission of instructor.

ART 619 Continuing Registration for Final Research Project 1(1-0) D
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.
ART 630 Graduate Studio in Painting 1-12(Spec) F, Sp
Development of personal concepts, methods, and uses of materials. Prerequisite: ART 330, graduate standing, and permission of instructor.

ART 635 Graduate Studio in Graphic Design 1-12(Spec) F, Sp
The pursuit of concepts and techniques involved in the field of graphic design with emphasis on creativity and professionalism. Prerequisites: ART 335, graduate standing, and permission of instructor.

ART 640 Graduate Studio in Photography 1-12(Spec) F, Sp
Individualized creative problems in photography and film for the graduate student. Prerequisite: ART 340.

ART 641 Seminar: History of Photography 3(3-0) D
Selected topics in the field with an emphasis on recent trends.

ART 645 Art Education 3(3-0) D
Art education and its importance in human development. Prerequisite: graduate standing.

ART 646 Research in Art Education 3(3-0) D
Research in art education and introduction to current research in the field. Prerequisites: ART 545 and ART 346.

ART 647 Seminar for In-Service Art Teachers 3(3-0) D
General discussion of problems encountered in teaching art and solutions to those problems. Prerequisite: graduate standing and some experience in teaching art.

ART 648 Curriculum Development in Art Education 3(3-0) D
The development of curriculum in art programs for public schools and study of exemplary art curriculum models.

ART 650 Graduate Studio in Printmaking 1-12(Spec) F, Sp
Professional continuation of printmaking techniques with emphasis on quality editions of fine prints. Prerequisites: ART 350, graduate standing, and permission of instructor.

ART 660 Graduate Studio in Sculpture 1-12(Spec) F, Sp
Graduate level course focusing on research, experimentation and creation of 3-dimensional forms utilizing various contemporary and traditional sculptural media. Prerequisites: ART 360, graduate standing, and permission of instructor.

ART 670 Graduate Studio in Fiber Design 1-12(Spec) F, Sp
Concentration on the solution of independent problems in fiber design. Prerequisite: ART 370, graduate standing, and permission of instructor.

ART 680 Graduate Exhibition and Criticism 6(Spec) D
Exhibition required for the Master of Arts Degree in Art. Creative work continued in the candidate’s area of concentration with the dialogue, help and criticism of a committee of three professors. Prerequisites: 20 hours of graduate courses in art and permission of instructors.

ART 681 Research Paper in Art Education 3(Spec) D
Conducting research on a significant problem in art education and writing a major summary paper. Prerequisites: Art 646 and permission of major advisor.

ART 685 Special Topics in Art History 3(Spec) D
Individual research projects in art history. Prerequisite: permission of the instructor.

ART 687 Special Studies 1-6(Spec) D
Further in-depth graduate study when scholarly/studio adequacy beyond 597 is evidenced.

ART 705 Graduate Studio in Drawing 3-12(Spec) F, Sp
Advanced exploration and development of a mature and personal approach to drawing as a fine art. Prerequisite: ART 605 or permission of instructor.

ART 710 Graduate Studio in Ceramics 3-12(Spec) D
Prerequisites: ART 610 or permission of instructor.

ART 715 Advanced Graduate Studio in Design 3-12(Spec) F, Sp
Advanced study leading to MFA quality of portfolio. Prerequisites: 12 hours of ART 635, graduate standing, and permission of instructor.

ART 740 Advanced Graduate Studio in Photography 3-12(Spec) D
Prerequisites: ART 640 or permission of instructor.

ART 750 Advanced Graduate Studio in Printmaking 3-12(Spec) D
Prerequisites: ART 660 or permission of instructor.

ART 760 Advanced Graduate Studio in Sculpture 3-12(Spec) F, Sp
Advanced graduate level course focusing on research, experimentation and creation of 3-dimensional forms utilizing various contemporary and traditional sculptural media. Prerequisites: ART 660 or permission of instructor.

ART 770 Advanced Graduate Studio in Weaving/Fiber Design 3-12(Spec) D
Prerequisites: ART 670 or permission of instructor.

ART 780 Readings in Greek Art 3(Spec) D
Individualized study and directed readings in Greek art and architecture on a topic determined upon consultation with the instructor. Prerequisite: 12 credits in Art History or permission of the instructor.

ART 781 Readings in Western European Medieval Art and Architecture 3(Spec) D
Individualized study and directed readings in Western European Medieval art and architecture on a topic determined upon consultation with the instructor. Prerequisites: 12 credits in art history or permission of the instructor.

ART 782 Readings in Italian Renaissance Art 3(Spec) D
Individualized study and directed readings in Italian Renaissance art on a topic determined upon consultation with the instructor. Prerequisite: 12 credits of Art History or permission of the instructor.

ART 783 Readings in American Art: From Colonial Times to 1913 3(3-0) D
Individualized study and directed readings in American art from Colonial times to the Armory show on a topic determined upon consultation with the instructor.

ART 785 Readings in Modern Art 3(3-0) D
Prerequisites: 12 credits in Art History or permission of instructor.

ART 786 Readings in Contemporary Art 3(3-0) D
Prerequisites: 12 credits in Art History or permission of instructor.

ART 798 Thesis-Exhibition 6(Spec) D
Student must present a written thesis and an exhibition subject to approval by the candidate’s graduate committee and major advisor.
Biology (BIO)

Claudia Douglass, Chair
217 Brooks Hall, (989) 774-3227

Elizabeth Aml, Ph.D., Microbiology
Robert E. Bailey, Ph.D., Plant Ecology, Paleoeocology
Gregory Colores, Ph.D., Microbiology
Joanne Dannenhoffer, Ph.D., Botany, Electron Microscopy
Claudia B. Douglass, Ph.D., Science Education
Lynn N. Fauver, M.S., Biology, Museum Science
Tracy Galarowicz, Ph.D., Fisheries Biology
Thomas M. Gehring, Ph.D., Wildlife Biology
James C. Gillingham, Ph.D., Animal Behavior, Herpetology
Michael J. Hamas, Ph.D., Ornithology, Ecology
Philip L. Hertzler, Ph.D., Develop. Biology/Embryology
Donna King, Ph.D., Limnology, Stream Ecology
Lawrence D. Koehler, Ph.D., Developmental Biology
Fred M. McCorkie, Jr., Ph.D., Immunology, Physiology
A. Scott McNaught, Ph.D., Limnology, Ecology
Anna Monfils, Ph.D., Plant Systematics
Charles E. Novitski, Ph.D., Animal Molecular Biology
John I. Scheide, Ph.D., Ion Transport Physiology
Jennifer Schisa, Ph.D., Genetics
Gilbert D. Starks, Ph.D., Science Education, Plant Cytogenetics
Bradley J. Swanson, Ph.D., Wildlife Biology
Douglas A. Valek, Ph.D., Forest Ecology, Conservation
Geoff Williams, M.S., Electron Microscopy
Daniel E. Wujek, Ph.D., Phycology, Electron Microscopy

The Department of Biology offers the Master of Science (MS) degree with emphasis in aquatic biology, ecology, behavior and behavioral ecology, physiology, microbial ecology, molecular biology, immunology under either the Plan A (thesis) or Plan B (non-thesis) options.

Opportunities for field-oriented research are enhanced by two off-campus facilities, Neithercut Woodlands, a 252-acre tract of mixed hardwood forest 25 miles north of Mount Pleasant, provides diverse habitat suitable for both aquatic and terrestrial studies. The CMU Biological Station on Beaver Island in northern Lake Michigan provides excellent opportunities for research. The island’s tremendous habitat diversity and pristine condition allow numerous opportunities for field-oriented research. There are also facilities for laboratory-oriented studies at the Biological Station.

The CMU Biological Station on Beaver Island is an approved residence center for graduate work in biology. Pending the availability of courses, it is possible to fulfill the biology course requirements at the Biological Station.

A number of graduate teaching assistantships and graduate research assistantships are available on a competitive basis in the Department of Biology. Application forms may be obtained from the Biology Department. The deadline for applications is February 8 each year for full consideration.

Graduate Teaching Assistantships (GTA) involve six to nine hours of instruction of laboratory sections in beginning and advanced undergraduate courses and assistance in laboratory preparation. During the 2004-2005 academic year, GTAs received a stipend ranging from $8,800-$8,900, all fees paid and a 20 credit tuition scholarship.

Graduate Research Assistantships (GRA) are supported through faculty research grants or contractual agreements. A limited number of GRAs are usually available, and stipends vary.

Graduate Fellowships include a monetary award plus a tuition scholarship for 30 credits. Fellowships are awarded university-wide on a competitive basis. Application materials are available from the College of Graduate Studies. The deadline is the first week in February. Applicants are asked to submit their Graduate Record Examination scores, including the advanced test in biology, and three letters of recommendation.

Master of Science

The Department of Biology offers both the Plan A and the Plan B Master of Science degree. Plan A requires completion of six credit hours in BIO 798 (Thesis), one credit hour in BIO 730 (Seminar), 23 hours of graduate course work approved by the student’s advisor and advisory committee, and an oral defense of the thesis. Plan A is recommended to those students preparing for research-oriented careers or for doctoral study. Plan B requires the completion of 36 credit hours of graduate-level course work approved by the student’s advisor and advisory committee and a written and/or oral comprehensive examination over the course work.

Admission Requirements

To be eligible for Regular Admission to the graduate program in biology, applicants should have completed an undergraduate degree with a major in the biological sciences with a 3.0 or better grade point average in their major and a 3.0 GPA overall. Applicants will need to submit GRE scores, statement of interests, transcripts, and three letters of recommendation as specified in the Biology Department Webpage. In addition, chemistry (including organic) is required while mathematics and physics are highly recommended. An applicant who does not meet the foregoing requirements may be granted Conditional Admission by the department graduate committee.

Degree Requirements

Fifteen credit hours (seminar and thesis or research in biology included) must be earned at the 600-level or above.

I. Plan A: BIO 798 (6 hours) Thesis; BIO 730 (1 hour) Seminar; additional courses in biology (13-23 hours); additional courses in cognate areas (0-10 hours); oral defense of thesis.

BIO 500 (3) and BIO 630 (2) are required for this option but may be waived by the student’s advisory committee.

II. Conservation Biology Concentration. A concentration in Conservation Biology designed to prepare students for career opportunities with state and federal agencies and conservation organizations is offered. BIO 650 (3), BIO 680 (3), and a course in community ecology are required.

Raymond E. Hampton Excellence in Biology Research Award

Established in 1994 in recognition and appreciation of Dr. Hampton, who served 24 years as professor of biology at CMU. This merit-based award will recognize second-year biology graduate students identified as worthy of distinction to be used for a research project while at the CMU Biological Station on Beaver Island.
Daniel E. & Mildred G. Wujek Scholarship
This scholarship recognizes an outstanding second-year botany or aquatic biology graduate student who has been identified as worthy of distinction. The award may be used for tuition, books, room and board at a biological station, and for research supplies and logistics. This endowment was established by CMU alumni Daniel E. and Mildred G. Wujek. Daniel Wujek is a faculty member in the CMU Department of Biology.

Marian Whitney Summer Graduate Scholarship
Awarded to an outstanding graduate student who is completing a thesis in zoology. The award may be used to support the graduate student in the summer.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: BIO 594, 597, 610, 620 and 790.

Course Descriptions

BIO 500 Biological Statistics 3(2-2)
An introduction to biological statistics; emphasis on concepts of descriptive statistics and central tendency, inferential statistics, ONE-WAY ANOVA and correlation/linear regression. Prerequisites: Twelve (12) hours of biology or permission of instructor; math competency equivalent to MTH 130 recommended.

BIO 501 Evolution 3(3-0)
Mechanisms of descent with modification are discussed in a framework of microevolution, speciation, and macroevolution. Prerequisites: 9 hours of biology and BIO 326.

BIO 502 Teaching Biology 3(2-3)
Material, methods, and problems suitable for use in the secondary school; required training course for prospective teachers of biology. Prerequisites: completion of 22 hours of biology; a GPA of 2.7 in biology classes.

BIO 508 Modern Concepts in Biological Science for Elementary Teachers 3(3-0)
For teachers of grades K-8. Emphasis on biological concepts taught in elementary and middle school; development of a series of laboratory activities as a class project.

BIO 509 Ichthyology 4(2-4)
Anatomy, taxonomy, physiology, natural history, and ecology of fishes with laboratory emphasis on fishes of the Great Lakes region. Prerequisites: BIO 218 or equivalent.

BIO 510 Fisheries Biology 4(3-2)
Analysis of fish populations, management of fisheries resources, and other problems related to freshwater fisheries. Prerequisite: BIO 509.

BIO 511 Aquatic Insects 3(1-4)
Natural history and systematics of freshwater insects. Prerequisite: one year of biology including introductory entomology.

BIO 513 Plant Taxonomy 3(2-3)
Plant taxonomy with attention to plants of the Mount Pleasant area. Prerequisite: 6 hours of botany.

BIO 516 Computers in the Biological Sciences 3(2-3)
Application of field data to procedures of programming and application of data to model structures whenever possible. Elementary mathematics required. Prerequisite: working knowledge of a language such as BASIC, FORTRAN, PL-1, PASCAL.

BIO 518 Animal Behavior 3(2-3)
Behavior in invertebrate and vertebrate organisms related to genetics, morphology, and the ecology of animal populations. Prerequisite: one year of biology.

BIO 523 Fresh Water Algae 4(2-4)
Taxonomy, morphology, and ecology including analysis and collection methods.

BIO 524 Molecular Biology 4(3-3)
Molecular basis of genetics and genetic expression, primarily in prokaryotes, and techniques of recombinant DNA technology. Laboratory includes nucleic acid purification and recombinant DNA procedures. Prerequisites: BIO 208, BIO 326, CHM 346, CHM 522 (may be concurrent); or instructor permission.

BIO 525 Plant Ecology 4(2-4)
A study of plants emphasizing physical and biotic interrelationships and factors which govern their distribution. Field work stressed. Prerequisites: BIO 340 and a plant identification course highly recommended.

BIO 526 Limnology 3(3-0)
Factors contributing to the biological productivity of fresh water habitats and the relationship of different factors that influence biological productivity in lakes and streams. Prerequisites: BIO 340; one year of college chemistry recommended, or permission of instructor.

BIO 527 Limnological Methods 2(0-4)
Quantitative examination of the physical, chemical and biological aspects of lake ecosystems. This course is designed to accompany BIO 526. Prerequisites: BIO 526 (corequisite).

BIO 531 Aquatic Vascular Plants 3(2-3)
Classification, ecology, and importance of aquatic vascular plants and their role in fisheries problems, wildlife management, and limnology.

BIO 534 Endocrinology 3(2-3)
A study of the ductless glands and their secretions and their influence on the body. Prerequisite: BIO 392.

BIO 536 Histology 3(2-3)
Study of the principal tissues of vertebrates.

BIO 537 Immunology 4(3-3)
A description of the biological and biochemical mechanisms of the immune response. Emphasis will be placed on antibody structure, antigen-antibody interaction, immunobiology, and serology. A knowledge of aseptic techniques is strongly recommended. Prerequisites: BIO 326 and CHM 521.

BIO 538 Anatomical Preparations 2(1-3)
Practical techniques involved in the preparation of dry skeletal material, limb-muscle units, differential staining, air-dried viscera, latex injection, plastic embedding and freeze drying of vertebrate specimens. Prerequisites: BIO 101 or BIO 105 and BIO 218 or BIO 337, or permission of instructor.

BIO 541 Wildlife Biology and Management 4(2-4)
Presents the basic ecological principles and the varied techniques utilized in managing the wildlife resource. Prerequisite: permission of instructor.

BIO 543 Medical Parasitology 3(2-3)
The study of the protozoan, helminth, and arthropod parasites of man. Designed for paramedical and laboratory technology students. Prerequisite: BIO 208 or BIO 218.

BIO 544 Developmental Biology 4(3-3)
Cellular and molecular mechanisms of embryonic development, emphasizing animals. Prerequisite: BIO 324 or BIO 326; CHM 132 or CHM 161.

BIO 549 Herpetology 3(2-3)
Survey of extant amphibians and reptiles from standpoint of morphology, behavior, physiology, evolution, and ecology. Local collecting field trips required. Prerequisites: 6 hours of biology.

BIO 550 Transmission Electron Microscope Technique 4(1-6)
Biological specimen preparation and examination. Photographic aspects of electron micrograph production.
BIO 552 Scanning Electron Microscope Technique  4(1-6)
  Operation of an SEM including methods of specimen preparation and taking of electron micrographs.

BIO 553 Confocal Microscopy  4(2-4)
  Principles and practice of biological confocal laser scanning microscopy, including sample preparation and the use of molecular probes. Prerequisites: BIO 324 or permission of instructor.

BIO 554 Advanced Electron Microscopy  3(1-4)
  Routine maintenance, alignment and optimization of a TEM and an SEM for high resolution micrography. Prerequisites: BIO 550 and BIO 552.

BIO 556 Biological EDS Analysis  3(1-4)
  Techniques for elemental analysis of biological specimens using an SEM with an energy dispersive spectrometer (EDS). Includes specimen preparation and operation of an EDS system. Prerequisites: BIO 552.

BIO 557 Dendrology  3(2-3)
  Identification and other characteristics of Michigan evergreen and deciduous woody plants, both native and cultivated. Prerequisite: BIO 203.

BIO 558 Natural Resources Management 2(Spec)
  Fish and wildlife research and management, forest management, river degradation, wetland values, and resource interpretation. Much of the course will consist of field trips with resource specialists from the Michigan Department of Natural Resources.

BIO 559 Field Botany  3(2-3)
  The collection, identification, and preparation of herbarium specimens for the local flora. Prerequisites: BIO 203.

BIO 560 Avian Ecology  3(2-3)
  Relationships between behavior, community organization and ecology of birds are examined through investigative field work. Prerequisites: BIO 340, BIO 310 recommended.

BIO 561 Wetland Ecology  3(2-3)
  Wetland systems classification and characterization in North America; includes ecological evaluation of wetland soil, water, plants, plant communities, animals, animal communities, values, destruction, conservation, management. Prerequisites: BIO 340 or permission of instructor.

BIO 563 Forest Ecology and Management  3(2-3)
  Physical and biological factors affecting the growth, distribution, and development of trees and forests. Outdoor laboratories stress techniques for forest measurement, manipulation, harvest, and regeneration. Prerequisites: BIO 340 and BIO 557 or permission of instructor.

BIO 564 Animal Cell Culture  4(1-6)
  Practical aspects of animal cell culture, involving media preparation, aseptic manipulation of cell culture, cell maintenance, and cell storage. Prerequisites: BIO 392 or equivalent.

BIO 567 Hematology and Immunohematology  3(2-3)
  Concepts of hematopoiesis and immunohematology, including cell counts and white cell morphogenesis, physiology and pathophysiology. Clinical techniques and procedures commonly used in hematological evaluation. Prerequisite: BIO 392.

BIO 580 Medical Microbiology  4(2-4)
  Focuses on relationships between humans and pathogenic microorganisms. Covers major groups of medically important microorganisms, pathological consequences of infection, diagnostic procedures, and clinical case problems solving. Prerequisites: BIO 208 and BIO 392 (or equivalent); or permission of instructor.

BIO 590 Cardiovascular Physiology  3(3-0)
  Basic principles of normal mammalian cardiovascular physiology. Prerequisite: BIO 392 or equivalent.

BIO 591 Neurophysiology  3(3-0)
  Study of the basic principles responsible for nervous system function. Includes discussion on the structure, electrophysiology, and biochemistry responsible for neural activity and senses. Prerequisites: BIO 392 or equivalent.

BIO 594 Advances in Natural Resources Conservation  2(2-0)
  An intensive field or library study after which data are presented orally to the class and in the form of a paper. Prerequisite: BIO 240 or BIO 338.

BIO 597 Special Topics in Biology  1-3(Spec)
  Prerequisite: see Course Offering Guide and/or Class Schedule.

BIO 600 Biological Research Design and Analysis  3(3-0)
  An examination of the proper design and statistical analysis needed to solve problems in laboratory and field biology. Prerequisites: BIO 500 or permission of instructor.

BIO 610 Biology Colloquium  1-9(Spec)
  Advanced study of selected subject areas under faculty guidance through lecture and/or seminar colloquia in special competence areas of the graduate faculty. Prerequisite: permission of instructor.

BIO 619 Continuing Registration for Final Research Project  1(1-0)
  A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

BIO 620 Biology Practicum  1-9(Spec)
  Practical experience in methodology and technique in selected fields or laboratory-oriented practica, offered in subjects related to graduate faculty specialties. Prerequisite: permission of instructor.

BIO 626 Topics in Genetics  1-3(Spec)
  Various advanced topics in genetics are covered which range from transmission genetics to molecular genetics and evolution. Student participation is expected. May be repeated as offered to maximum of 3 hours. Prerequisite: BIO 326.

BIO 629 Topics in Eukaryotic Molecular Genetics  1-4(Spec)
  Seminar on current research papers in the molecular genetics of animals, plants, and fungi. May be repeated up to 4 credits. Student presentations and discussion expected. Prerequisites: BIO 326 and instructor’s permission.

BIO 630 Art of Scientific Communication  2(2-2)
  Exploration of methods involved in the writing of refereed scientific papers, grant proposals, theses and dissertations, and oral or poster presentations at scientific meetings.

BIO 635 Toxicology  3(3-0)
  Study of toxic chemicals, their effects on living organisms, and the metabolism and fate of the chemical in the organism. Prerequisites: BIO 392, CHM 346, CHM 521, CHM 522; or permission of Instructor.

BIO 636 Topics in Botany  1-3(Spec)
  Discussion of various botanical topics from current literature. Prerequisites: graduate standing in Biology and a course in botany.

BIO 637 Topics in Immunology  1-3 (Spec)
  Various topics in immunology are covered as lecture or readings from current literatures. May be repeated as offered to a maximum of 3 hours. Prerequisites: BIO 537 or equivalent.

BIO 640 Quantitative Ecology  3(3-0) D
  Application of quantitative methods in ecological research. Prerequisite: BIO 340; recommend one course in statistics.

BIO 648 Field Methods in Ethology  3(2-3)
  Research methods for the study of animal behavior in the field. Topics include observation data acquisition and analysis, hypothesis formulation and testing. Prerequisite: graduate standing in biology or psychology.

BIO 650 Population Ecology  3(3-0)
  Theoretical and realistic considerations of mechanisms affecting dynamics of plant and animal populations. Prerequisites: BIO 340 or equivalent and MTH 132 or equivalent.

BIO 651 Topics in Ethology  1-3(Spec)
  Discussion of various ethological topics from current literature. May be repeated as offered to a maximum of 3 hours. Prerequisite: BIO 518 and permission of instructor.
BIO 652 Behavioral Ecology 3(2-3)
An integration of behavior and ecology from the standpoint of species diversity, habitat utilization, reproduction, and competition. Field observations to illustrate principles of adaptation through behavioral channels. Prerequisites: BIO 340 and BIO 518 or equivalent or permission of instructor.

BIO 653 Stream Ecology 3(2-3)
Structure and function of stream ecosystems with emphasis on biological processes. Special attention will be given to recent developments in the field. Prerequisites: BIO 340 and BIO 526 or equivalent.

BIO 656 Fish Ecology 2(2-0)
A study of the ecological relationships of fishes. Prerequisite: BIO 509 or equivalent.

BIO 657 Fisheries Management 2(2-0)
A study of specific habitats as related to fisheries management, habitat alteration problems, alternative management solutions, special techniques, and specific management topics. Prerequisite: BIO 510 or equivalent.

BIO 658 Zooplankton Biology 3(2-3)
An examination of the taxonomy, physiology, behavior and ecology of planktonic animals. Prerequisites: BIO 218, BIO 340; or permission of instructor.

BIO 660 Conservation Biology 3(3-0)
Addresses dynamics and problems of perturbed species, communities and ecosystems and practical aspects of implementing protection. Prerequisites: BIO 340 and BIO 326 or equivalents.

BIO 692 Topics in Physiology 1-4(Spec)
Seminars, technique courses or lecture courses on new frontiers in physiology or of special interest. May be repeated for a maximum of 4 hours. Prerequisites: BIO 392 or equivalents.

BIO 695 Graduate Internship in Biology 1-6(Spec)
Prerequisite: A graduate internship agreement must be signed and on file in the Biology office or with the Director of the Biological Station at least four weeks prior to enrollment.

BIO 730 Seminar 1(1-0)
Formal, oral departmental presentation of the Plan A thesis research. Required of students receiving the M.S. in Biology, Plan A. CR/NC only.

BIO 790 Research in Biology 2-4(Spec)
Acquaints the student with research techniques. Registration requires the approval of the department chairperson. CR/NC only.

BIO 798 Thesis 1-6(Spec)
An acceptable thesis may be presented for 6 hours of credit. Registration requires a Plan A thesis prospectus on file in the Biology office and approval of the department chairperson. CR/NC only.

Marine Science Courses

Summer courses at the Gulf Coast Research Laboratory, Ocean Springs, MS according to an affiliation agreement with the University of Southern Mississippi.

MAR 503 Marine Invertebrate Zoology 6(Spec)
Structure, classification, phylogenetic relationships, larval development and physiology of marine invertebrates. Prerequisites: BIO 101; BIO 203, BIO 208, BIO 218.

MAR 590 Special Problems in Marine Science 1-6
(As determined by program director.) Prerequisites: permission of instructor.

Broadcast and Cinematic Arts (BCA)

Peter B. Orlik, Chairperson
340 Moore Hall, (989)774-3851.

William Anderson, Ed.D., Northern Illinois University; Writing, Promotion, Public Relations

Rene Blätte, M.P.A., Oakland University; Commercial Production Sports Broadcasting

Edward Christian, M.A., Central Michigan University; Management, Programming, Sales

Kevin Corbett, Ph.D., Bowling Green State University; Video Production, Scriptwriting

J. Robert Craig, Ph.D., University of Missouri; Law, Film History and Criticism

Greg DeLauro, M.A., Wayne State University; Video and Multimedia Production

Jerome Henderson, Ed.D., University of Pittsburgh; Audio Production, Sales

Kenneth Jurkiewicz, Ph.D., University of Pittsburgh; Audio Production, Theory, and Criticism

Peter B. Orlik, Ph.D., (Chairperson) Wayne State University; Writing, Criticism

W. Lawrence Patrick, Ph.D., Ohio University; J.D., Georgetown; Media Management and Economics

Mark Poindexter, (Graduate Director) Ph.D., University of Minnesota; Research, Criticism, International and Comparative Media

Heather Polinsky, M.A., University of Wyoming; Audio Production, Telecommunications Policy

William J. Rugg, Ph.D., University of Mississippi; New Technologies, History

B. R. Smith, Ph.D., (Internship Supervisor) Ohio State University; Media History, Film History and Criticism.

Jeffrey Smith, M.A., Central Michigan University; Performance, Programming

William R. Sykes, M.A., Central Michigan University; Electronic Journalism

Patty Williamson, M.A., Central Michigan University; Management, Criticism

The Master of Arts program in Broadcast and Cinematic Arts offers opportunities for the industry professional seeking new skills, as well as for the recent undergraduate desiring to pursue advanced study in electronic media or film theory and criticism. Students interested in the general electronic media studies or electronic media management concentrations should possess a professional or academic background in mass communication. Students interested in the film theory and criticism concentration should have a background in mass communication, speech, or literary studies.

Graduate students can complete coursework in formal classroom, studio, seminar, and independent study settings, leading to an emphasis in (1) general electronic and film media studies, (2) electronic media management, or (3) film theory and criticism. Classes are taught by a faculty possessing diverse professional and theoretical backgrounds. In addition, many master’s students supplement their studies with offerings from Interpersonal and Public Communication, Political Science, English, and the College of Business Administration. One-on-one advising and personalized course study with members of the graduate faculty make the Broadcast and Cinematic Arts M.A. program one of the most attractive in the midwest.

(continued)
Facilities

The BCA department oversees WMHW-FM, a 300-watt stereo FM station which broadcasts 365 days a year; two television studios servicing cable station MHTV; two advanced audio studios; video-editing suites; a computerized newsroom from which News Central, the area’s only locally focused television newscast, is produced; and an online production suite for M2D2, the department’s web publisher. The department also maintains its own recording studio, Moore Music Records, and oversees CMU’s Film Society.

Graduate Assistantships

Broadcast and Cinematic Arts graduate assistants aid in teaching basic audio, video, and news production sections, and film survey courses, as well as performing other online and administrative duties as determined by the department. For a graduate assistantship application, contact the department chair at 340 Moore Hall, CMU, Mount Pleasant, MI 48859.

Admission

To receive regular admission to the program, a student must attain an undergraduate grade point average of 2.7 on a 4.0 scale. The Graduate Record Examination must be taken prior to completion of an undergraduate degree. International applicants must present a TOEFL score of at least 600 (250 CBT). Additional preparatory course work or particular courses may be required.

Degree Requirements

In consultation with the department graduate advisor, M.A. students may choose Plan A or B. Plan A consists of course work, thesis (6 hours), and oral defense of the thesis. The oral examination may also include subject matter related to course work.

Students on Plan B must satisfactorily complete an independent research project (3 hours) and an oral examination related to the independent research and course work.

A total of 30 credit hours is required for the M.A.

On all concentrations, students may take a maximum of 9 hours outside of BCA.

Concentrations in one of the following areas:

A. Film Theory and Criticism

Required Courses (12-15 hours)

BCA 600 (3) Techniques of Mass Communication Research
BCA 611 (3) Telecommunications Media Policy

OR BCA 612 (3) Broadcast and Cable Seminar

BCA 625 (3) Film and Video Theory and Criticism
BCA 730 (3) Plan B Project Research

OR BCA 798 (1-6) Thesis

Electives (15-18 hours)

BCA 503 (3) Critiquing Mass Media
BCA 505 (3) Advanced Electronic Media Writing
BCA 510 (3) Broadcast/Cable Law
BCA 511 (3) Broadcast/Cable Sales
BCA 512 (3) Broadcast/Cable Promotion
BCA 515 (3) Sports Broadcasting
BCA 516 (3) Broadcast/Cable Management
BCA 517 (3) Advanced Audio and Video Performance
BCA 518 (3) Advanced Radio and Television News
BCA 519 (3) Electronic Media Programming
BCA 520 (1-9) Special Topics
BCA 521 (3) Electronic Cinematography
BCA 522 (3) Multimedia Audio Post-Production
BCA 524 (3) Producing Television News
BCA 525 (3-9) Film Genre Studies
BCA 527 (3-9) Film Directors
BCA 528 (3) Nonfiction Film
BCA 529 (2-6) Internship in Radio-TV-Film
BCA 531 (3) Corporate Video/Media Production
BCA 532 (3) Advanced Video/Multimedia Post-Production
BCA 560 (3) Radio Operations I
BCA 561 (3) Radio Operations II
BCA 565 (3) Producing Television News
BCA 566 (1) Hockey’s Cinematic Depictions
BCA 619 (1) Continuing Registration for Final Research Project
BCA 729 (3) Advanced Independent Study

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: BCA 520, 529, 720, 729.
Course Descriptions

BCA 503 Critiquing Mass Media 3(3-0) F, Sp, Su

Critical appraisal of mass communications systems and their content. Special attention to the electronic media’s aesthetic properties and societal effects. Prerequisite: BCA 210 with a grade of C or better.

BCA 505 Advanced Electronic Media Writing 3(3-0) Sp

Intensive work in refining copy and full-length scripts. Audio and video writing strategies and coordination skills with special emphasis on the functioning of the creative team. Prerequisite: BCA 311. Limited to juniors or above.

BCA 510 Broadcast and Cable Law 3(3-0) F, Sp, Su

Regulation of the electronic media. Examination of legal and administrative materials and cases. Prerequisites: BCA 310 with a grade of "C" or better; limited to juniors and above.

BCA 511 Broadcast and Cable Sales 3(3-0) F, Sp

Organizational systems and processes of radio, television, and cable sales. Emphasis on selling techniques found most reliable in modern sales practices. Prerequisite: BCA 210 with a grade of C or better. Limited to juniors or above.

BCA 512 Broadcast and Cable Promotion 3(3-0) F, Sp, Su

Tools and techniques of promotion for radio, television, and cable. Emphasis on media needs, community relations, and problems unique to the electronic media promoter. Prerequisites: BCA 210, BCA 311, each with a grade of C or better; limited to juniors or above.

BCA 515 Sports Broadcasting 3(2-2) Sp

Overview of the sports broadcasting industry. Emphasis on tools and techniques of live-event production and electronic sports reporting. Prerequisites: BCA 222 or BCA 223, BCA 210, BCA 317 each with "C" or better.

BCA 516 Broadcast and Cable Management 3(3-0) F

Management in contemporary telecommunications settings. Prerequisite: limited to juniors or above. Instructor approval required.

BCA 517 Advanced Audio and Video Performance 3(2-2) F

Study and intensive practice in complex media performance situations. Special emphasis on realistic laboratory experience designed to explore the professional requirements for electronic media talent. Prerequisites: BCA 317 with a grade of "C" or better or permission of instructor.

BCA 518 Advanced Radio and Television News 3(2-2) Sp

Techniques of news gathering, reporting, and interviewing for electronic media. Prerequisite: BCA 318 or JRN 216 with a grade of "C" or better; limited to juniors or above.

BCA 519 Electronic Media Programming 3(2-2) F

Examination of broadcast/cable programming in terms of recent trends and strategies. Extensive attention to the role and tasks of the program director as manager. Prerequisite: 10 hours in BCA. Limited to juniors or above.

BCA 520 Special Topics in Mass Media 1-9(Spec) D

Current topics for each semester listed in the Schedule of Classes. 3 hours each; maximum credit, 9 hours. Prerequisite: prior written permission of the instructor. Limited to juniors or above.

BCA 521 Electronic Cinematography 3(2-2) F

Theory and practice in the production of short and long form narrative video, with emphasis on the aesthetic aspects of lighting, direction and editing. Prerequisites: BCA 223, BCA 422 with a grade of "C" or better in each; or permission of instructor.

BCA 522 Multimedia Audio Post production 3(2-2) Sp

Advanced recording, editing, sweetening, synchronizing and mixing of audio for selected electronic broadcast and multimedia applications. Prerequisites: BCA 223, BCA 421 with a grade of "C" or better in each; or permission of instructor.

BCA 524 Producing Television News 3(1-4) F, Sp

A practical approach to producing news. Encompasses gathering, writing, producing, and directing news programming over local cable outlets. Prerequisite: BCA 318 or BCA 223 or instructor approval. Limited to juniors or above.

BCA 525 Film Genre Study 3-9(Spec) D

In-depth examination of selected film genres, themes, and trends. Repeatable up to 9 hours when content previously studied is not duplicated. Limited to juniors or above.

BCA 527 Film Directors 3-9(Spec) D

In-depth examination of selected film directors with focus on their themes, visual style, and lives. Critical analysis of films viewed is emphasized. Repeatable up to 9 hours. Prerequisites: BCA 288 or permission of instructor. Limited to juniors or above.

BCA 528 History and Analysis of Nonfiction Film 3(2-2) Sp

History and techniques of the nonfiction film and video. Historical and contemporary examples including newsreels, propaganda films, and television documentaries.

BCA 529 Internship in Radio-TV-Film 2-6(Spec) F, Sp, Su

Directed work experience at participating stations, advertising agencies, and other media venues. Students may count a maximum of 6 hours toward a major and 3 hours toward a minor. 2.5 GPA required. Does not fulfill requirement for a minimum of six 400-500 level hours of electives in major. Prerequisites: prior written approval of BCA Intern Director; limited to juniors or above; open only to signed BCA majors or minors.

BCA 531 Corporate Video/Media Production 3(2-2) Su

Lecture and intensive hands-on theory, design and production of video and interactive programming specifically for and within institutional/corporate settings. Prerequisites: BCA 223, BCA 422; or permission of instructor.

BCA 532 Advanced Video/Multimedia Post-Production 3(2-2) Sp

Lecture and intensive hands-on theory, design and production of multimedia/interactive digital video, with emphasis on advance post-production technologies and techniques. Prerequisites: BCA 223, BCA 422 with a grade of "C" or better in each; or permission of instructor.

BCA 560 Radio Operations I 3(1-4) Su

Preparation and performance in radio broadcast practices, emphasizing daily operations, writing, logging, and production procedures. Summer Session I only. Laboratory hours arranged with instructor. Prerequisites: minimum 2.25 GPA; BCA 222 or BCA 317 or permission of instructor.

BCA 561 Radio Operations II 3(1-4) Su

Radio broadcast executive operations, including supervisory and management parameters, goal-setting, and evaluation processes. Summer Session II only. Laboratory hours arranged with instructor. Prerequisites: minimum 2.25 GPA; BCA 560; BCA 222 or BCA 317 or permission of instructor.

BCA 566 Hockey’s Cinematic Depictions 1(1-0) Su

Focused practice in media criticism through analysis of the sport, business and aesthetics of hockey as depicted in benchmark fiction and non-fiction films. Prerequisites: ENG 201; completion of oral English competency requirement.

BCA 600 Techniques of Mass Communication Research 3(3-0) F

Analysis of qualitative and quantitative broadcasting research techniques, including ratings research and familiarization with literature in the field. Prerequisite: graduate standing.

BCA 611 Telecommunications Media Policy 3(3-0) F

Examination of media policy and its impact on the structure and functions of the American electronic media system. Consideration of trends in policy and future impact. Prerequisite: graduate standing. (continued)
In existence for over 40 years, the curriculum receives constant review to keep pace with emerging business trends. The graduate business faculty are not only well educated but also have substantial business experience. The faculty are committed to a program that emphasizes:

- integration of the functional core areas of business,
- providing the perspective required to manage in a global world,
- awareness of ethical issues and standards and their influence on business decisions,
- ability to work in teams through group projects and collaborative learning,
- enhancement of oral and written communication skills integrating the most current technology,
- application of theory and concepts to the solution of business problems through the use of cases, business exports, consulting projects, simulations and the study of real world business practice,
- integration of business concepts in an applied project.

### Admission Requirements

To be considered for admission to the MBA program, a student must first be admitted to the College of Graduate Studies. The Application for Admission should be sent to the College of Graduate Studies, CMU, Mount Pleasant, MI, 48859 at least six weeks prior to the beginning of the first semester of anticipated enrollment in classes.

A Graduate Management Admission Test (GMAT) score must be on file in the College of Business Administration before an application for admission to the MBA program can be considered. Applicants lacking a GMAT score are granted non-degree admission to the College of Graduate Studies. A student with non-degree admission may register for prerequisite courses only. To be admitted, students must have at least 1,050 points based on the formula: 200 times the undergraduate GPA plus a minimum GMAT score of 450. Applicants are expected to reflect the current MBA student body, which possesses an average formula score of more than 1,150. International students must submit a GMAT score and submit a score of 213 (550 on paper-based test) or higher on the Test of English as Foreign Language (TOEFL).

#### Regular Admission

To be granted regular admission to the Master of Business Administration program, a student must meet the university requirements for admission to the College of Graduate Studies, possess an acceptable GMAT score and undergraduate GPA, and have successfully completed the prerequisite courses.

#### Conditional Admission

Applicants who have satisfied the GMAT requirement, but are lacking only prerequisites are allowed to enroll in a maximum of 12 credit hours of MBA degree requirements while completing prerequisite requirements.

Any exceptions to the above admission requirements must be approved by the Graduate Studies Committee of the College of Business Administration.

### I. Degree Requirements

#### Foundation Courses (Prerequisites)

(Applicants must present evidence of a working knowledge of advanced business applications in spreadsheet, database, and presentation graphics. In addition, the following courses or equivalents may be completed before or after admission to the MBA Program.)
MBA 503 (2) Professional Business Communications
MBA 504 (2) Using Financial Accounting Information
MBA 505 (2) The Economic Environment of Business
MBA 506 (2) The Legal Environment of Business
MBA 507 (2) Introduction to Marketing Management
MBA 508 (2) Management and Organization
MBA 509 (2) Production/Operations Management
MBA 510 (2) Financial Management and Analysis
MBA 511 (2) Statistics for Managerial Decisions

Total Prerequisite Hours: 0-18 credit hours

MBA Program Core Courses:
MBA 609 (2) Information Systems Management
MBA 619 (2) Accounting Information for Managers
MBA 629 (2) Managing Behavioral Change
MBA 639 (2) Quantitative Applications for Managers
MBA 649 (2) Marketing Management
MBA 659 (2) Managing in a Global Economy
MBA 669 (2) Financial Decision-Making
MBA 679 (2) Economic Analysis for Managers
MBA 689 (2) Strategic Management

Total Hours: 18 credit hours

Areas of Concentration: Minimum of 8 hours of planned study in one of the following areas, to be approved by a graduate advisor: Accounting, Business Economics, Consulting, Finance, General Business, International Business, Management Information Systems, Marketing, Human Resource Management

No more than two 500-level courses may be used in any concentration.

Culminating Experience: MBA 699 (4) The MBA Project

Minimum Total Hours for MBA Degree: 30

Grand Total: 30-48 credit hours

II. Plan B Requirement

The Plan B requirement is fulfilled through successful completion of MBA 699, the MBA Project.

Course Descriptions (MBA)

MBA 500 Spreadsheet Applications in Business 1(1-0)
Application of spreadsheet software tools to the solution of common business problems including budgeting, forecasting, and optimization for preparing information to support management decision making. Course may not be included on any graduate degree program. Prerequisites: computer literacy as demonstrated by BIS 104, CPS 100 or equivalent; and prior knowledge of spreadsheet software. Admission to the MBA program OR both graduate status and permission of the MBA director.

MBA 501 Presentation Graphics Applications in Business 1(1-0)
Application of presentation graphics software tools in preparing and delivering professional management briefings that provide information which supports the solution of common business problems. Course may not be included on any graduate degree program. Prerequisites: computer literacy as demonstrated by BIS 104, CPS 100 or equivalent; and prior knowledge of presentation graphics software. Admission to the MBA program OR both graduate status and permission of the MBA director.

MBA 502 Database Applications in Business 1(1-0)
Application of a database management program to the solution of common business problems including sales and inventory management for preparing information to support decision making. Course may not be included on any graduate degree program. Prerequisites: computer literacy as demonstrated by BIS 104, CPS 100 or equivalent; and prior knowledge of database management software. Admission to the MBA program OR both graduate status and permission of the MBA director.

MBA 503 Professional Business Communications 2(2-0) D
Developing professional business communications skills within a team environment. Emphasis on both written and oral communications utilizing current technologies. Prerequisites: admission to the MBA program or permission the MBA director.

MBA 504 Using Financial Accounting Information 2(2-0) D
Introduces use of financial accounting income statements, balance sheets, and statements of cash flow in managerial planning, control, and evaluation. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 505 The Economic Environment of Business 2(2-0)
Provides the economic tools necessary for graduate study in business: demand and supply, elasticity, costs and production, competitive and monopolistic markets, macroeconomics, and international trade. Not open to economics graduate students. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 506 Legal Environment of Business 2(2-0) D
Basic concepts concerning the interrelationships of business and its external environments. Managerial participation in and response to public policy issues and their resolutions. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 507 Introduction to Marketing Management 2(2-0) D
An introduction to the marketing management process including the marketing environment, buyer behavior, marketing analysis, segmentation, marketing strategy, the marketing mix, and social/ethical issues. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 508 Management and Organization 2(2-0) D
Introduction to the internal structure, processes, and control of organizations. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 509 Production/Operations Management 2(2-0) D
Concepts and applications of production and operations management in business and industry. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 510 Financial Management and Analysis 2(2-0) D
An introduction to basic finance principles and tools including the time value of money, risk and return, capital budgeting and the interpretation of financial statements. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 511 Statistics for Managerial Decisions 2(2-0) D
An introduction to descriptive and inferential statistics in a business decision context. Applications of various t-tests, ANOVA, multiple regression, and cross-tabulation are emphasized. Prerequisites: admission to the MBA program or permission of the MBA director.

MBA 609 Information Systems Management 2(2-0) D
Examination of issues involved in managing and deploying information systems in organizations with an emphasis on technologies and human factors that support competitive strategies. Prerequisites: knowledge of advanced business applications in spreadsheets, database, and presentation graphics software. Admission to the MBA program or permission of the MBA director.

MBA 618 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

MBA 619 Accounting Information for Managers 2(2-0) D
Investigates the central role accounting systems play in managerial evaluation, control, and planning. Prerequisites: MBA 504, MBA 510, and CBA 600. Admission to the MBA program or permission of the MBA director.

(continued)
MBA 629 Managing Behavioral Change 2(2-0) D  
A study of organization culture and behavior which emphasizes the importance of and need for influencing individual and small group behavior in contemporary organizational settings. Prerequisites: MBA 508. Admission to the MBA program or permission of the MBA director.

MBA 639 Quantitative Applications for Managers 2(2-0) D  
The application of quantitative methods to managerial decisions. Applications include optimization, modeling, and simulation, and focus on using the computer to support decision making. Prerequisites: MBA 504, CBA 600, and knowledge of advanced business applications in spreadsheet software. Admission to the MBA program or permission of the MBA director.

MBA 649 Marketing Management 2(2-0) D  
Dynamic nature and managerial aspects of marketing. Formulation of analytical decisions concerning marketing strategy. Prerequisites: MBA 503 and MBA 507. Admission to the MBA program or permission of the MBA director.

MBA 659 Managing in a Global Economy 2(2-0) D  
Covers challenges of globalization of product- and factor-markets, managing subsidiaries and influencing affiliates in diverse cultures, in industrialized and emerging economics. Prerequisites: MBA 508. Admission to the MBA program or permission of the MBA director.

MBA 669 Financial Decision-Making 2(2-0) D  
This course provides a framework for the analysis of the investment and financing decisions of the firm and an understanding of how to apply finance theory to practical situations. Prerequisites: MBA 504, MBA 510, and CBA 600. Admission to the MBA program or permission of the MBA director.

MBA 679 Economic Analysis for Managers 2(2-0) D  
Application of economics and statistics to business decisions. Integration of theory with issues from Business Week and The Wall Street Journal. Development of business regression models. Prerequisites: ECO 600 and CBA 600. Admission to the MBA program or permission of the MBA director.

MBA 689 Strategic Management 2(2-0) D  
Focuses on developing competitive business strategies through a process of analyzing environments, establishing and implementing strategies, and evaluating results. Prerequisites: completion of 14 hours of MBA program including the following courses: MBA 619, MBA 649, MBA 659, and MBA 669. Admission to the MBA program or permission of the MBA director.

MBA 691 Organization Change Management 2(2-0) D  
Study of change processes that transform organizations and lead to greater effectiveness and productivity. Applications of templates of organization development strategies are emphasized. Prerequisites: completion of 8 hours in the MBA program core, including MBA 629; admission to the MBA program or permission of the MBA director.

MBA 692 Management Consulting: Practices 2(2-0) D  
Overview of the consulting profession and managing a consulting practice. Qualitative research and analysis techniques, including effective interviewing skills, are also studied. Prerequisites: MBA 691; admission to the MBA program or permission of the MBA director.

MBA 693 Management Consulting: Diagnosis 2(2-0) D  
Theory and managerial tools guiding the consultant in diagnosing behavioral and organizational problems within organizations. Prerequisites: MBA 692; admission to the MBA program or permission of the MBA director.

MBA 694 Management Consulting: Implementation 2(2-0) D  
Implementation of the change strategy in the organization. Development of a framework for the assessment of the effectiveness of the change mechanism. Prerequisites: MBA 693; admission to the MBA program or permission of the MBA director.

MBA 697 Special Topics 1-6(Spec)  
Special topics of interest not included in courses currently listed in the Bulletin. Prerequisites: regular admission to the MBA program or permission of the MBA director.

MBA 699 The MBA Project 4(4-0) D  
The capstone experience where skills and competencies are applied to actual business problems. Students develop cross-functional business solutions with the guidance of a faculty committee. CR/NC only. Prerequisites: completion of 20 hours of the MBA program, including at least seven MBA-designated core courses at the 600-level. Admission to the MBA program or permission of the MBA director.

BUS 600 Quantitative Methods for Business 3(3-0)  
Study of algebra, calculus, probability, decision theory forecasting, linear programming, and financial modeling in the context of business applications. Prerequisites: not available for credit towards the MBA or the MSA degree.

Business Information Systems (BIS)

Monica Holmes, Chairperson  
305 Grawn Hall, (989) 774-3554

Frank J. C. Andera, Ed.D., Business Communication, Information Systems Research

James J. Cappel, Ph.D., Management Information Systems, Research

Nancy Csapo, Ph.D., Business Teacher Education, Research


Dale D. Gust, Ph.D., Management Information Systems

Roger L. Hayen, D.B.A., Management Information Systems, Research

Monica Holmes, Ph.D., Management Information Systems, Research

Zhenyu Huang, Ph.D., Management Information Systems, Research

Mark I. Hwang, Ph.D., Management Information Systems, Research

Elizabeth Kemm, Ph.D., Management Information Systems, Research

Anil Kumar, Ph.D., Management Information Systems, Research

James P. Scott, Ph.D., Management Information Systems, Research

Karl Smart, Ph.D., Business Communications, Business Teacher Education, Research

Hongjiang Xu, ABD, Management Information Systems, Research

Business Education emphasis is available in the Master of Arts in Secondary Education Degree (Page 180) and consists of 15 hours (refer to page 69 for a list of the Business Education graduate courses offered for this degree and additional program information).

Master of Science (M.S.) in Information Systems

The Program

The Master of Science (M.S.) in Information Systems is designed for the student who does not have a bachelor’s degree in information systems or related computing field. Graduates will be prepared for systems positions in business and industry, including such areas as health care administration and law enforcement, and for teaching positions in community and four year colleges.
Admission Requirements
To be considered for regular admission, an applicant must have (a) a bachelor's degree from an accredited institution, (b) an undergraduate grade point average of at least 3.0 in the last two years of study, and (c) completed four prerequisite courses with a grade point average of at least 2.7 and no course grade lower than "C". The prerequisites are: Computer competency (BIS 221, Computers in Business I), Concepts of Financial Accounting (ACC 201), Concepts of Managerial Accounting (ACC 202), Mathematics for Business I (MTH 116) or Calculus I (MTH 132), and Introduction to Statistics (STA 282).

Applicants who have not satisfied the prerequisite course requirements will be considered for conditional admission, but they must complete the prerequisites before beginning their graduate course work.

Degree Requirements
Students are required to complete a minimum of 30 graduate credits, pass a comprehensive examination, and satisfy a research requirement through completion of a thesis (Plan A) or an applied project (Plan B).

I. Required Courses (15 credits)
   BIS 628 (3) Business Transaction Processing Systems
   BIS 630 (3) Systems Analysis and Design
   BIS 633 (3) Decision Support Systems
   BIS 634 (3) Information Resources Management
   BIS 638 (3) Database Management for Business Systems

II. Area of Concentration (9 credits)
A planned course of study in one of the following areas, to be approved by the graduate advisor. No more than two 500-level courses may be used in any concentration.
   Business Processing Engineering Systems Applications
   General Business
   Teaching/Training

III. Pass a written comprehensive examination in information systems.

IV. Research Requirement (6 credits)
   Plan A (6 credits)
   1. Completion of a thesis, including an oral examination over the thesis.
   OR
   Plan B (6 credits)
   1. BIS 625 (3) Research in Information Systems
   2. BIS 635 (3) Business Systems Applications
   3. To provide evidence of scholarship, each student will complete a substantial written report in the application of information systems within an organization. The project will typically include significant information systems development activity demonstrating evidence of creative ability.

Certificate in Business Computing
The certificate program consists of 15 semester hours of computer-related courses which must be authorized by a BIS graduate advisor. The plan should be authorized before the student completes six semester hours of work.

The same grade-point requirements as used for degree programs will apply to the certificate program. A maximum of six credits hours of equivalent graduate course work may be transferred in from a regionally accredited institution. Certificates will be awarded by the College of Graduate Studies upon successful completion.

The certificate may be earned by holders of a bachelor’s degree (or higher).

Prerequisites:
A. A bachelor’s degree from an accredited institution,
B. Earned an undergraduate grade point average of at least 2.7 in the last two years of study, and completed five prerequisite courses with a grade point average of at least 2.7 and no course grade lower than "C".

The prerequisite courses are:
   Computers in Business I (BIS 221) or equivalent
   Concepts of Financial Accounting (ACC 201) or equivalent
   Concepts of Managerial Accounting (ACC 202) or equivalent
   Mathematics for Business I (MTH 116) or equivalent
   OR Calculus I (MTH 132) or equivalent

AND Introduction to Statistics (STA 282) or equivalent

Courses cannot be taken CR/NC.

Required Courses (8-10 hours)
   BIS 601 (3) Management Information Systems
   BIS 630 (3) Systems Analysis and Design
   OR BIS 641 (2) Essentials of Business Systems Analysis and Design
   BIS 640 (2) Essentials of Transaction Processing Systems
   BIS 643 (2) Essentials of Database Management

Electives (5-7 hours)
With the approval of an advisor, select 5 to 7 credit hours from the following BIS-related electives for a total of 15 credit hours:
   BIS 633 (3) Decision Support Systems
   OR BIS 644 (3) Decision Support for Management
   BIS 634 (3) Information Resources Management
   BIS 635 (3) Business Systems Applications
   BIS 697 (3) Special Studies in Business Information Systems

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: BIS 555, 597, 686,688, 697, 701 and 791.

Course Descriptions (BIS)

Course Descriptions (BIS)

BIS 555 Technology in Business 1-2(Spec)
Issues related to technology and developing and refining computer-related skills and knowledge for solving business problems. Maximum of 6 hours apply to MBE. Prerequisites: admission to MBE or permission of department chairperson.

BIS 597 Special Studies in Business Information Systems 1-12(Spec) D
Special topics of interest which are not normally included in existing courses. Specific topic will be listed on student’s transcript. Prerequisites: permission of department chairperson, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor or with approval of the Office of Undergraduate Business Studies, or permission of MBA director or MBE advisor.

BIS 601 Management Information Systems 3(3-0)
Concepts and practices of management information systems for using information in the management of business enterprises are investigated to determine their deployment in achieving organizational objectives. Prerequisites: BIS 221 or equivalent, or other evidence of computer literacy and admission to MBA or MBE, or permission of MBA director.

BIS 603 Curriculum in Business Education 3(3-0) D
Philosophy, status, problems, trends, and innovations in the development of business education curricula. Prerequisites: admission to the MBE or permission of department chairperson.

(continued)
BIS 610 Improvement of Instruction in Keyboarding/Word Processing 3(3-0) D
Objectives, motivation, testing, standards, equipment and materials, and remedial practices. Examination and application of current research findings pertaining to keyboarding and word processing. Prerequisite: admission to Master of Arts in Secondary Education with signed emphasis in Business Education or listed on signed 18-hour planned program or permission of BTE graduate program advisor.

BIS 612 Improvement of Instruction in Office Cluster 3(3-0) D
Objectives, motivation, testing, standards, equipment and materials, and remedial practices. Examination and application of current research findings pertaining to office education and office information systems. Prerequisite: admission to MBA and BIS 280 or equivalent, or permission of department chairperson.

BIS 616 Improvement of Instruction in Marketing 3(3-0) D
Objectives, motivation, testing, standards, equipment and materials, and remedial practices. Examination and application of current research findings pertaining to marketing and distributive education. Prerequisite: admission to MBE and MKT 300 or equivalent, or permission of department chairperson.

BIS 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

BIS 620 Teaching Business Subjects at Post-Secondary Level 3(3-0) D
Learning process, curriculum planning, delivering instruction, assessing learning, instructional materials, using technology, adult learners, cultural diversity, international implications, current research. Designed for current or prospective collegiate business instructors. Prerequisite: admission to MBE or MBA or permission of department chairperson.

BIS 625 Research in Information Systems 3(3-0) D
Addresses information systems (IS) research concepts and methods, and the application of concepts in planning and conducting IS research studies. Prerequisite: admission to the MBA or MSIS program; or permission of the MBA or MSIS director.

BIS 628 Business Transaction Processing Systems 3(3-0) D
Application of structured programming concepts using a procedural programming language and coverage of current issues in transaction processing. Students may only earn credit for one of the following courses, BIS 640 or BIS 628. Prerequisites: admission to the MBA or MSIS program; or permission of the MBA or MSIS director.

BIS 630 Systems Analysis and Design 3(3-0) D
Business systems modeling, planning, and developing systems: prototypes; investigation and analysis of systems strategies and models. Prerequisites: admission to MBA Program or permission of the MBA Director and completion of the following or equivalent courses: BIS 221, ACC 201, ACC 202, MTH 116 or MTH 132 with a minimum grade point average of 2.5 with no course grade lower than a C.

BIS 632 Business Network Systems Management 3(3-0) D
Examination of the management of telecommunication issues in business applications, especially those related to business network systems. Prerequisites: admission to the MBA or MSIS program, and completion of the following or equivalent courses: BIS 221, ACC 201 and ACC 202, MTH 116 or MTH 132, and STA 282 with a minimum grade point average of 2.7 with no grade lower than a C.

BIS 633 Decision Support Systems 3(3-0) D
Concepts and practices of decision support systems are investigated for assisting managers in decision making including current research issues. A decision support system is developed using a fourth-generation computer language. Prerequisites: admission to MBA Program or permission of the MBA Director and completion of the following or equivalent courses: BIS 221, ACC 201, ACC 202, MTH 116 or MTH 132 with a minimum grade point average of 2.5 with no course grade lower than a C.

BIS 634 Information Resources Management 3(3-0) D
Overview and understanding of the issues involved in the management of information assets in organizations. Emphasis is placed on designing for convergent technologies as well as on inherent societal issues. Prerequisites: admission to MBA Program or permission of the MBA Director and completion of the following or equivalent courses: BIS 221, ACC 201, ACC 202, MTH 116 or MTH 132 with a minimum grade point average of 2.5 with no course grade lower than a C.

BIS 635 Business Systems Applications 3(3-0) D
Learn about the major information systems of an organization and utilize the tools of systems analysis in a real-world situation. Prerequisites: admission to MBA Program and completion of the following or equivalent courses: BIS 630

BIS 638 Database Management for Business Systems 3(3-0) D
A broad coverage of the use, development, and management of business database systems. Students will learn to develop and use relational databases as an information systems professional or end user. The management databases and their strategic implications will also be covered. Prerequisites: admission to MBA or MSIS program, or permission of the MBA or MSIS Director.

BIS 640 Essentials of Transaction Processing Systems 2(2-0) D
The development of information systems for processing business transactions using a procedural programming language for processing daily business transactions. Prerequisites: MBA 504, CBA 600, and knowledge of advanced business applications in spreadsheet software.

BIS 641 Essentials of Business Systems Analysis and Design 2(2-0) D
Essentials of the analysis and design of business systems; studying the current system, and developing system alternatives. Prerequisites: MBA 504, MBA 510, CBA 600 and knowledge of advanced business applications in spreadsheet software.

BIS 643 Essentials of Database Management 2(2-0) D
Essential database concepts with emphasis on the relational model and its application to business systems. Prerequisites: BIS 640 and knowledge of advanced business applications in database software.

BIS 644 Decision Support for Management 2(2-0) D
Concepts and practices of decision support systems are investigated for assisting managers in decision making including current research issues. Prerequisites: MBA 609; or equivalent.

BIS 645 Integrative Office Information Management 3(3-0) D
A study of concepts and systems used for managing information in offices, such as word processing, production, and administrative support. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 647 SAP Enterprise Software for Management 3(3-0) D
Examination of the application and management of business enterprise software using SAP. Issues include software deployment that supports transaction processing in the business supply chain. Prerequisites: admission to MBA program or permission of the MBA director or MSIS director and completion of the following or equivalent courses: BIS 221, ACC 201, ACC 202, MTH 116 or MTH 132 with a minimum grade point average of 2.5 with no course grade lower than a C.
BIS 650 Office Facility Planning and Design 3(3-0) D
Landscaping, furniture systems, selection criteria for equipment, work flow, cost control, trends, and issues in the business office. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 652 Problems in Vocational Education 3(3-0) D
Study in specific problem areas in vocational education. Designed for teachers and coordinators. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 653 Principles and Philosophy of Vocational Education 3(3-0) D
Principles and philosophies of vocational education and their implications for the classroom teacher. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 657 ABAP Programming for Managerial Systems 3(3-0) D
Application of the ABAP Programming language to implement business processing using the SAP R/3 System as an example of contemporary enterprise software. Prerequisites: BIS 628 or BIS 640, BIS 647 and admission to the MBA or MSIS program; or permission of the MBA or MSIS director.

BIS 658 SAP Configuration and Implementation for Global Systems 3(3-0) D
Configuration issues, concepts and application of enterprise software for global business organization integration. ASAP methodology is used with the IMG for application deployment. Prerequisites: BIS 628 or BIS 640; BIS 647, BIS 657; admission to MBA or MSIS program, or permission of the MBA or MSIS director.

BIS 660 Administrative Business Communication 3(3-0) D
Developing and refining business communication skills for enhancing corporate policy, management, and technology. Prerequisite: admission to MBA or MBE, or permission of department chairperson.

BIS 667 Electronic Business Systems for e-Commerce 3(3-0) D
Business opportunities, challenges, and strategies to leverage the global information infrastructure will be discussed. Students will also learn tools and technologies needed for electronic business systems. Prerequisites: admission to the MBA or MSIS program, or permission of the MBA or MSIS Director.

BIS 686 Comparative Business Education 3(3-0) D
Study of business education in selected foreign countries and/or areas of the United States. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 688 Directed Work/Observation/Internship 1-6(Spec)
Work or internship experience and/or directed observation at business/business education sites. Maximum of three hours may be applied to MBE. Prerequisite: admission to MBE or permission of department chair.

BIS 697 Special Studies in Business Information Systems 1-12(Spec) D
Special topics of interest which are not normally included in existing courses. Specific topic will be listed on student’s transcript. Prerequisites: admission to MBE or MBA, or permission of department chairperson.

BIS 701 Professional Development Practicum 3(Spec) D
Professional development through conference attendance, participation and professional writing. CR/NC only. Prerequisite: admission to the MBE or permission of department chairperson.

BIS 791 Independent Research 3(Spec) D
Development of research skills and completion of a formal research study. CR/NC only. Prerequisite: BIS 625 and admission to the MBE or permission of department chairperson. Enrollment must occur the semester after successful completion of BIS 625.

BIS 798 Thesis 1-6(Spec) D
Provides the student with research skills through development and completion of a research study in a specific area of business education. CR/NC only. Prerequisites: BIS 625; admission to the MBE or permission of department chairperson. Enrollment must occur the semester after successful completion of BIS 625.

Chemistry (CHM)

David E. Ash, Chairperson
268 Dow, (989) 774-3981
David E. Ash, Ph.D., University of Pennsylvania, Biochemistry
Edmund W. Benson, Ph.D., University of Tennessee, Inorganic and Analytical Chemistry
Minghui Chai, Ph.D., University of Akron, Analytical Chemistry
Bradley D. Fahlman, Ph.D., Rice University, Inorganic Materials Chemistry
James Falender, Ph.D., Rensselaer Polytechnic Institute, Materials Science, Chemical Engineering
James H. Hageman, Ph.D., UCLA, Biochemistry
Bob A. Howell, Ph.D., Ohio University, Organic and Organometallic Chemistry
Anton W. Jensen, Ph.D., Brigham Young University, Organic Chemistry
George A. Kaminski, Ph.D., Yale University, Computational Physical Chemistry, Computational Biophysical Chemistry
Robert E. Kohrman, Ph.D., Massachusetts Institute of Technology, Organic Chemistry
Estelle L. Lebeau, Ph.D., University of North Carolina, Inorganic Chemistry
Dale J. LeCaptain, Ph.D., Michigan State University, Analytical Chemistry
Choon Young Lee, Ph.D., Northeastern University, Organic/Medicinal Chemistry
Glenn S. Lewandos, Ph.D., University of Texas, Organometallic Chemistry
Dillip K. Mohanty, Ph.D., Virginia Polytechnic Institute and State University, Polymer Chemistry
Anja Mueller, Ph.D., Washington University in St. Louis, Polymer Chemistry/Biomaterials
Ajit Sharma, Ph.D., Wayne State University, Biochemistry/Clinical Chemistry
Philip J. Squatrito, Ph.D., Northwestern University, Inorganic Chemistry/Crystallography
Mary M.J. Tecklenburg, Ph.D., Texas A & M University, Physical/Analytical Chemistry
Calvin D. Tormanen, Ph.D., University of Minnesota, Biochemistry

Programs of Study
As detailed below, the Department of Chemistry offers programs of study leading to the master of science (M.S.) degree and the master of arts (M.A.) degree with emphasis in teaching high school chemistry and college chemistry. The M.S. is a research degree and specializations are possible in biochemistry, and in analytical, inorganic, organic, organometallic, physical and polymer chemistry.

A minimum of 30 semester hours must be satisfactorily completed for either master’s degree. A maximum of 15 hours of satisfactory graduate credit may be transferred into the CMU programs. Regular students are expected to be in residence for a period of two years.

The graduate core, an integrated group of 12 one-hour courses, forms the heart of both programs. Advanced courses in the various disciplines are built on the core classes. 

(continued)
Research may be started at any time and may be carried out in the Central Michigan University laboratories, at the Michigan Molecular Institute’s complex in Midland or, by special arrangement, at nearby industrial locations.

Many CMU chemistry graduates enter employment in the tri-cities industrial complex which includes the Dow Chemical and Dow Corning companies. Graduates may choose to enter Ph.D. programs of other institutions.

**Research Facilities**

The department occupies approximately 62,000 square feet in the Dow Science Complex, which contains research stations for more than 20 full-time graduate students.

Instrumentation includes specialized equipment used in specific research projects, GC/MS, thermal analysis systems, x-ray diffractometer, Raman, high temperature GPC and HPLC chromatographic systems, as well as UV, Fourier Transform IR and superconducting NMR instruments. All equipment is supported by dedicated microcomputers.

A small collection of bound research journals is kept within the department, and a complete research library is located in nearby Park Library. A specialized polymer science collection is housed at the MMI complex.

**Financial Aid**

Financial support for chemistry graduate students is available in several forms. Graduate teaching assistantships, the most common form of support, involve full-time graduate study and require teaching activities. Graduate teaching assistants receive a cash stipend (adjusted annually) and remission of 20 credits of tuition. Full-time students with outstanding records may receive graduate research fellowships. A reduced amount of teaching is required of fellows. Individual faculty research grants sometimes support fellowship or summer research activities. Generally all full-time graduate students receive aid in one of the categories described above.

**Application Requirements and Deadline**

All applicants must submit scores for the general GRE and subject matter GRE in chemistry. To receive full consideration for financial support beginning in a fall semester, all application materials must be received in the Department of Chemistry no later than March 1. Applicants should allow approximately one month for materials received in the Department of Chemistry no later than March 1. For further information the student may confer with the department coordinator of the Department of Chemistry.

**Master of Arts**

**Emphasis in Teaching High School Chemistry and College Chemistry**

<table>
<thead>
<tr>
<th><strong>Admission Requirements</strong></th>
<th>In addition to general university requirements, the student must demonstrate appropriate proficiency in chemistry and mathematics.</th>
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<tbody>
<tr>
<td><strong>Degree Requirements</strong></td>
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<tr>
<td><strong>Teaching High School Chemistry</strong></td>
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<tr>
<td>A. A minimum of 30 semester hours of courses taken as a graduate student.</td>
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<tr>
<td>B. A minimum of 45 semester hours of graduate and undergraduate chemistry courses.</td>
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<td>C. A minimum of 12 semester hours of graduate chemistry courses at or above the 600 level.</td>
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<tr>
<td>D. CHM 781.</td>
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<tr>
<td>E. Three to six semester hours of CHM 794.</td>
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<tr>
<td>F. Evidence of high school certification.</td>
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<tr>
<td><strong>Teaching College Chemistry</strong></td>
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<tr>
<td>A. A minimum of 30 semester hours of courses taken as a graduate student.</td>
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<tr>
<td>B. A minimum of 55 semester hours of chemistry (combining graduate and undergraduate credits).</td>
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<tr>
<td>C. A minimum of 15 semester hours of chemistry at or above the 600 level.</td>
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<tr>
<td>D. CHM 781.</td>
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<tr>
<td>E. Six semester hours of 794 which shall be fulfilled by demonstration of creative scholarship in the teaching of chemistry as designated by the committee.</td>
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<tr>
<td>F. Three to nine hours of CHM 793 (Teaching Internship).</td>
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**Unspecified content or variable credit courses.** See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: CHM571, 572, 665, 791, 793, 794.
Course Descriptions

CHM 505 Teaching Chemistry and Physics in Secondary School 3(3-0)
Course surveys materials for the teaching of secondary chemistry/physics. For students on teaching curricula, the course must be completed prior to student teaching. Prerequisite: junior standing; CHM 132 or CHM 161 and PHY 131 or PHY 146 or equivalent. Identical to PHY 505. Credit may not be earned in more than one of these courses.

CHM 507 Field Experience in Teaching Chemistry/Physics 1(Spec)
Supervised experience in high school chemistry and/or physics classes. Experience will include observation, participation in instruction, and critical analysis of the experience. CR/NC only. Corequisites: CHM/PHY 505 or equivalent. Identical to PHY 507. Credit may not be earned in more than one of these courses.

CHM 511 Advanced Analytical Chemistry 4(2-4)
Spectroscopic, electrochemical, and other techniques as applied to analytical chemistry. Prerequisite: CHM 352 or permission of instructor.

CHM 513 Chemistry of Natural Waters 3(Spec)
Fundamentals of laboratory, field analysis of water; application of data to environmental studies. Prerequisite: permission of instructor.

CHM 521 Biochemistry I 3(3-0)
The chemistry of biomolecules with emphasis on the structure and function of proteins, enzymes, carbohydrates, lipids, and nucleotides; carbohydrate metabolism. Prerequisites: CHM 346.

CHM 522 Biochemistry II 3(3-0)
Continuation of CHM 521. Metabolism of carbohydrates, lipids, amino acids, and nucleotides; molecular biology and genetic engineering. Prerequisite: CHM 521.

CHM 523 Clinical Chemistry 4(3-3)
Application of the principles of analytical techniques to the determination of body constituents as they relate to health and disease. Prerequisites: CHM 211 and CHM 346; CHM 425 or CHM 522; BIO 392.

CHM 527 Biochemistry Laboratory 1(0-4)
Isolation, characterization, and analysis of proteins, carbohydrates, lipids, vitamins, and nucleic acids using chromatographic, electrophoretic, and spectroscopic techniques. Prerequisite: CHM 211 and CHM 349. Prerequisite or corequisite: CHM 425 or CHM 521.

CHM 528 Bioanalytical Techniques Laboratory 2(1-3)
Laboratory analysis of biochemical materials using volumetric, electroanalytical, spectroscopic, and chromatographic techniques. Prerequisites: CHM 425 or 521; corequisite or prerequisite: CHM 527.

CHM 531 Advanced Inorganic Chemistry 3(3-0)
Molecular structure and symmetry, acid-base and oxidation-reduction chemistry, reactivity of inorganic compounds from a thermodynamical basis, catalysis, solid state and organometallic compounds. Prerequisite: CHM 331 and CHM 352 or permission of instructor.

CHM 541 Advanced Organic Chemistry 3(3-0)
Mechanisms of organic reactions, emphasizing methods by which these are determined, including kinetics, principles of bonding, stereochemistry, and nuclear magnetic resonance in depth. Prerequisites: CHM 346, CHM 351 or permission of instructor.

CHM 547 Techniques and Synthesis in Organic Chemistry 2(1-3)
Advanced synthesis and separation of organic compounds. Elucidation of structure by spectroscopic means. Prerequisite: CHM 349.

CHM 561 Polymer Chemistry 3(3-0)
An introduction to the concepts of polymer synthesis, characterization by physical, thermal, and spectroscopic methods, structure, properties, and basic fabrication processes. Prerequisites: CHM 346 and CHM 352, or permission of instructor.

CHM 562 Industrial Chemistry 3(3-0)
Treatment of the following three primary areas: 1) actual chemistry of industry, 2) the technology of industry, and 3) the industrial chemical environment. Prerequisite: CHM 346 or permission of instructor.

CHM 563 Petroleum Operations 3(3-0)
Treatment of the basic elements of the chemical and physical properties of petroleum: its recovery, processing and use as a base for the fuel and petrochemical industries. Prerequisite: CHM 342 or CHM 346.

CHM 564 Introduction to Polymer Technology 2(2-0)
A consideration of the major groups of technologically important polymers, including raw material base, the important methods of manufacture, properties, processing, compounding, uses and testing. Prerequisite: CHM 561 or permission of instructor.

CHM 565 Polymer Processing 1(1-0)
An introduction to polymer processing: fabrication of thermoplastics and thermosets using conventional and specialized techniques. Prerequisites: CHM 346 and CHM 352, or permission of instructor.

CHM 567 Polymer Science Laboratory 2(1-3)
Treatment of laboratory techniques common to polymer science-synthesis of polymers and the characterization of these materials by spectroscopic, thermal, and mechanical methods. Prerequisites: CHM 349, corequisite CHM 561 or permission of instructor.

CHM 571 Topics in Chemistry 1-9(Spec)
A variety of special topics presented at an advanced undergraduate beginning graduate level. Topics and instructor’s prerequisites announced in Course Offering Guide.

CHM 572 Selected Topics in Chemistry 1-9(Spec)
Selected technical topics, often presented in intensive short course or workshop format, for advanced undergraduate or graduate students, secondary or community college teachers and practitioners in the field. Topics and instructor’s prerequisites announced in Course Offering Guide. CR/NC only.

CHM 583 Seminar in Chemistry 1-4(Spec)
Presentation of technical material and training in the use of chemical literature. Repeated enrollment in CHM 583 is encouraged (up to four times); however, a maximum of 2 credit hours may be used to satisfy major or minor requirements. Prerequisite: 25 hours of chemistry or permission of instructor.

CHM 611 Advanced Topics in Analytical Chemistry 1-9(Spec)
A variety of specialized topics presented by experts in the field. May be repeated as offered to maximum of 9 hours. Prerequisite: CHM 511 or equivalent.

CHM 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

CHM 624 Advanced Topics in Biochemistry 1-9(Spec)
A variety of specialized topics presented by experts. May be repeated as offered to a maximum of 9 hours. Prerequisite: CHM 522 or equivalent.

CHM 631 Coordination Chemistry 2(2-0)
Properties of the transition metals discussed in terms of bonding theories. Prerequisite: CHM 688 or equivalent.
CHM 672 Advanced Topics in Inorganic Chemistry 1-9(Spec)
A variety of specialized topics presented by experts. May be repeated as offered to a maximum of 9 hours. Prerequisite: CHM 531 or equivalent.

CHM 641 Advanced Topics in Organic Chemistry 1-9(Spec)
A variety of specialized topics presented by experts. May be repeated as offered to a maximum of 9 hours. Prerequisite: CHM 541 or equivalent.

CHM 642 Chemistry of Heterocyclic Compounds 3(3-0)
The organic chemistry and biochemistry of some heterocyclic natural products. Prerequisite: CHM 541 or equivalent.

CHM 651 Advanced Topics in Physical Chemistry 1-9(Spec)
A variety of specialized topics presented by experts. May be repeated as offered to maximum of 9 hours. Prerequisite: CHM 352 or equivalent.

CHM 652 Molecular Structure 2(2-0)
A continuation and extension of the material in CHM 679. Prerequisite: CHM 679 or permission of instructor.

CHM 663 Macromolecular Synthesis 1(1-0)
The organic chemistry of macromolecular synthesis is explored for condensation, free-radical, emulsion, ionic, and ring-opening polymerizations. Included are their mechanisms, kinetics, limitations, and applications. Prerequisites: CHM 561 or permission of instructor.

CHM 664 Chemical Structure and Reactivity of Polymers 1(1-0)
Topics include chemical constitution, configuration, and conformation of polymers; intramolecular polymer modifications (isomerization, degradation, crosslinking); reactions that form segmented, block, and graft copolymers; polymeric supports. Prerequisites: CHM 561 or permission of instructor.

CHM 665 Topics in Polymer Chemistry 1-9(Spec)
A variety of special topics presented by experts. May be repeated as offered to a maximum of 9 hours. Topics and instructor’s prerequisites announced in Course Offering Guide.

CHM 666 Solution Properties of Polymers 1(1-0)
An introduction to current concepts and models of polymer behavior in solutions; methods for molecular-weight determination and polymer characterization. Prerequisites: CHM 561 or permission of instructor.

CHM 668 Physical Structure of Polymers 1(1-0)
An introduction to the concepts of solid state structure formation in macromolecules as the connection between chemical structure and physical properties. Prerequisites: CHM 561 or permission of instructor.

CHM 669 Polymer Rheology 1(1-0)
Various topics in the field of polymer rheology are introduced and discussed with an emphasis on the molecular interpretation of flow and deformation phenomena. Prerequisites: CHM 561 or permission of instructor.

CHM 673 Applications of Kinetics 1(1-0)
Experimental determination of reaction order; activation parameters; fast reactions; deriving rate laws from mechanisms, including catalyzed and chain reactions; isotope effects; linear free energy relationships.

CHM 675 Reaction Mechanisms 1(1-0)
Mechanisms through kinetics studies; stereochemistry of organic, inorganic reactions. Linear free energy relationships, catalysis, kinetic isotope effects.

CHM 676 Inorganic Reactions 1(1-0)
Formation and decomposition of simple and complex molecules; acid-base, redox systems. Reactions of organometallic, coordination complexes. Irradiation, nuclear reactions.

CHM 677 Quantum Chemistry 1(1-0)
Simple solutions to Schroedinger’s equation; approximation techniques. Applications to spectroscopy, molecular orbital theory.

CHM 678 Organic Reactions 1(1-0)
Extensive treatment of free radical, nucleophilic, and electrophilic processes; applications to aliphatic, aromatic, and polymeric compounds.

CHM 679 Theory of Spectroscopy 1(1-0)
Modern physical methods for determining structure of organic, inorganic molecules.

CHM 680 Biochemical Reactions 1(1-0)
Bonding in and structure of biomolecules; stereochemistry and mechanism of selected biochemical reactions. Dynamics, energetics of biological reactions. Bioinorganic reactions.

CHM 681 Physical Techniques and Instrumentation 2(2-0)
In-depth application of solid state electronics to instrument design, operation, modification, and repair.

CHM 682 Principles of Synthesis 1(1-0)
Formation of a carbon skeleton; synthesis design. Preparation, isolation of intermediates and products.

CHM 683 Thermodynamics 1(1-0)
The laws of thermodynamics and their application to single and multicomponent systems of gases, liquids, and solids.

CHM 684 Applications of Separation Techniques 1(1-0)
Separation by chromatographic methods; treatment of gas chromatography (GC) and high-pressure liquid chromatography (HPLC) in detail.

CHM 686 Applications of Spectroscopy 1(1-0)
The solution of practical problems using spectroscopy; structure determination using ultraviolet, visible, infrared, nuclear magnetic resonance (\(^1^H\) and \(^1^3C\)) spectroscopy and mass spectrometry.

CHM 687 Analytical Techniques 1(1-0)
Elemental analysis: instrumental methods; chemical methods. Trace analysis: GC-MS; capillary GC, atomic absorption; electroanalytical methods. Analytical separations. Polymer analysis.

CHM 688 Bonding and Stereochemistry 1(1-0)
Bonding theories, symmetry elements, point groups, isomerism, stereochemical measurements.

CHM 690 X-Ray Diffraction of Polymers 1(1-0)
An introduction to x-ray techniques that are used for the determination and characterization of the physical structure of macromolecular systems. Prerequisites: CHM 561 or permission of instructor.

CHM 691 Heterophase Polymer Systems 1(1-0)
Polymers in multiphase systems with emphasis on the thermodynamics and on the mechanical and rheological behavior of such systems. Prerequisites: CHM 561 or permission of instructor.

CHM 692 Polymer Degradation and Stabilization 2(2-0)
Consideration of the major modes of degradation of polymeric materials and the means by which such systems may be stabilized. Prerequisites: CHM 561 or permission of instructor.

CHM 693 Stereochemistry of Polymers 1(1-0)
Overview of stereochemical aspects of synthetic macromolecules: configuration and statistics thereof, conformation and analysis thereof, Ziegler-Natta polymerization, cycloalkene metathesis; effect of stereoregularity on properties. Prerequisites: CHM 346 and CHM 561; CHM 541 or permission of instructor.

CHM 781 Chemistry Examination Seminar 2(Spec)
An intensive overview of chemistry, emphasizing the problems likely to be encountered in teaching chemistry. CR/NC only.

CHM 791 Directed Research 1-6(Spec)
Laboratory hours to be arranged. Permission of the department chairperson is required. CR/NC only.
Communication Disorders (CDO)

(Audiology, Speech Language Pathology)

Renny H. Tatchell, Chairperson
989-774-3471, 2186 Health Professions


Laurie Bahike, Clinical Supervisor, Speech-Language Pathology; CCC-SLP; M.A., Central Michigan University. Dysphagia, traumatic brain injury, adult neurogenic, child speech and language.

Gerald Church, Professor and Director of Audiology Division; CCC-A; M.A. and Ph.D., Syracuse University. Acoustic reflex, acoustic immittance, auditory evoked potentials, electronystagmography, diagnostic audiology, amplification, temporal auditory processing, hearing-science.


Frederick L. Hinebaugh, Assistant Professor, Communication Disorders; CSW, CCC-SLP; M.A., Wayne State University; M.A., Central Michigan University; Ph.D., Michigan State University. Pediatric communication disorders, neuro-linguistics, infant-child development.

Theresa Jones, Clinical Supervisor, Speech-Language Pathology; CCC-SLP; M.S., Howard University. Infant-toddler specialization, early intervention, sensory integration, pediatric traumatic brain injury, voice, multidisciplinary and transdisciplinary therapy.

Jane Lacc, Clinical Supervisor and Director of Clinical Instruction and Services in Speech-Language Pathology; CCC-SLP; M.S.P., Arkansas State University. Administrative/regulatory issues in speech-language pathology, service delivery, child speech and language, accent reduction.

Mark Lehman, Professor; CCC-SLP; M.A. and Ph.D., University of Michigan. Speech science, anatomy and physiology, dysarthria, voice in adults.

Susan Naeve-Velguth, Assistant Professor; CCC-A; M.S. and Ph.D., University of Minnesota. Rehabilitative audiology, American Sign Language, speech and language development of children with hearing loss.

M. Dawn Nelson, Associate Professor; FAAA; CCC-A; M.S., University of Maryland; Ph.D., Vanderbilt University. Auditory electrophysiology, central auditory processing, vestibular assessment and rehabilitation, neuroanatomy.

Michael Nerbonne, Professor; CCC-A; M.A. and Ph.D., Michigan State University. Speech audiology, aural rehabilitation of adults, communication disorders in the aging.

Lori-Ann Pietrandrea, Instructor; CCC-SLP; M.A., Central Michigan University. Normal speech and language acquisition, dysphagia, voice disorders, adult neurogenic disorders.

Ann Ratcliff, Professor and Director of Speech-Language Pathology Division; CCC-SLP; M.S., University of Redlands; Ph.D., University of Wisconsin. Child language development and disorders, craniofacial anomalies including cleft palate, augmentative and alternative communication.

Sandra Rayner, Clinical Supervisor, Audiology; CCC-A; M.S., San Francisco State University. Pediatric audiology, auditory processing disorders, amplification.

Gail P. Scukanec, Professor, CCC-SLP, Ph.D., Bowling Green State University. Neurogenic communication disorders, speech science, normal and abnormal aging processes.

Michael Stewart, Professor; CCC-A; M.A., Western Michigan University; Ph.D., Michigan State University. Hearing aids, hearing conservation, clinical supervision, private practice.

Janet Sturm, Associate Professor; CCC-SLP; Ph.D., University of Nebraska - Lincoln. Child language disorders, augmentative and alternative communication, literacy.

Bradford L. Swartz, Associate Professor; CCC-SLP; Ph.D., Michigan State University. Speech and hearing science, phonetics, dysphagia, anatomy.

Renny H. Tatchell, Professor and Chair; CCC-SLP; M.A., Central Michigan University; Ph.D., University of Connecticut. Fluency and voice disorders, laryngectomy rehabilitation, neuroanatomy, anatomy and physiology.

Gail Weddington, Clinical Supervisor and Coordinator of Aural Rehabilitation, Audiology; CCC-SLP/A; M.A. in SLP, Western Michigan University; M.A. in Audiology, Ohio University. Diagnostic and rehabilitative audiology, cochlear implant program.

Suzanne Woods, Assistant Professor, Speech-Language Pathology; CCC-SLP; M.A. in Educational Administration, Central Michigan University; Ph.D., Michigan State University. Clinical supervision, fluency, programs for special populations, neurogensics, clinical procedures.

The Programs

The Department of Communication Disorders offers the Doctor of Audiology degree for audiologists and Master of Arts degree in Communication Disorders for speech-language pathologists. The programs lead to clinical certification and are accredited by the American Speech-Language-Hearing Association’s (ASHA) Council on Academic Accreditation. Central Michigan University’s Speech-Language and Hearing Clinics are accredited by ASHA’s Council on Professional Services Accreditation. CMU recognizes the Department of Communication Disorders as a Graduate Center for Excellence.

The research facilities of the department are exemplary, extensive, and of high quality. Students are encouraged to participate in research and grant writing. A range of state-of-the-art instruments and software is available for specialized audimetric, acoustic and speech-language analyses.

Students and faculty study a wide range of speech, language, and hearing problems. The routine clinical population furnishes appropriate opportunities to carry out research projects, and many off-campus clinical facilities welcome student training and research.
activity. The clinic offers experiences in both individual and group treatment. There are opportunities available for pre-school placements within the speech-language clinic as well as clinical experience with those in need of augmentative and alternative communication services and endoscopic visualization of larynx for voice/swallow assessment. In addition, a number of students are afforded the opportunity to travel to local schools to work with school-aged children in programs which involve traditional speech and language therapy as well as phonemic awareness programs. Experiences with adult populations involve innovative therapy for all types of speech and language disorders, including those secondary to traumatic brain injury (TBI), aphasia and voice, among others. The Summer Speech-language Specialty Clinics include a specialized five-week treatment program for children and adolescents with all types of communication disorders.

Each semester, a number of graduate students are awarded competitive assistantships. These awards may be renewed for students whose academic achievement and clinical skills warrant continued support. Stipend amounts vary, depending upon the funding source. Appointment to an assistantship qualifies graduate students for in-state tuition rates.

Students who wish to apply for Graduate Diversity Fellowships are advised to take the GRE examination prior to December so they can submit their scores along with their Graduate Diversity Fellowship applications.

In order for prospective students to receive full consideration for admission and financial assistance, applications and all accompanying documents must be received by February 1 for both the Doctor of Audiology degree and the Master of Arts degree for Speech-Language Pathology for entrance in the fall semester. There are no spring semester admissions. (Early applications definitely are encouraged.) Admission to the graduate programs in CDO is a competitive process. Neither successful completion of an undergraduate degree at CMU or another university, nor meeting the minimal entrance requirements of CDO or the CMU College of Graduate Studies guarantees admission to the CDO graduate program. The number of students admitted each fall is governed by the number of available openings in the program.

**Scholarships**

**CDO-SLP Alumni Scholarship**

Established in 1998 through alumni support, for a second-year graduate student in the Speech/Language Pathology Program in the Department of Communication Disorders.

**J. Dean and Betty L. Eckersley Audiology Scholarship**

Established in 1996 as a renewable scholarship for a graduate status audiology student within the Department of Communication Disorders who earned a minimum GPA of 3.5 as a senior with financial need as determined by CMU. Preference will be given to students from Isabella County, other counties of Michigan and transfer students from Mid-Michigan Community College who were recipients of the J. Dean and Betty L. Eckersley Scholarship. Application may be made through the Department of Communication Disorders.

**Nicholas P. Redfield Scholarship**

Established in 1998 by colleagues in memory of Dr. Redfield for a third-year Au.D. doctoral student who demonstrates a "client-centered" approach in clinical performance. Volunteer work and efforts to better the audiology program at CMU will also be considered in selecting a candidate for this award.

**Master of Arts in Communication Disorders**

**Admission Standards**

In addition to the general university requirements, the student must have a grade point average of 3.0 or higher in the last 60 semester hours of undergraduate credit and a grade point average of 3.0 or higher with no grade lower than a C in the major courses or courses determined by CDO to be communication-disorders related. A student who does not meet the above requirements may be admitted to graduate study on a conditional basis.

**Retention Standards**

All students pursuing the Master of Arts in Communication Disorders degree must comply with the American Speech-Language-Hearing Association national certification requirements and maintain a 3.0 GPA. All students concentrating in speech-language pathology must complete a minimum of 400 hours of directly supervised clinical experience under the supervision of an ASHA certified supervisor during their undergraduate and graduate programs. Of these, a minimum of 325 hours must be completed at the graduate level. Each full-time graduate student will be expected to enroll in clinical practicum each semester. Various clinical duties will be assigned in consultation with the program clinical director. In addition, graduate students will be expected to participate in the Summer Speech-language Specialty Clinics as a student clinician during the summer following their first year in the graduate program. Additional courses may be required, depending on the student's academic background. The final determination of course requirements is made in consultation with the student's academic guidance committee.

**Speech-Language Pathology**

All speech-language pathology graduate students will complete one of three culminating experiences prior to graduation. Students will conduct: a research project resulting in either a thesis or an independent study. Students will do a clinical internship at an off-campus site, prepare a poster describing and analyzing an aspect of this experience, and present this poster at the Student Research and Creative Endeavors Exhibition or equivalent.

**Plan A (Thesis) Minimum Requirements**

Required courses: (40 hours):

- CDO 798 (6), 755 (3), 749 (12), 734 (3), 730 (3), 714 (3), 717 (4), 704 (3), 646 (3); or CDO 798 (6), 749 (15) 734 (3), 730 (3), 714 (3), 717 (4), 704 (3), 646 (3).

Professional course work electives (14 hours) approved by academic committee and selected from the following:


Minimum total hours: 54

**Plan B (Independent Study) Minimum Requirements**

Required courses (37 hours):


Professional course work electives (17 hours) approved by academic committee and selected from the following:


Minimum total hours: 54
Plan B (Internship) Minimum Requirements

Required courses (40 hours):
- CDO 795 (6), 755 (3), 749 (12), 734 (3), 730 (3), 714 (3), 717 (4), 704 (3), 646 (3); or CDO 795 [6], 749 (15) 734 (3), 730 (3), 714 (3), 717 (4), 704 (3), 646 (3).

Professional course work electives (14 hours) approved by academic committee and selected from the following:

Minimum total hours: 54

1 Client clock-hours are based upon student need as determined by academic guidance committee and Director of Clinical Services.
2 No more than 1/3 of the total hours may be in variable credit courses, CDO 537, 837, 790, 795.
3 Course work considered to be related to disorders of “speech.”

Doctor of Audiology (Au.D.)

Admission/Retention/Termination Standards

Doctors of Audiology are highly skilled in the wide array of diagnostic, remedial and related areas associated with hearing-impaired persons and their families. Although the Au.D. is not a research-oriented degree, students will acquire the knowledge and skills requisite to evaluate/interpret the existing literature, and will be required to synthesize and apply pertinent research knowledge to clinical practice and personal research activities. The first two years of study are devoted primarily to the mastery of the audiological knowledge base. Clinical experience evolves in scope and complexity, with the final two years heavily weighted toward clinical training in a variety of settings with practicing audiologists.

The deadline for receipt of all application materials is February 1 for the professional doctoral (Au.D.) program in Audiology. Admission requirements may be obtained from the Department of Communication Disorders.

The admissions committee will consider the applicant’s undergraduate transcript, GRE scores and letters of recommendation. In addition, personal statements and relevant professional experiences will be considered. Applicants from non-English speaking countries must also submit a minimum score of 600 on the TOEFL. Since an audiologist interacts with patients, an applicant’s maturity and interpersonal skills will also be considered. After the initial screening of paper credentials, an interview with each of the most qualified applicants will be used to select the final candidates for admission.

Students normally are accepted into the program on a full-time basis and maintain a course load of approximately 13 credit hours per semester. Exceptions to this are considered on a case by case basis. Each student is assigned a faculty advisor, who will help the student in course selection and monitor his/her progress through the program.

Although the curriculum has the flexibility to incorporate the latest advances in the field of audiology, the current curriculum requirements are listed below in order of the year they are typically taken:

Year I (36 hours)
- CDO 643 (3) Disorders of Hearing
- CDO 720 (3) Anatomy and Physiology Underlying Neuro-otology
- CDO 730 (3) Experimental Studies in Communication Disorders
- CDO 731 (3) Diagnostic Audiology
- CDO 740 (3) Neuroanatomy
- CDO 751 (3) Speech Audiometry
- CDO 752 (3) Amplification for the Hearing Impaired
- CDO 759 (3-9) Introduction to Clinical Practicum: Audiology
- CDO 762 (3) Advanced Amplification
- CDO 771 (3) Advanced Auditory Assessment

Year II (33 hours)
- CDO 750 (3) Advanced Hearing Science
- CDO 754 (3) Pediatric Audiology
- CDO 763 (3) Audiological Rehabilitation Considerations in Education
- CDO 764 (3) Audiological Rehabilitation for Adults
- CDO 769 (3-9) Intermediate Clinical Practicum: Audiology
- CDO 773 (3) Advanced Amplification Fitting Strategies
- CDO 781 (3) Electrophysiological Techniques in Audiology
- CDO 783 (3) Advanced Electrophysiological Techniques in Audiology
- CDO 853 (3) Psychosocial Aspects of Hearing Loss

Year III (28 hours)
- CDO 744 (3) Occupational and Environment Hearing Conservation
- CDO 782 (3) Evaluation and Management of Balance Disorders
- CDO 849 (4-8) Advanced Clinical Practicum: Audiology
- CDO 863 (3) Professional Issues in the Practice of Audiology
- CDO 898 (1-6) Doctoral Project
- CDO 995 (5) Clinical Externship

Year IV (18 hours)
- CDO 995 (9-18) Clinical Externship

Progress through the program is based upon compliance with university grading standards. In addition, the student must successfully pass comprehensive examinations at the end of his/her third year of the program in order to gain acceptance into the fourth year of study.

Students must complete CDO 898 - Doctoral Project for a total of 6 credit hours. The doctoral project will be an evidenced-based endeavor designed to enhance the student’s capacity to be a critical consumer of audiology research and to create an opportunity for the student to engage in an in-depth study in the area of Audiology. Students may enroll for CDO 898 as variable credit in blocks ranging from 1-6 credit hours. Concurrent with enrollment in CDO 898, the student will select a doctoral project advisor, who must have graduate faculty status at Central Michigan University. Prior to initiating the doctoral project, it must be approved by the Division of Audiology Doctoral Project Committee. Upon completion of the doctoral project, the student must submit it to the Division of Audiology Doctoral Project Committee in an acceptable format.

The Au.D. degree will be awarded upon successful completion of course work, clinical practica, comprehensive examination, doctoral project defense, and clinical residency requirements.

Doctor of Audiology (Au.D.)

Admission and Degree Requirements for Students who have a Graduate Degree in a Field Related to Audiology

Admission, Retention and Termination Standards

1. Applicants must have a graduate degree in a field related to audiology. For U.S. applicants, a valid state license to practice Audiology or national certification such as that offered by the American Speech-Language-Hearing Association (CC-A) or the American Academy of Audiology, is also required. For applicants from outside the U.S., the applicant must have certification or licensure at the applicant’s practice location.
2. Applicants must be certified or licensed as an audiologist and have worked full-time (40 hours/week) as an audiologist for the past three years. Applicants working less than full-time must be certified or licensed and have worked as an audiologist for at least four of the past five years.
3. Applicants with a graduate degree must have a minimum GPA of 3.0 in their previous Audiology graduate work. For applicants from outside the U.S., a minimum GPA of 3.0 in all Audiology course work.
4. Applicants must submit three letters of support.
5. Applicants from non-English speaking countries must achieve a minimum score of 600 (250 CBT) on the Test of English as a Foreign Language (TOEFL).

Successful completion of the Au.D. requires a minimum of 36 hours of coursework beyond the master’s degree and a GPA 3.0 or better. At least 24 of the 36 hours must be earned at the 600 level or above; and at least 18 of the last 21 hours earned at the 700 level or above. Students must successfully pass a comprehensive examination in order to graduate.

Students must also complete CDO 898 - Doctoral Project for a total of 6 credit hours. The doctoral project will be an evidenced-based endeavor designed to enhance the student’s capacity to be a critical consumer of audiologic research and to create an opportunity for the student to engage in an in-depth study of an area of Audiology. Students may enroll for CDO 898 as variable credit in blocks ranging from 1-6 credit hours. Concurrent with enrollment in CDO 898, the student will select a doctoral project advisor, who must have graduate faculty status at Central Michigan University. Prior to initiating the doctoral project, it must be approved by the Division of Audiology Doctoral Project Committee. Upon completion of the doctoral project, the student must submit it to the Division of Audiology Doctoral Project Committee in an acceptable format.

The minimum of 36 hours of coursework are distributed among a “core” sequence that is taken by all students and an “elective” sequence determined jointly by individual students and their advisory committees.

Core Sequence (15)

- CDO 762 (3) Advanced Amplification for the Hearing Impaired
- CDO 783 (3) Advanced Electrophysiological Techniques in Audiology
- CDO 853 (3) Psychosocial Aspects of Hearing Loss
- CDO 898 (1-6) Doctoral Project

Elective Sequence (minimum of 21 credit hours)

The student and an Advisory Committee, comprised of at least two faculty members from the Division of Audiology, will develop jointly a sequence of elective courses. As a minimum, this sequence consists of 21 credit hours selected primarily from course offerings within the Au.D. curriculum; however, upon review of the student’s previous graduate coursework, professional experiences, and continuing education, additional courses (such as CDO 849) beyond the 21 credit hour minimum can be assigned to the student’s program.

The Au.D. degree will be awarded upon successful completion of coursework, a comprehensive examination, and a doctoral project.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: CDO 537, 637, 741, 749, 790, 795.

Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: CDO 643, 721, 744, 754, 756, 762, 763, 764, 772, 782, 783, 785, 853, 863

CDO 530 Speech and Hearing Problems of School Children 3(3-0)
Survey for classroom teachers. Recognition and evaluation of the several types of speech and hearing defects. Not open to majors in CDO.

CDO 531 Audiologic Rehabilitation 3(3-0)
Habilitation and rehabilitative approaches for limited hearing children and adults including lip-reading, auditory training, speech and language development. Clinical observation and practicum. Prerequisite: CDO 331.

CDO 532 Counseling Issues in Communication Disorders 1(1-0)
An introduction to counseling techniques for individuals working in the field of communication disorders. Needs of individuals with specific communication disorders will be addressed. Prerequisites: permission of instructor.

CDO 537 Special Topics in Communication Disorders 1-9(Spec)
Current topics for each semester listed in the Class Schedule. 3 hours each; maximum credit 9 hours.

CDO 544 Communication Disorders in the Aged 3(3-0)
Incidence, prevention, assessment, treatment, and impact of communication disorders associated with laryngeal cancer, hearing impairment, cerebral vascular accidents (strokes). Parkinsonism and other neurological impairments are discussed.

CDO 545 Communication Disorders and Aging 3(3-0)
Theoretical foundations for communication disorders and aging. Functional communication approaches to: gerontological audiologic and speech-language pathology; a continuum of care incorporating prevention and intervention. Prerequisites: none.

CDO 550 Communication Assessment and Intervention in Children with Autism Spectrum Disorders 3(3-0)
This course examines procedures for assessment of communication, language, and speech of students with autism spectrum disorders, and reviews strategies for enhancing communication and language. Prerequisites: SPE 530 Autism Spectrum Disorders: Characteristics and Etiology, and senior or graduate status; or permission of instructor.

CDO 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

CDO 621 Emerging Technology in Speech-Language Pathology 2(2-0)
Study of and practice with emerging multimedia technology developed for clinical, research, and industrial use in speech-language pathology. Prerequisites: CPS/BIS 105, CPS/BIS 106, and CPS/BIS 107 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 637 Special Topics in Communication Disorders 1-9(Spec)
Current topics for each semester listed in the Class Schedule. Maximum credit 9 hours. Prerequisite: admission to the graduate program in speech-language pathology, or permission of instructor.

CDO 638 Seminar: Adult and Pediatric Swallowing and Feeding Disorders 3(3-0)
Study of direct and indirect evaluation and treatment of swallowing disorders in patients with neuromuscular disorders, oral, pharyngeal, and laryngeal cancer and pediatric feeding disorders. Prerequisite: admission to the graduate program in Speech-Language Pathology or permission of instructor.

CDO 639 Hypopharyngeal Visualization 2(1-2)
Practice in manipulation of instrumentation used in visualizing hypopharyngeal structures. Assessment of laryngeal functions for voice and swallowing based on visual images.

CDO 640 Cadaveric Anatomy for Communication 3(2-2)
The dissection course will cover the anatomy and neuroanatomy which pertains to the head and neck. In relation to articulation, phonation, and respiration for speech. Prerequisites: CDO 355 and admission to the graduate program in speech-language pathology, or permission of instructor.
CDO 643 Disorders of Hearing 3(3-0)
Disorders resulting from diseases, injury of the ear, and lesions of the nervous system from the point of view of audiometric diagnosis. Prerequisite: admission to the Au.D. Program or permission of instructor.

CDO 646 Language and Learning Disabilities in School-Age Children 3(3-0)
Study of normal disordered language and cognitive processes, as they relate to teaching school age students with learning disabilities. Prerequisites: admission to the graduate program in speech-language pathology or permission of instructor.

CDO 701 Psycholinguistic and Neurolinguistic Bases of Language 3(3-0)
Study of psycholinguistic models of language, and relationships among cognition, neurology, and language in normal language users. Prerequisites: CDO 440 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 702 Infant-Toddler Communication: Assessment and Intervention 2(2-0)
Course reviews normal communication development from birth to three years, describes high-risk populations, and provides information for assessing and intervening with infants and their families. Prerequisites: CDO 130 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 704 Language Disorders in Preschool Children 3(3-0)
Course includes identification, assessment of, and intervention for communication and language delays in children, with focus on three to five years age group. Prerequisites: CDO 440 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 705 Traumatic Brain Injury 2(2-0)
An introduction to traumatic brain injury with emphasis on medical aspects, behavioral sequelae, and cognitive-communicative disorders related to closed head injury. Prerequisites: CDO 335 and CDO 449 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 711 Craniofacial Disorders 2(2-0)
Study of a variety of craniofacial anomalies including cleft lip and palate. Topics to include etiology, evaluation, and treatment from an interdisciplinary perspective. Prerequisites: admission to the graduate program in speech-language pathology or permission of instructor.

CDO 712 Physiological Phonetics 2(2-0)
Use of basic equipment in physiological analysis of articulation, phonation, respiration, resonance, and swallowing. Discussion of relevant research and implications for clinical work. Prerequisites: admission to the graduate program in speech-language pathology or permission of instructor.

CDO 713 Voice Disorders/Laryngectomy Rehabilitation 3(3-0)
This course covers etiology, types, evaluation, and treatment of persons with voice disorders and laryngectomees. Prerequisites: CDO 335 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 714 Motor Speech Disorders 3(3-0)
Advanced study in the diagnosis and treatment of motor speech disorders with emphasis on the adult population. Prerequisites: CDO 335 or CDO 449 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 717 Aphasia and Related Neurogenic Disorder 4(4-0)
Study of the nature and causes, theoretical framework, diagnosis, prognosis, and intervention procedures for aphasia. Prerequisites: CDO 335, CDO 449 and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 720 Anatomy and Physiology Underlying Neurotology 3(3-0)
In-depth study of the anatomy/physiology of the auditory and vestibular systems. Prerequisites: admission to the Au.D. program or permission of the instructor.

CDO 721 Audiological Aspects of Pharmacology and Microbiology 3(3-0)
Principles of microbiology and bacterial pathogenesis important to audiology, antibiotic therapy for ear infections, common adverse effects, antibiotic resistance, and strategies that minimize pathogen transmission. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 730 Experimental Studies in Communication Disorders 3(3-0)
Selection of a research topic: study of designs, scaling methods, statistics and computer analysis of research in audiology and speech-language pathology; preparation of a prospectus; and critical review of research literature in communication disorders. Prerequisite: admission to the graduate program in speech-language pathology or audiology, or permission of instructor.

CDO 731 Diagnostic Audiology 3(3-0)
Rationale and application of specialized procedures used in the assessment of hearing function. Advanced study of diagnostic methods. Prerequisite: admission to the Au.D. Program or permission of instructor.

CDO 734 Acoustic Phonetics 3(3-0)
Basic laboratory equipment used in acoustical research, and the reading and discussion of significant publications on phonetics. Prerequisites: CDO 334; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 735 Augmentative and Alternative Communication 3(3-0)
Assessment and treatment of communications disorders resulting from multiple deficits originating from neurological, neuromuscular, sensory, and cognitive disorders. Verbal and nonverbal management approaches are considered. Prerequisites: PSY 503, CDO 736, CDO 740, and CDO 746 and admission to the graduate program in speech-language pathology, or permission of instructor.

CDO 736 Phonological Disorders in Children 3(3-0)
Advanced study of the diagnostic and treatment phonological disorders in children. Prerequisites: CDO 338 or equivalent course work; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 739 Seminar: Stuttering 3(3-0)
Overt and covert characteristics of stuttering behavior including their prevention, etiology, and modification. Prerequisite: admission to the graduate program in speech-language pathology, or permission of instructor.

CDO 740 Neuroanatomy 3(3-0)
Comprehensive study of the central nervous system, emphasizing the structural and functional organization of the human brain underlying communication disorders. Prerequisites: CDO 335 and graduate status or permission of instructor.

CDO 741 Special Topics in Audiology 1-9(Spec)
Current topics for each semester listed in the Class Schedule. 3 hours each; maximum credit 9 hours. Prerequisites: admission to the Au.D. Program or permission of instructor.

(continued)
CDO 742 Seminar: Cleft Palate/Voice Disorders 3(3-0)
Etiology, types, evaluation, and treatment of cleft palate/voice disorders. Prerequisites: CDO 335, CDO 549 and admission to the graduate program in speech-language pathology, or permission of instructor.

CDO 743 Audiologic Instrumentation 3(3-0)
Study of theory, instrumentation, and procedures used in assuring the proper functioning of clinical equipment. Prerequisite: admission to the Au.D. Program or permission of instructor.

CDO 744 Occupational and Environmental Hearing Conservation 3(3-0)
Effects of noise as a health hazard especially related to hearing. Government regulations regarding noise levels in vocational environments. Prerequisites: admission to the Au.D. Program or permission of instructor.

CDO 749 Clinical Practicum in Speech-Language Pathology or Audiology 1-15(Spec)
Experience in clinical practices and applicable documentation with various types of clinical profiles in different settings inclusive of educational and medical speech-language pathology. Up to 15 credits earned in this course will not count in the variable credit total. Prerequisite: a CDO graduate GPA of 3.0 or higher, at least one graded practicum; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 750 Advanced Hearing Science 3(3-0)
Study of principles and concepts basic to the understanding of the normal hearing process. Prerequisite: admission to the Au.D. program or permission of instructor.

CDO 751 Speech Audiology 3(3-0)
Study of topics related to speech audiology including speech acoustics, speech perception, threshold and discrimination measures, and development of assessment stimuli. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 752 Amplification for the Hearing Impaired 3(3-0)
Study of topics related to prosthetic amplification including electroacoustic characteristics, clinical measures, relationship of electrophysiological and psychoacoustic measures and delivery systems. Prerequisite: admission to the Au.D. Program or permission of instructor.

CDO 754 Pediatric Audiology 3(3-0)
Study and evaluation of auditory function of neonates, infants, and young children. Prerequisite: admission to the Au.D. Program or permission of instructor.

CDO 755 Advanced Diagnostic Practicum in Speech-Language Pathology 3(3-0)
Implementation of formal/informal diagnostic procedures and generation of clinical documentation. Observation and discussion of routine and specialized clinical procedures used in differential diagnosis. Prerequisites: a CDO graduate GPA of 3.0 or higher, at least one graded practicum; and admission to the graduate program in speech-language pathology or permission of instructor.

CDO 756 Early Identification and Management of Hearing Loss 3(3-0)
Principles underlying early hearing detection and intervention programs including universal newborn screening, assessment and management of hearing loss. Prerequisites: admission to the Au.D. program, CDO 754, or permission of instructor.

CDO 758 Introduction to Clinical Practicum: Audiology 3-9(Spec)
An introductory experience to clinical practicum in audiology. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 762 Advanced Amplification for the Hearing-Impaired 3(3-0)
Advanced study of amplification for the hearing-impaired including special clinical procedures, research needs, and evolving technology in hearing instruments. Prerequisites: admission to the Au.D. program, CDO 752, or permission of instructor.

CDO 763 Audiological Rehabilitation Considerations in Education 3(3-0)
Study of management, educational placement, and remediation strategies for hearing-impaired children. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 764 Audiologic Rehabilitation for Adults 3(3-0)
Focuses on the audiological management of hearing loss in adults. Assessment of communication function and implementation of appropriate remedial strategies are emphasized. Prerequisites: admission to the Au.D. program, CDO 763, or permission of instructor.

CDO 769 Intermediate Clinical Practicum: Audiology 3-9(Spec)
Clinical practicum providing for the independent performance of basic audiologic procedures, including hearing aid management. Prerequisites: admission to the Au.D. program, CDO 759, or permission of instructor.

CDO 771 Advanced Auditory Assessment 3(3-0)
Study of advanced diagnostic techniques including acoustic immittance, acoustic reflex and otoacoustic emissions. The clinical management of various disordered clients will be discussed. Prerequisites: admission to the Au.D. program, CDO 731, CDO 751, or permission of instructor.

CDO 772 Advanced Technology & Practice Aspects of Amplification 3(3-0)
Examination of current and future technologies that relate to amplification and their potential for impact on both clinical and research domains. Prerequisites: admission to the Au.D. program, CDO 752, CDO 762, or permission of instructor.

CDO 773 Advanced Amplification Fitting Strategies 3(2-2)
Advanced concepts in the adjustment of electroacoustic characteristics of conventional, programmable and digital hearing aid circuits for the purpose of selecting appropriate amplification. Prerequisites: admission into the Au.D. program, CDO 752, CDO 762 or permission of instructor.

CDO 781 Electrophysiological Techniques in Audiology 3(2-2)
Study of evoked responses used in diagnostic audiology. Includes ABR, AMLR, ECochG, ALR, P300, ENOG, VER and SSER. Prerequisites: CDO 771, admission to the Au.D. program, or permission of instructor.

CDO 782 Evaluation and Management of Balance Disorders 3(3-0)
A review of the anatomy, physiology of balance, differential diagnostic procedures such as electronystagmography, posturology and rotational testing, and the rehabilitation of the balance disordered patient. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 783 Advanced Electrophysiological Techniques in Audiology 3(3-0)
Advanced audiological diagnostic techniques used for electric and Magnetic ABR, Brain Mapping, AMLR, ALR, P300, MMN, ENOG, SSER & VER. Prerequisites: admission to the Au.D. program, CDO 781 or permission of instructor.
CDO 785 Auditory Processing Disorders 3(3-0)
Principles underlying neuroanatomic and neurophysiologic bases of auditory processing and auditory processing disorders, behavioral and electrophysiologic assessment strategies, and management of auditory processing disorders. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 790 Advanced Independent Study 1-9(Spec)
Intensive study of a subject area initiated by the student and guided by faculty member or faculty committee. Prerequisites: permission of advisor and instructor and completion of CDO independent study form. Students can take no more than 3 credits at one time.

CDO 795 Internship 3-6(Spec)
Full-time clinical experience with an approved supervisor in hospital, private practice, school, or other appropriate setting. CR/NC only. Prerequisites: admission to the graduate program in speech-language pathology or permission of instructor.

CDO 798 Thesis 1-6(Spec)
CR/NC only.

CDO 849 Advanced Clinical Practicum: Audiology 4-12(Spec)
Clinical practicum which encompasses the entire range of audiologic procedures including rehabilitation. Prerequisites: admission to the Au.D. program, completion of CDO 769, or permission of instructor.

CDO 853 Psychosocial Aspects of Hearing Loss 3(3-0)
An investigation into the advising role of the audiologist with persons having hearing impairment. Psychological, social, and vocational aspects of hearing loss are emphasized. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 863 Professional Issues in the Practice of Audiology 3(3-0)
Issues of a professional nature which impact on the practice of audiology. Topics include accreditation/certification, quality assurance, reimbursement, establishing a private practice, and professional liability. Prerequisites: admission to the Au.D. program or permission of instructor.

CDO 898 Doctoral Project 1-12(Spec)
Doctoral project. CR/NC only. Prerequisites: admission to the Au.D. program, CDO 730, or permission of instructor.

CDO 995 Clinical Externship 5-23(Spec)
Full-time clinical experience with an approved preceptor in a hospital, private practice or other appropriate setting. CR/NC only. Prerequisites: admission to the Au.D. program, CDO 849, CDO 898, or permission of instructor.

Computer Science (CPS)

Gongzhu Hu, Chairperson
413 Pearce Hall, (989) 774-3774

Thomas E. Ahlswede, Ph.D., Natural Language Processing, Computer Graphics

Paul Albee, Ph.D., Volumetric Data Analysis

Hari Bidasari, Ph.D., Computer Graphics

Jie Dai, Ph.D., Computer Security, Telecommunication, Software Engineering

Gongzhu Hu, Ph.D., Databases, Distributed Programming, Pattern Recognition

Patrick Kinneccut, Ph.D., Geostatistics, Science Informatics

Roger Y. Lee, Ph.D., Ph.D., Software Engineering, Object-oriented Modeling

S. N. Jayaram Murthy, Ph.D., Multimedia, Pattern Recognition, Data Mining

Ishwar Rattan, Ph.D., Operating Systems, Distributed Processing

Neelima Shrikhande, Ph.D., Artificial Intelligence, Computer Vision, Image Processing

Lal P. S. Singh, Ph.D., Databases, Intelligent Tutoring Systems

Michael C. Stinson, Ph.D., Neural Networks, Software Engineering

Ahmet Ugur, Ph.D., Evolutionary Programming, Generic logarithms, Biocomputing

The Program
The graduate programs in computer science are supported by a UNIX lab, 3 PC labs and dedicated laboratories for computer graphics, databases, operating systems, networks, and software engineering. In addition, the university's computer network is available.

Regular admission is granted to students who meet the above conditional requirements and have completed the following or the equivalent:

- Assembly Language and Computer Organization (CPS 210)
- Advanced Data Structures and Algorithms (CPS 340)
- Computer Design and Architecture (CPS 360)
- Programming Language Concepts (CPS 450)
- Introduction to Operating Systems (CPS 470)
- Calculus I (MTH 132)
- Discrete Mathematics (MTH 175)

(continued)
Degree Requirements

The following requirements apply to both Plan A and Plan B options:

1. Minimum credit hours: 36
2. The following courses are required:
   - CPS 542 (3) Analysis and Design of Algorithms
   - CPS 650 (3) Theory and Practice of Compiler Construction
   - CPS 670 (3) Operating Systems
3. Among the remaining 27 semester hours of electives, at least 21 hours must have the CPS designator. Electives from related areas are selected with approval of the CPS advisor.
4. At least 15 semester hours of courses must be at 600-level or above.
   A student who satisfied any of the course requirements prior to entering the program may be excused from that course requirement. However, the 36-hour requirement will not be affected.

Plan A

The 36-hour requirements include 30 hours of coursework, a Masters thesis of 6 hours (CPS 798), and an oral examination on the thesis. For Masters thesis, a Thesis Committee shall be formed according to the procedure outlined in the Thesis, Field Study, or Dissertation section of College of Graduate Studies Bulletin.

Plan B

The requirements include 36 hours of coursework and a Plan B project. A student must complete a substantial written report in computer science or an application of computer science for the Plan B project. Copies of procedures for such projects are available from the department chairperson. The project will ordinarily include a significant original programming component with a written defense of the programming component and must include evidence of scholarly and creative ability. The project must be supervised while in progress and approved by a committee of two faculty members.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: CPS 596, 597, 696, 697.

Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: CPS 501, 510, 603, 612.

CPS 501 Survey of Computer Science 3(3-0)

Computer organization, low and high level computer languages, various computer applications. Does not count toward CPS major or minor or the M.S. in Computer Science except the teaching minor in computer science on the secondary education curriculum.

CPS 502 Introduction to Problem Solving and Data Structures 3(3-0)

Structured program design and problem solving. Abstract data types. Searching and sorting. Does not count toward any degree program in Computer Science. Prerequisite: conditional admission into CPS M.S. program or permission of instructor.

CPS 503 Digital Design and Computer Organization Using Assembly Language 3(3-0)

Introduction to organization of a digital computer. Design of digital circuits. Assembly language programming. Does not count towards any degree program in Computer Science. Prerequisite: conditional admission into CPS M.S. program or permission of instructor.

CPS 510 Software Systems Engineering 3(3-0)

Covers requirements analysis and techniques to develop a system from those requirements. Credit will not be given for both CPS 410 and CPS 510. Does not count for the MS in Computer Science. Prerequisites: CPS 340 and MTH 175.

CPS 530 Simulation of Discrete Event Systems 3(3-0)

Development of computer models for discrete systems using computer simulation languages. Performance evaluation of computer, industrial and engineering systems. Prerequisites: CPS 181; STA 282 or STA 382.

CPS 531 Distributed Programming 3(3-0)

Study of design and implementation issues in distributed programming, including event model, networking, database connectivity, remote method invocation, servlet, XML and security. Prerequisites: CPS 280J or equivalent, CPS 340.

CPS 541 Databases 3(3-0)

Physical and logical organizations of databases, database management systems, project involving a student-designed database. Prerequisites: CPS 340 and CPS 370, or ITC 441; and permission of instructor.

CPS 542 Analysis and Design of Algorithms 3(3-0)

Models of computation. Analysis of algorithms including computing time and space requirements. Efficient algorithm design techniques. Introduction to parallel algorithms. Prerequisite: CPS 340.

CPS 560 Digital Computer Design 3(3-0)

Design of basic components of a general purpose computer such as CPU, memory, I/O systems. Instruction set design. CISC versus RISC debate. Parallel Architectures. Prerequisite: CPS 360.

CPS 565 Computer Networks I 3(3-0)

Introduction to data communication as a basis for computer networking. Protocols, routing algorithms, and congestion in point-to-point networks. Introduction to local area networks. Prerequisites: CPS 340 and CPS 360, or ITC 465; and permission of instructor.

CPS 575 Computer Graphics 3(3-0)

Representation of line drawings, handwriting, and three-dimensional surfaces in computers. A plotter and graphics terminal are used. Prerequisites: CPS 181 and MTH 223 or MTH 137.

CPS 576 Digital Image Processing 3(3-0)

Digital image fundamentals. Introduction to digital image processing concepts and techniques. Image transforms. Enhancement, segmentation, representation, and description of images. Image encoding and restoration. Prerequisites: MTH 175, MTH 223, CPS 340, or permission of instructor.

CPS 590 Computer Applications in Educational Administration 3(3-0)

Use of computers in managing educational resources and programs. Hands on instruction in use of existing systems. How to design and implement new systems. Does not count on CPS majors or minors except for teacher certification program. Prerequisite: CPS 501.

CPS 591 Computer Application in Classroom Instruction 3(3-0)

Software evaluation and hardware selection. Modes of computer based instruction. Introduction to CAI and authorizing systems. Simulation/gaming for instructional purposes. Does not count on CPS majors or minors except for teacher certification programs. Prerequisite: CPS 501.
CPS 592 Computer Science Content for Elementary Teachers 3(3-0)
Introduction to procedural thinking skills. Programming in BASIC and LOGO. Overview of computer architecture at a functional level. Use of binary and hexadecimal numeral systems. Does not count on CPS majors or minors except for teacher certification programs. Prerequisite: CPS 501.

CPS 596 Special Topics in Computer Science 1-6(Spec)
May be taken for credit more than once but total credit earned in CPS 596 may not exceed 6 semester hours. Prerequisite: permission of instructor.

CPS 597 Independent Study 1-6(Spec)
Open to students with permission of instructor. May be taken for credit more than once, total credit not to exceed 6 hours.

CPS 603 Computer Information Systems 3(3-0)
Growth stages of computer usage, information flow, role of MIS manager in providing information to an organization. Does not count on the M.S degree in computer science. Prerequisite: CPS 501 or permission of instructor.

CPS 610 Advanced Software Design and Development 3(3-0)
Advanced topics in software engineering. Developing a large software system using modern software engineering techniques including object-oriented programming and CASE tools. Prerequisite: CPS 410 or permission of instructor.

CPS 611 Software Verification and Validation 3(3-0)
Software verification and validation techniques are introduced and their applicability discussed. In-depth study of verification and validation area. Does not count for the MS in Computer Science. Prerequisites: CPS 510 and MTH 175.

CPS 612 Software Project Management 3(3-0)
Software engineering process, software project organization and management issues, software project economics, software quality assurance, software configuration management, software operations issues. Does not count for MS in Computer Science. Prerequisites: CPS 510.

CPS 613 Specification of Software Systems 3(3-0)
Formal models and representations. Specification techniques and tools that support them. Assessment of specification for attributes such as consistency and completeness. Does not count on the MS in Computer Science. Prerequisites: CPS 510 and MTH 175.

CPS 614 Principles and Applications of Software 3(3-0)
Covers several different methods and languages for expressing designs. The process of assessment is also covered. Does not count for the MS in Computer Science. Prerequisites: CPS 510 and MTH 175.

CPS 615 Software Generation and Maintenance 3(3-0)
Techniques for performing software generation and maintenance. Alternatives to coding, language concepts, the role of standards and style, the role of tools, performance analysis, regression analysis, other maintenance-specific subjects. Does not count for the MS in Computer Science. Prerequisites: CPS 510 and MTH 175.

CPS 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

CPS 640 Theory of Automata and Formal Languages 3(3-0)
Introduction to theory of Automata (FA, PDA, Turing Machines) and theory of formal languages (RE, CFL, CSL, etc.) and their relationships. Chomsky Hierarchy. Undecidability. Prerequisites: CPS 340 or permission of instructor.

CPS 641 Advanced Topics in Databases 3(3-0)
Conceptual models. Relational theory. Access methods, query optimization. Concurrency Integrity. Selected current topics, e.g., distributed, temporal, and object-oriented databases. Student projects; literature review. Prerequisite: CPS 541.

CPS 650 Theory and Practice of Compiler Construction 3(3-0)
Automata theory, context-free languages, syntax analysis and parsing techniques. Semantic processing for structured and/or object-oriented programming languages. Code generation and optimization. Prerequisite: CPS 450 or permission of instructor.

CPS 660 Advanced Computer Organization 3(3-0)
Calculator and minicomputer design, organization of computer software and hardware interface, concept of microprogramming and microprocessor design, multiprocessing and pipeline processing. Prerequisite: CPS 360.

CPS 665 Computer Networks II 3(3-0)

CPS 670 Operating Systems 3(3-0)
Concepts, communication, synchronization, processes, and processors in distribution systems. Distributed file systems. Distributed shared memory systems. Prerequisite: CPS 470.

CPS 675 Advanced Topics in Computer Graphics 3(3-0)
Detailed study of selected advanced topics in computer graphics. Prerequisite: CPS 575.

CPS 676 Computer Vision 3(3-0)
Introduction to basic issues in computer vision, early processing, boundary detection, texture, motion and color; representation of 2-D, 3-D structures; knowledge-based vision systems. Prerequisites: CPS 576, (CPS 680 desired, but not required).

CPS 680 Artificial Intelligence 3(3-0)
Introduction to symbolic manipulation and machine intelligence. Design of AI methods in a functional programming language. Logic Programming, Machine Learning, Applications. Prerequisites: CPS 340 and CPS 410 or permission of instructor.

CPS 681 Advanced Topics in Artificial Intelligence 3(3-0)
Advanced topics in artificial intelligence including topics from expert systems, natural language processing, automated reasoning, and other areas. Prerequisite: CPS 680.

CPS 685 Pattern Recognition and Data Mining 3(3-0)
Pattern modeling, classification, recognition, and their applications in data mining. Data mining process and techniques, including data transformation, supervised induction, association discovery, and conceptual clustering. Prerequisites: CPS 410, MTH 223, STA 282, STA 382 or STA 584; or permission of instructor.

CPS 695 Professional Field Experience 1-6(Spec)
Professional field experience via internship or apprenticeship. Must be integral to the student's program of study. Does not count towards a degree in Computer Science. CR/NC only. Prerequisites: permission of graduate advisor or department chairperson.

CPS 696 Special Topics in Computer Science 1-6(Spec)
May be taken for credit more than once, but total credit earned in CPS 696 may not exceed 6 semester hours. Prerequisite: permission of instructor.

CPS 697 Independent Study 1-6(Spec)
Open to students with permission of instructor. May be taken for credit more than once, total credit not to exceed 6 hours.

CPS 798 Thesis 1-6(Spec)
CR/NC only. Prerequisites: written permission of advisor and department chairperson.

ITC 582 Multimedia Systems 3(3-0)
Characteristics and design approaches for multimedia systems. Studies of current and emerging technologies that influence system design. Performance evaluation. Prerequisites: CPS 482 or permission of instructor.
Counseling and Special Education (CED) (SPE)

Richard W. Fox, Chairperson
208 Rowe Hall, (989) 774-3205
Wendy A. Folger, Ed.D., Professional Counseling
Richard W. Fox, Ed.D., School Counseling
Laura M. Frey, Ph.D., Emotional Impairment
Sherrel Lee Haight, Ph.D., Learning Disabilities, Cognitive Impairment
N. Joan Hornak, Ed.D., Professional Counseling, School Counseling
Sherene McHenry, Ph.D., Professional Counseling
Twinet Parmer, Ph.D., Professional Counseling
D. Terry Rawls, Ed.D., Professional Counseling
Suzanne Shellady, Ph.D., Emotional Impairment, Autism

Master of Arts in Counseling

The Counselor Education faculty at Central Michigan University offer courses and programs designed to prepare students to work as counseling personnel in public and private schools, institutions of higher education, community-based social service agencies, and private practice. Many classes are offered nights and weekends to better accommodate the nontraditional student. Students who successfully complete a program for Counselor Education earn a Master of Arts degree in Counseling.

Faculty members include licensed professional counselors, nationally certified counselors, and licensed psychologists. Teaching excellence is a top priority of the faculty.

Each student participates in a supervised counseling experience (practicum) in the Human Development Clinic located in Rowe Hall. The Human Development Clinic provides counseling services for community residents, area school children, and Central Michigan University students. As a required part of their counseling training, advanced students ordinarily perform these services under the supervision of the Counselor Education faculty. Among the services provided are individual counseling for children, adolescents and adults; family and couples counseling; play therapy for children; general counseling for emotional problems and life adjustment concerns; career and employment counseling; referral help in finding appropriate services for identified problems; and consultation with community agencies and schools. In addition to serving the needs of referrals during the school year, the Human Development Clinic provides extensive counseling and consultative services during the summer months. The Human Development Clinic is administered by the Department of Counseling and Special Education.

Admission Requirements

A. Applicant screenings are conducted twice a year. All application materials (see below) must be received by submission deadlines: February 1 or September 1.

B. In addition to submitting the application, all transcripts, and written statement of purpose and general plans for graduate study, the applicant must arrange for a recent (not more than five years old) Miller Analogies Test (MAT) score to be sent directly to the Department of Counseling and Special Education and be received by the application deadline. The MAT score, undergraduate GPA, and the applicant's statement of purpose and general plans for graduate study are all considered in determining admission. The MAT is available through testing centers such as the Computer-based and Placement Testing Center located on the CMU campus.

C. Applicants chosen in the screening process will be initially admitted to the program on a Conditional basis. To be eligible for Regular Admission status, the student must first complete a minimum of 10 semester hours of coursework in the Counselor Education program with a minimum 3.0 grade point average.

D. In addition to the above requirements, applicants seeking school counseling endorsement must have or be eligible for Michigan Teacher Certification.

Degree Requirements

The candidate should decide on one of the following program options and complete their Authorization of Degree Program form with their assigned advisor after achieving Regular Admission status. Elective courses will be selected with the approval of the advisor. The faculty recommends taking the comprehensive examination during the semester the student intends to graduate.

Progress through the program is based on satisfactory grades (a grade point average of "B" or better overall) and satisfactory evaluations of pre-professional functioning (e.g., demonstration of appropriate personal and professional skills, ethical standards, and behaviors). Serious and persistent difficulties in pre-professional functioning may result in dismissal from the program.

School Counseling (46 credit hours)

The school counseling option is designed for students with Teacher Certification who wish to earn a School Counselor Endorsement. Potential work settings would include: elementary schools, middle schools, secondary schools, or K-12 schools. In addition, School Counseling graduates will meet the academic requirements for licensure as a professional counselor (LPC) in Michigan.

Core Requirements (33 credit hours)

CED 610 (3) Career Development and Counseling
CED 613 (3) Counseling Aspects of Sexuality
CED 640 (3) Standardized Tests
CED 650 (3) Theories and Techniques of Group Counseling
CED 660 (3) Counseling Techniques
CED 677 (3) Theories of Counseling
CED 690 (3) Supervised Experience in Counseling
CED 691 (6) Internship in Counseling
CED 695 (3) Research for Counseling and Special Education
CED 765 (3) Professional Counseling and Consulting

Additional Option Requirements (10-13 credits)

CED 504 (3) Introduction to School Counseling
CED 515 (1) Basic Group Participation
CED 651 (3) Counseling with Children
Plan A Thesis (CED 698, 6 credits)
OR Plan B Paper (CED 670, Independent Study, 3 credits)

Electives (To bring total program credit hours to at least 48)

CED 517 (2) Group Experience I
CED 518 (2) Group Experience II
CED 583 (3) Counseling Aspects of Sexuality
CED 620 (3) Introduction to Multicultural Issues in Counseling
CED 668 (3) Theory and Process of Family Therapy
CED 760 (1-3) Independent Study
CED 680 (3) Seminar: Professional Topics (Counseling and Special Education Action Series)
CED 685 (3) Counseling Aspects of Grief and Loss
Approved Special Education courses
Professional Counseling
(48 credit hours)
This option prepares students who wish to qualify for licensure as school counselors or professional counselors (LPC) in Michigan. Students will gain knowledge and experience in research, group techniques, counseling theories, ethics, counseling techniques, counseling philosophy, testing procedures, career development, and consulting. Practicum and internship experiences will complete the minimum requirements. Elective hours will allow the individual student to gain additional knowledge and experience in areas of particular interest. Students select CED 502, CED 503, or CED 504 depending on their particular area of interest. **(NOTE:** School counseling licensure will usually require some coursework beyond the 48 credit hour degree.)

Core Requirements (33 credit hours)
CED 610 (3) Career Development and Counseling
OR  CED 611 (3) Developmental Career Counseling
CED 630 (3) Counseling Ethics and Professional Issues
CED 640 (3) Standardized Tests
CED 650 (3) Theories and Techniques of Group Counseling
CED 660 (3) Counseling Techniques
CED 677 (3) Theories of Counseling
CED 690 (3) Supervised Experience in Counseling
CED 691 (6) Internship in Counseling
CED 695 (3) Research for Counseling and Special Education
CED 765 (3) Professional Counseling and Consulting

Additional Option Requirements (7-10 credits)
CED 502 (3) Student Development in Higher Education
OR  CED 503 (3) Introduction to Community Agency Counseling
OR  CED 504 (3) Introduction to School Counseling*
CED 515 (1) Basic Group Participation
Comprehensive Examination
Plan A Thesis (CED 698, 6 credits)
OR  Plan B Paper (CED 670, Independent Study, 3 credits)

Electives (To bring total program credit hours to at least 48)
CED 517 (2) Group Experience I
CED 518 (2) Group Experience II
CED 583 (3) Counseling Aspects of Sexuality
CED 620 (3) Introduction to Multicultural Issues in Counseling
CED 668 (3) Theory and Process of Family Therapy
CED 670 (1-3) Independent Study
CED 680 (3) Seminar: Professional Topics (Counseling and Special Education Action Series)
Approved Special Education courses

Master of Arts in Special Education
The Master of Arts in Special Education is designed for students who want advanced study in special education. These programs are designed to provide training experiences leading to the development of those competencies specifically related to working with persons with disabilities in a variety of public school and community settings as a teacher or teacher consultant.

Special Education requires that a minimum of 15 semester hours toward any graduate program be taken on campus. “On campus” is not restricted to Mount Pleasant. Therefore, students should contact the department chairperson to determine whether a course is considered “on campus.”

Admission Requirements
Beyond the standards of the College of Graduate Studies admission, Special Education requires the following:

A. Prior to admission to the master’s degree program, the candidate must have a bachelor’s degree and a valid Michigan Elementary or Secondary Provisional, Permanent, or Life Certificate or special education endorsement. If applicants do not meet this requirement, they should contact the EHS Center for Student Services (Ronan 204, CMU, Mount Pleasant, Mi 48859, 989-774-3309).

B. Conditional Admission to the Master of Arts degree program in Special Education requires an undergraduate cumulative grade point average of 2.75. (Applicants below the required grade point average may appeal through the chairperson for exception.) Additionally, applicants are required to submit a current statement of purpose for pursuing the degree, and two letters of recommendation regarding the applicant’s performance with Special Education populations.

C. Any applicant who is not admitted to this degree program in Special Education may reapply to that option by following the same procedures for the initial application.

D. After each applicant with Conditional Admission has completed 10 semester hours of graduate study on the program at Central Michigan University with a grade point average of 3.0 or higher, he or she may petition for reclassification for Regular Admission. The faculty will then determine whether Regular Admission will be granted. An Authorization of Degree Program form must be filed at this time by students granted Regular Admission.

Degree Requirements
This graduate program leads to a Master of Arts degree in Special Education. The degree is based upon satisfactory completion of a minimum of 33 semester hours of graduate work and satisfactory demonstration of the competencies identified within the stated objectives and activities of the program.

The Master Teacher
The Master of Arts Degree in Special Education: The Master Teacher is conceptualized as a degree designed specifically to build upon the strengths of certified educators. It is intended to expand their skills and knowledge base in order to prepare them to assume the role of what the Carnegie Institute refers to as “The Master Teacher.”

Prerequisites:
Valid Michigan Teaching Certificate or Special Education endorsement.

OR  SPE 126, 500, 550 within the last ten years.

1. **Special Education Core Classes** (18 credit hours)
   SPE 600 (3) Current Issues in Special Education
   SPE 679 (3) Behavioral and Curricular Interventions for Individuals with Mild Disabilities
   SPE 695 (3) Research for Counseling and Special Education
   SPE 750 (3) Consultant Skills for Special Educators and Counselors
   SPE 785 (3) Seminar in Special Education
   SPE 790 (3) Seminar: Investigations and Solutions in Special Education

2. **Required classes** (15 credit hours) to be selected in consultation with advisor.

Total: 33 credit hours
GRADUATE CERTIFICATE IN AUTISM

The 18 credit hour certificate is designed for graduate students who seek advanced training in the field of autism. This program is designed to provide multidisciplinary training experience in developing competencies to work effectively with individuals with autism in a variety of educational and community settings. Students can choose to pursue this certificate alone, or may potentially incorporate it into various master's programs. Credits successfully earned within this graduate certificate program can be transferred toward the Master Teacher program.

Admission Requirements

Admission is through the College of Graduate Studies. Students pursuing this certificate should have a background in education, psychology, communication disorders or another related discipline and have met the graduate admission requirements for non-degree seeking students. Students pursuing the autism program in conjunction with the Master Teacher program or other graduate program must adhere to the corresponding admission requirements for that graduate program.

Degree Requirements

Successful completion of the 18 credit hours for this program will lead to a graduate certificate in autism. Those wishing to incorporate this program into the Master Teacher program or other master's degree program must follow appropriate degree requirements for the respective graduate program. Students pursuing this certificate should have a background in education, psychology, communication disorders or other related discipline.

Students will be required to take the following sequence of courses (15 credit hours):

- SPE 530 (3) Autism Spectrum Disorder: Characteristics and Etiology *(prerequisite for all other classes)*
- SPE 531 (3) Autism Spectrum Disorder: Educational Implications
- CDO 550 (3) Communication Assessment and Intervention in Children with Autism Spectrum Disorders
- PSY 682 (3) Psychology of Child Development
- PSY 586 (3) Applied Behavior Analysis in Education

Those pursuing a graduate certificate with a Psychology focus must also take:

- PSY 792 (3) Supplemental Supervision

Those pursuing a graduate certificate with a Communication Disorders focus must also take:

- CDO 749 (3) Clinical Practicum in Speech Pathology or Audiology

Those pursuing a Special Education focus must also take:

- *SPE 536 (3) Field Experience: Autism (final course)*

Total: 18 credit hours

* Students who already hold a teaching certificate and current special education endorsement may contact a Special Education advisor if interested in pursuing an endorsement in autism from the State of Michigan.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: CED 580, 670, 680, 780; SPE 545, 645, 665, 666.

Course Descriptions (CED)

CED 502 Student Development in Higher Education 3(3-1)

The college student personnel movement, its social, psychological, and cultural foundations. Student development functions; career program models; legal, ethical, and professional considerations; roles of the professional.

CED 503 Introduction to Community Agency Counseling 3(3-0)

An overview of issues and trends in community agency counseling. Topics include: history, professional orientation, philosophy, finance, administration, community resources and special concerns.

CED 504 Introduction to School Counseling 3(3-0)

History and philosophy of school counseling programs. Role and function of school counselors.

CED 515 Basic Group Participation 1(Spec)

Facilitated group counseling where students experience being in the role of client/group participant. CR/NC only.

CED 517 Group Experience I 2(Spec)

Structured group activities analyzing the usual restrictions on free verbal expression of thought and feeling. Attempts to increase awareness and acceptance of self and others. CR/NC only.

CED 518 Group Experience II 2(Spec)

Experiential participation in personal growth/self development group. Special attention to self awareness and acceptance as well as the group process itself. CR/NC only. Prerequisites: CED 517 and admission to the CED program.

CED 519 Group Experience III 2(Spec)

Continuation of group experience with emphasis on personal involvement in the process. Direct attempts to communicate thoughts and feelings in the group setting. CR/NC only. Prerequisites: CED 517, CED 518 and admission to the CED program.

CED 520 Personal Growth and Development 2(Spec)

Personal growth group without the usual restrictions on verbal expression of thought and feeling, utilizing basic encounter technique to help participants increase awareness and acceptance of self and others.

CED 526 Families with Exceptional Children 3(3-0)

An introduction to theory and skills for developing collaborative relationships with families of children with special needs. Both cognitive and experiential approaches will be used. Prerequisites: SPE 530, and senior or graduate status.

CED 580 Seminar: Professional Topics 1-12(Spec)

Special topics that are germane to the fields of personal development and counseling.

CED 583 Counseling Aspects of Sexuality 3(3-0)

An introduction to the dynamics of human sexual dysfunctions and the counseling appropriate for therapeutic intervention.

CED 605 The Marriage and Family Therapist 3(3-0)

Study of the professional and ethical responsibilities; the role of the professional organization; licensure and certification; legal responsibilities and liabilities; private practice and intro-professional cooperation; and the development of a professional attitude and identity.

CED 610 Career Development and Counseling 3(3-0)

Critical survey of career development theories. Practical application of career counseling programs. Use of tools and information in career counseling.

CED 611 Developmental Career Counseling 3(2-1)

Critical survey of career development theories. Application of concepts and strategies of career exploration. Students participate in a supervised experience in teaching career exploration techniques. Prerequisite: graduate student status.

CED 619 Continuing Registration for Final Research Project 1(1-0)

A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.
CED 620 Introduction to Multicultural Issues in Counseling 3(3-0)
An examination of research and practice issues relating to counseling culturally specific groups. Special emphasis on the client/counselor relationship.

CED 630 Counseling Ethics and Professional Issues 3(3-0)
Supervised discussion of legal and ethical issues that most affect the practice of counseling and related helping professions. Prerequisites: admission to counseling program or permission of instructor.

CED 640 Standardized Tests 3(3-0)
Selection, evaluation, functions, and interpretation of tests in intelligence, achievement, aptitude, personality, and interests. Emphasis on tests appropriate to the students’ future work settings. Prerequisites: admission to counseling program or permission of instructor.

CED 645 School Counseling Seminar 3(3-0)
Discussion and individual investigation into topics and critical incidents germane to schools. Recommendations and solutions by professionals in the field are reviewed. Prerequisite: CED 504.

CED 650 Theories and Techniques of Group Counseling 3(3-0)
The application of group theories and techniques, interpersonal communication skills, and the assessment of group counseling interventions. Prerequisite: admission to counseling program or permission of instructor.

CED 651 Counseling with Children 3(3-0)
An investigation of the specialized skills involved in counseling with children. Special emphasis upon the modification of group counseling methods used with children. Possible means of meeting special needs of the elementary school setting. Prerequisites: admission to counseling program or permission of instructor.

CED 655 Human Relations Skills 3(3-1)
An introduction to skills utilized in developing helping relationships. Special emphasis upon the person-to-person, day-to-day relationships. The class will be conducted through both a cognitive and experiential approach.

CED 660 Counseling Techniques 3(3-0)
Systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used. Prerequisites: CED 677; regular admission to program or permission of instructor.

CED 668 Theory and Process of Family Therapy 3(3-0)
Introduction to the specific theories of marriage and family counseling and examination of the processes involved with each.

CED 670 Independent Study 1-12(Spec)
Study and/or investigation of a special problem with the guidance of a staff member. Prerequisites: admission to counseling program or permission of instructor.

CED 677 Theories of Counseling 3(3-0)
An examination of psychological foundations with counseling theories and approaches. Designed to aid students’ development of a personal counseling theory as a guide to practice. Prerequisites: admission to counseling program or permission of instructor.

CED 680 Seminar: Professional Topics 1-12(Spec)
Special topics that are germane to the fields of personal development and/or counseling.

CED 685 Counseling Aspects of Grief and Loss 3(3-0)
An introduction to the dynamics of grief and loss and the counseling procedures appropriate for therapeutic intervention. Prerequisite: graduate status or permission of instructor.

CED 690 Supervised Experience in Counseling 3(1-3)
Counseling school children, parents, and college students, with supervision. Observation of counseling sessions. May include a laboratory experience work setting. NOTE: application to register for this course must be filed during the semester prior to registration for approval. Prerequisite: regular admission and a B or better in CED 660.

CED 691 Internship in Counseling 1-6 (Spec)
On-the-scene work in selected settings under the supervision of experienced practitioners. Practical experience, observation, and opportunity for relating the theoretical and the actual. NOTE: application to register for this course must be filed during the semester prior to registration for approval. CR/NC only. Prerequisites: grade of B or better in CED 690.

CED 695 Research for Counseling and Special Education 3(3-0)
Presentation and application of designs and procedures pertinent to conducting research in human services. Includes writing Plan A/B proposal and article, implementing mini-research project. Identical to SPE 695. Credit may not be earned in more than one of these courses. Prerequisites: regular admission and 15 hours completed toward the M.A. in Counseling and Special Education.

CED 696 Independent Research 3 Spec
Completion of Plan B paper or project under the supervision of a faculty advisor. Prerequisites: Successful completion of CED 695 or equivalent graduate research methods course.

CED 698 Thesis 1-6 Spec
CR/NC only. For Master’s degree candidates.

CED 700 Facilitating of Groups 3(3-1)
Survey of differing styles of group facilitation. Elements in the helping relationship which improve the quality of interpersonal relationships. “Self-in-therapeutic-interaction” incorporated into a supervised experience. Prerequisites: regular admission to counseling program and permission of instructor.

CED 710 Facilitation of Play Therapy Sessions 3(3-1)
Systematic inquiry into the use of play therapy and its relevance to the growth and development of children. Theoretical positions compared and appraised. Supervised experience. Prerequisites: regular admission to counseling program and permission of instructor.

CED 712 Facilitation of Groups 3(3-1)
Systematic study of the counseling process: stages, intervention strategies, and related issues. Both cognitive and experiential approaches will be used. Prerequisites: CED 677; regular admission to program or permission of instructor.

CED 713 Advanced Internship in Counseling 3(1-4)
Internship with selected professionals. Opportunity to confirm professional effectiveness in helping professions. Arrangements made in semester prior to registration for the course. Prerequisites: grade of B or better in CED 690 and permission of instructor.
Course Descriptions (SPE)

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: SPE 531.

SPE 500 Parent and Professional Relationships in Special Education 3(3-0)
Establishing and maintaining collaborative relationships with parents and professionals. Study of effects of an exceptional child on the family and methods for meeting their needs. Prerequisite: admission to Teacher Education or senior status. Graduate students may be admitted with permission of instructor.

SPE 504 Teaching Students in Inclusive Settings 3(3-0)
Theory and practice of the instruction of students who have disabilities in general education settings. Prerequisite: senior or graduate status.

SPE 510 Microcomputers in Classroom Instruction 3(2-3)
Students will study and practice the integration of microcomputer technology in classroom instruction and management, with emphasis upon software evaluation and lesson development. Identical to EDU 590. Credit may not be earned in more than one of these courses. Prerequisites: EDU 320 and EDU 330; or EDU 340.

SPE 521 Teaching the Student with Moderate to Severe Cognitive Impairment 3(3-0)
Causes and characteristics of moderate to severe cognitive impairment. Curriculum development and instructional methods included. Grade of C+ or better required to count toward degree. Prerequisites: SPE 126 with grade of C+ or better; SPE 322, SPE 323, SPE 324 with grades of C+ or better; admission to Teacher Education; PSY 310.

SPE 522 Field Experience-Cognitive Impairment 3(Spec)
University-supervised practice and application of knowledge and strategies for teaching students with cognitive impairment. Grade of C+ or better required to count toward degree. Prerequisites: SPE 126 with grade of C+ or better; SPE 322, SPE 323, SPE 324, SPE 419 and SPE 521 with grades of C+ or better; admission to Teacher Education; PSY 310.

SPE 529 The Gifted Child 3(3-0)
Characteristics of children with superior abilities. Reviews special curricula and teaching procedures for improving the learning and adjustment of these children.

SPE 530 Autism Spectrum Disorder: Characteristics and Etiology 3(3-0)
This course will review the behavioral and educational characteristics of students with autism spectrum disorders. Known causes of this disorder will also be examined. Identical to PSY 575. Credit may not be earned in more than one of these courses. Prerequisite: senior or graduate status.

SPE 531 Autism Spectrum Disorder: Educational Implications 3(3-0)
Presentation of special techniques and materials used in best practice instruction of students with autism spectrum disorders. Prerequisites: SPE 530 and senior or graduate status.

SPE 536 Field Experience: Autism 3(Spec)
Practice and application of knowledge and strategies for teaching students with autism under faculty supervision. Application to register for this course must be filed during the semester prior to registration for approval. Prerequisites: SPE 530, SPE 531, PSY 586, PSY 682, CDO 550, and graduate status.

SPE 545 Special Education Workshop 1-6(Spec)
Study of trends, alternative approaches, and innovative curricula in programming for the exceptional student. Prerequisite: permission of instructor.

SPE 550 Teaching Culturally Diverse Students 3(3-0)
Survey of sociocultural influences on the performance of students from culturally different backgrounds, and educational provisions made for them in public schools. Included are Hispanic, Black and Asian American; Native American; rural and urban disadvantaged and recent immigrants.

SPE 577 Introduction to Specific Learning Disability 3(3-0)
Systematic introduction to the identification, diagnosis and remediation of specific learning disabilities. Prerequisite: approved major in psychology or special education, or graduate status.

SPE 578 Students with Emotional Impairment 3(3-0)
Diagnostic procedures, therapy, and research concerning children and youth with emotional impairment. Grade of C+ or better required to count toward degree. Prerequisites: SPE 126 with a grade of C+ or better; SPE 322, SPE 323, SPE 324 with grades of C+ or better; admission to Teacher Education; PSY 310. Graduate students may be admitted with permission of instructor.

SPE 579 Teaching Students with Emotional Impairment 3(3-0)
Special techniques and materials used in instruction of students who have emotional and behavioral disorders. Grade of C+ or better required to count toward degree. Prerequisites: SPE 126 with a grade of C+ or better; SPE 322, SPE 323, SPE 324 with grades of C+ or better; admission to Teacher Education; PSY 310. Graduate students may be admitted with permission of instructor.

SPE 581 Field Experience-Emotional Impairment 3-6(Spec)
University-supervised practice and application of knowledge and strategies for teaching students with emotional impairment. Grade of C+ or better required to count toward degree. Prerequisites: SPE 126 with a grade of C+ or better; SPE 322, SPE 323, SPE 324, SPE 578, and SPE 579 with grades of C+ or better; admission to Teacher Education; PSY 310.

SPE 600 Current Issues in Special Education 3(3-0)
Concentrated study of current special education problems with particular attention to program implementation and development resulting from recent legislation and research. Prerequisite: admission to a master's program in Special Education.

SPE 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

SPE 640 Administration of Special Education 3(3-0)
Organization and administration of educational programs for exceptional children. Prerequisite: SPE 126, or permission of instructor. Cross-referenced with EAD 675.

SPE 645 Special Education Workshop 1-6(Spec)
Study of trends, alternative approaches, and innovative curricula in programming for the exceptional student. Specifically for in-service training. Prerequisite: permission of instructor.

SPE 665 Independent Study 1-3(Spec)
Individual research or project dealing with a problem in special education. Approval of department chairperson.

SPE 666 Independent Study 1-3(Spec)
Individual research or project dealing with a problem in special education. Approval of department chairperson.

SPE 675 Teaching the Student with Learning Disabilities 3(3-0)
Methods and materials used in teaching students with specific learning disabilities. Prerequisite: SPE 577.

SPE 678 Education of Students with Severe Emotional Impairment 3(3-0)
Study of children with severe emotional impairment with particular attention to the underlying theories and intervention programs implemented by school personnel and parents. Prerequisites: major in Teachers of Students with Emotional Impairment.
SPE 679 Behavioral and Curricular Interventions for Individuals with Mild Disabilities 3(3-0)

The relationship between behaviors and curriculum in the education of individuals with mild disabilities, focusing on the techniques and practices of various interventions. Prerequisites: SPE 600 and admission to a master's degree program, or permission of instructor.

SPE 685 Innovative Cognitive Techniques in Special Education 3(3-0)

A study of instructional techniques which have been shown to be effective in enhancing the cognitive skills of special education students. Prerequisites: SPE 577, PSY 667, SPE 675 and permission of instructor.

SPE 689 Practicum in Learning Disabilities 3-6(Spec)

Designed to provide students the opportunity to develop and demonstrate competencies required for working with specific learning disabilities. Prerequisites: PSY 667, SPE 675, SPE 685 and permission of instructor.

SPE 695 Research for Counseling and Special Education 3(3-0)

Presentation and application of designs and procedures pertinent to conducting research in human services. Includes writing Plan A/B proposal and article, implementing mini-research project. Identical to CED 695. Credit may not be earned in more than one of these courses. Prerequisites: regular admission and 15 hours completed toward the M.A. in Counseling and Special Education.

SPE 720 Seminar: Teaching Students with Severe Cognitive Impairment 3(3-0)

Study and research of selected topics that reflect total education programming for individuals with severe cognitive impairment. Prerequisite: major in Teachers of Students with Cognitive Impairment.

SPE 741 Seminar: Administration of Special Education 2(2-0)

Provides interaction among special educators to discuss current issues and problems in implementing programs in accordance with special education code and guidelines. Prerequisites: SPE 640 and background in research methods.

SPE 750 Consultant Skills for Special Educators and Counselors 3(3-0)

The skills, competencies, responsibilities, priorities, and evaluative processes appropriate in a special education teacher/counselor/consultant role are analyzed. Prerequisite: admission to a master's program or permission of instructor.

SPE 775 Seminar: Learning Disabilities 3(3-0)

Discussion and research of major issues and current topics in the field of learning disabilities. Prerequisites: SPE 577, SPE 675 or SPE 676 and permission of instructor.

SPE 785 Seminar in Special Education 3(3-0)

Selected theories and practices in educational training of the mildly impaired. Reviews current research and related findings to the implementation of successful programs. Prerequisite: SPE 600 and admission to a master's program, or permission of instructor.

SPE 790 Seminar: Investigations and Solutions in Special Education 3(3-0)

SPE 798 Thesis 1-6(Spec)

Approval of Committee chairperson. CR/NC only.
Master of Arts

Admission Requirements
There are no specific undergraduate requirements for admission to the Master of Arts degree program in economics. Students who, in the opinion of the Graduate Coordinator, are deficient in background knowledge will be advised to take additional courses. Students who do not meet the graduate school requirements may apply for non-degree admission. A maximum of 15 credits earned during non-degree status may be applied toward a graduate degree in Economics.

Degree Requirements
Degree requirements will be satisfied by completing the common core courses and Plan A or Plan B alternative. Candidates may not apply more than six hours of cognate courses to this 30-hour program. All cognate courses must be selected in consultation with the candidate’s advisor.

I. Core Courses (12 hours)
- ECO 535 Fundamentals of Mathematical Economics
- ECO 585 Econometrics
- ECO 616 Microeconomic Theory
- ECO 620 Macroeconomic Theory

II. Elective Courses (18 hours)
A. Plan A. Thesis
1. Courses approved by advisor, inclusive of cognate courses - 12 hours
2. ECO 798, Thesis - 6 hours
B. Plan B. Non-thesis
1. Courses approved by advisor, inclusive of cognate courses - 18 hours
2. Research paper under the direction of a faculty member.

Total: 30 credit hours

Accelerated Master’s Degree

Students admitted to the Accelerated Master’s Degree Program may earn up to twelve hours of graduate credit toward the MA in Economics for courses taken during their senior year. These courses will count both toward their undergraduate degree and toward their MA degree in Economics. The student will need, first, to be admitted to the program and, second, to have completed the agreed-to plan of study.

Admission Requirements. Within 30 credit hours of graduating with a BS or BA in BA with a GPA of 3.25. In addition, the student should have completed the University competency requirements and ECO 365, ECO 370, MTH 217, and ECO 285 or STA 282.

Plan of Study. Courses to be counted toward both the undergraduate degree and the MA in Economics when taken during the senior year by a student admitted to the Accelerated Master’s Degree Program prior to the senior year and completing the courses during the senior year.

Fall Semester: ECO 385 (3 hours); ECO elective (3 hours)
Spring Semester: ECO 685 (3 hours); ECO elective (3 hours)
The electives must be at the 500 level and above and be approved by the graduate coordinator of Economics.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: ECO 590, 591, 597, 640 and 690.

Core Prerequisites. Graduate admission in economics or permission of the Graduate Coordinator is required of students who enroll in courses at the 600 or 700 level. For any additional prerequisites, please see the individual course description.

Course Descriptions
ECO 503 Seminar in Urban Economics 3(3-0) D
Economic aspects of urban regions; their growth; household location; pollution; poverty. Solutions-oriented discussion of urban problems. Complements 504. Prerequisite: ECO 375 or permission of instructor.

ECO 504 Seminar in Regional Economics 3(3-0) D
Economic analysis of sub-national regions, including location theory, growth determinants, industrial structure, and policy alternatives of city size. Complements ECO 503. Prerequisite: ECO 375 or permission of instructor.

ECO 508 Monetary Theory 3(3-0) D
Further development of theories of money supply, money demand, the options of monetary policy, and the effects of monetary policy on the economy. Prerequisite: ECO 306 or ECO 370.

ECO 515 Collective Bargaining and Labor Law 3(3-0) Sp
Development of various phases of labor law, especially under statutes such as the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act. Prerequisites: ECO 201 and ECO 202.

ECO 532 Economic Forecasting 3(3-0) D

ECO 535 Fundamentals of Mathematical Economics 3(3-0) Sp
Application of mathematical techniques in economics. Emphasizes marginal analysis, market models, comparative static equilibrium, and maximization. Prerequisites: ECO 201 and ECO 202, MTH 132 or equivalent.

ECO 572 International Monetary Economics 3(3-0) D
International monetary and financial markets are studied. Topics include exchange rate policy, international capital flow, purchasing power parity, and exchange rate policy. Prerequisites: ECO 372 or permission of instructor.

ECO 585 Econometrics 3(3-0) F
Thorough treatment of statistical estimation methods and their properties for simultaneous equation systems. Also includes discussions of types of systems, solution methods and identification. Prerequisite: STA 580 or equivalent or permission of instructor.

ECO 590 Seminar Readings 1-3(Spec) F, Sp
Elective Honors course for majors or minors in economics. Prerequisites: 12 hours of economics with B average

ECO 591 Seminar Research Studies 1-3(Spec) F, Sp
Independent study on special problems for majors and minors in economics. Prerequisites: 9 hours of 300- to 500-level economics and permission of instructor.

ECO 597 Special Studies in Economics 1-3(Spec) D
Experimental courses to cover material of special interest to both undergraduates and graduates not covered by courses in the regular curriculum. Prerequisite: permission of instructor.

ECO 600 Introduction to Advanced Economic Analysis 3(3-0) D
Provides the analytical tools necessary for graduate study in economics; firms, households, pricing, wages, distribution, market failure, income determination, and economic growth. Not open to Economics graduate students or undergraduate majors or minors.

ECO 601 Advanced Environmental Economics 3(3-0) D
The use of price theory and benefit cost analysis to understand environmental problems and policies. Examination of property rights, regulations, taxes, and subsidies.
ECO 603 Economic Effects of Urbanization and Technology 3(3-0) D
Analysis of the economic effects of the urbanization process, emphasizing solutions to the problems of urbanization and side effects of policy actions.

ECO 606 Seminar in Economic History 3(3-0) D
Diverse economic experiences of advanced nations since Industrial Revolution. Applies theoretical and institutional approaches to economic history.

ECO 610 Seminar in Economic Thought 3(3-0) D
Evolution of economic thought during the past 25 centuries.

ECO 614 Seminar in Labor Economics 3(3-0) D
Operation of labor markets in utilizing and allocating manpower. Government measure to facilitate such utilization and allocation. Influence of discrimination.

ECO 616 Advanced Microeconomic Theory 3(3-0) Sp
Theories of consumer behavior; cost; optimum decision-making, prices, welfare economics, general equilibrium, and income distribution.

ECO 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

ECO 620 Advanced Macroeconomic Theory 3(3-0) Sp
Analysis of the aggregate economic framework, and application of Keynesian and post-Keynesian macroeconomic theories to the determination of income, employment, and prices.

ECO 622 Seminar in Economic Growth and Development 3(3-0) D
Selected topics in growth and development. Topics may include growth and development theory, rationality, population, labor, public economics and trade.

ECO 625 Market Structure and Government Policy 3(3-0) D
Deeper understanding of social control arising from market structure, conduct, business performance, and welfare implications of alternative forms of social control.

ECO 630 Comparative Economic Systems 3(3-0) D
A systematic analysis of different types of economic systems with respect to the way basic economic problems of resource allocation and income distribution are solved.

ECO 640 Special Topics in Economic Issues 3-6(Spec) D
A course organized by individual instructors on the basis of their specialized or experimental interests. Topics will vary from semester to semester.

ECO 650 American Financial Institutions 3(3-0) D
Interrelationships among commercial banks, savings and loan associations, finance companies, securities markets, and federal credit institutions; developments, problems, and trends in money markets.

ECO 655 Seminar in International Economics 3(3-0) D
Recent developments in trade theories and problems in trade policy; foreign exchange market; national income and balance of payments; and international financial policies.

ECO 657 Advanced Investment Analysis 3(3-0) D
Analysis of the principles, techniques, and other factors that determine the values of individual securities and investment portfolios.

ECO 660 Public Finance and Fiscal Policy 3(3-0) D
Analyzes fiscal policy and theory of taxation affecting economic welfare and delivery of public goods and services. Includes economic stabilization and fiscal reform considerations.

ECO 670 Research Methods in Economics 3(3-0) D
Thorough comparative analysis of economic methodology and research methods. Prerequisites: ECO 585 or equivalent, or permission of instructor.

ECO 685 Econometric Applications 3(3-0) Sp
Economic applications and empirical implementation and interpretation of econometric techniques. Prerequisites: ECO 585 or equivalent.

ECO 690 Independent Research 1-3(Spec) F, Sp
Graduate standing in Economics is a prerequisite.

ECO 798 Thesis 1-6(Spec) F, Sp
CR/NC only.

Education (EHS)

Educational Administration and Community Leadership (EAD)

Michael Gilbert, Chairperson
320 Ronan Hall, (989) 774-1534

Harvey Dorrah, Ph.D., Middle School Administration Urban Educational Administration

Pamela L. Eddy, Ph.D., Higher Education Administration, Community Colleges

Robert S. Estabrook, Ed.D., Administrative Theory, School District Administration

Michael B. Gilbert, Ed.D., School Administration Practice, Organizational Behavior

Roger N. Grabinski, Ed.D., Community Leadership, Research, Theory

Brenda R. Kallio, Ed.D., Educational Law, Supervision of Instruction

Sarah Marshall, Ph.D., Student Affairs Administration, Work-Family Issues

Michael Rao, Ph.D., Higher Education, Finance, Organizational Behavior

Rena E. Richtig, Ph.D., Elementary Administration

David E. Whale, Ed.D., Secondary Administration and Curriculum, School and Community Relations

The department provides courses and programs for graduate students preparing for leadership positions in schools, institutions of higher learning, and other community-based human service organizations. Opportunities for advanced specialized study are available in addition to pre-service preparation programs. The programs and courses in educational administration and community leadership are:

Master of Arts Degree Programs:
1. Educational Leadership
2. Community Leadership
3. School Principalship

Specialist in Education Degree:
General Educational Administration

Doctor of Education Degree:
Educational Leadership

(continued)
Master of Arts

Three distinctive M.A. programs accommodate different student needs and objectives.

The Educational Leadership program is most flexible in terms of allowing students to design their own programs in consultation with their advisor. The program is designed for those seeking leadership positions in schools, higher education and other organizations dealing with the transfer of knowledge and learning. Students preparing for a position in a K-12 work environment should be aware that this degree concentration is not an administrative certification program.

The Community Leadership program is designed to prepare administrators of community-based human service agencies, community school directors, administrators of adult education programs, and others who administer education programs in non-school settings.

The School Principalship program prepares students to lead traditional public schools and public school academies. The program is NCATE accredited according to standards developed under the auspices of the National Policy Board for Educational Administration and implemented by the Educational Leadership Constituent Council. Generally, students selecting this program have had classroom teaching experience and plan to move to administrative positions. However, others remain in the classroom with a new perspective on teaching experience and plan to move to administrative positions.

Students intending to teach in a public school system or academy should realize that s/he must have a Michigan teaching certificate. A Master of Arts in Educational Administration and Community Leadership does not substitute for teacher certification.

Admission Requirements for Master of Arts Candidates

1. Applicants must meet the requirements for admission to the College of Graduate Studies.
2. Applicants must provide evidence of promise as an administrator by preparing and submitting an admission portfolio directly to the Department of Educational Administration and Community Leadership. The following items must be included in the contents of the portfolio:
   a. a department application form (www.ehs.cmich.edu/eacl/home/);
   b. a current resume identifying training, experience, and professional accomplishments;
   c. a minimum of two letters of reference from individuals who can appropriately address the applicant's potential as an administrator and attest to the applicant's potential to succeed in the program;
   d. a one-page reflective statement addressing the applicant's beliefs about educational administration;
   e. a one-page reflective statement of professional goals and actions the applicant intends to take to achieve the identified goals;
3. Regular admission will be granted only after the admission portfolio has been reviewed and deemed acceptable by a committee of EACL faculty. Acceptability will be judged on the appropriateness of the contents of the admission portfolio relative to the degree program to which application is directed.

Educational Leadership

Degree Requirements

1. Courses for all MA in Educational Leadership students (6 hours)
   - Required:
     - EAD 600 (3) Research in Administration
     - EAD 660 (3) Principles of Educational Administration

2. Emphasis Area (15 hours)
   - Emphasis in General Educational Administration
     - Required:
       - EAD 663 (3) Personnel Administration
       - EAD 656 (3) Public School Law
       - EAD 664 (3) Public School Finance
       - plus 6 hours EAD electives determined in consultation with advisor
     OR
   - Emphasis in Higher Education Administration
     - Required:
       - EAD 636 (3) Higher Education Law
       - EAD 763 (3) Personnel Administration in Higher Education
       - EAD 764 (3) Financing of Higher Education
       - EAD 776 (3) Administration of Higher Education
       - plus 3 hours EAD electives determined in consultation with advisor
     OR
   - Emphasis in Student Affairs Administration
     - Required:
       - EAD 626 (3) The Adult Learner
       - EAD 636 (3) Higher Education Law
       - EAD 776 (3) Administration of Higher Education
       - EAD 777 (3) Administration of Student Personnel Services
       - plus 3 hours EAD electives determined in consultation with advisor

3. Additional Courses (6 hours)
   - Selected in consultation with advisor

4. Capstone Project (6 hours)
   - Plan A (6 hours)
   OR
   - Plan B (6 hours)
     - Required:
       - EAD 699 (3) Administrative Internship
       - plus EAD elective (3) determined in consultation with advisor

*Plan B requirements are met with a Professional Portfolio that consists of additional evidence of significant scholarship and ability relating to competence in administration and leadership. Portfolios are reviewed and assessed during an exit interview.

Total credits: 33
Community Leadership

Degree Requirements

1. Courses in Educational Administration (14-17 hours)
   Required: EAD 600, 609 or 667, 610, 660, or equivalents.

2. Additional Courses (10 hours minimum)
   Selected in consultation with advisor.

3. Internship (3-6 hours)
   Required: EAD 699

4. Professional Portfolio

School Principalship

Additional Admission Requirements

Must have a valid Michigan elementary, middle-level or secondary teaching certificate or equivalent.

Degree Requirements

1. Courses in Educational Administration (27 hours)
   Required:
   EAD 600 (3) Research in Administration
   EAD 615 (3) Educational Technology for Administrators
   EAD 660 (3) Principles of Educational Administration
   EAD 682 (3) School Business Admin. & Facilities Management
   EAD 663 (3) Personnel Administration
   EAD 656 (3) Public School Law
   EAD 699 (3) Administrative Internship
   EAD 773 (3) Instructional Supervision for Administrators
   AND
   EAD 620 (3) Administration within Diverse Populations
   OR EAD 661 (3) School and Community Relations

2. Emphasis Areas (6 hours)
   Select ONE of the following:
   EAD 663 (3) Personnel Administration
   EAD 656 (3) Public School Law
   EAD 664 (3) Public School Finance
   EAD 773 (3) Instructional Supervision for Administrators
   AND
   EAD 770 (3) Advanced Administration for Schools
   OR EAD 772 (3) Advanced Administration for Elementary Schools

3. Professional Portfolio
   Plan B requirements are met with a Professional Portfolio that consists of additional evidence of significant scholarship and ability relating to competence in administration and leadership. Portfolios are reviewed and assessed during an exit interview.

Total credits: 33

Specialist in Education

General Educational Administration

The Ed.S. degree is based upon the satisfactory completion of a minimum of 60 semester hours of graduate work beyond the bachelor's degree. During the course of this program, a student may apply for a master's degree when requirements for that degree are satisfied. A student who has already earned a master's degree before enrolling in a specialist program may in consultation with the advisor work out a program which includes previous graduate coursework that is pertinent to his or her program. Since a specialist degree implies an understanding of a field in greater depth than that provided by a similar master's degree program, a student whose master's degree is not in the same precise area as the chosen specialist program should expect to do more than 30 semester hours of work beyond the master's degree.

Graduate students, under the specialist degree in general educational administration, may select courses that will develop skills in school superintendency, agency administration, higher education, or other leadership positions. The student should consult an advisor to develop such a program.

Admission Requirements for Specialist in Education Candidates

In addition to the requirements for admission to the Master of Arts program, applicants for the Educational Specialist degree must have three years experience in educational or other human service organization. (Applicants who cannot satisfy the experience requirement or for whom the department faculty believe additional documentation of promise is necessary may choose to participate in an administrative assessment center program or submit evidence of professional leadership. Other evidence might include one or more of the following: publications in professional journals, presentations at professional meetings, leadership positions in professional organizations, awards and honors, and other similar evidence).

Degree Requirements

1. Courses in Educational Administration (15 hours)
   EAD 600 (3) Research in Administration
   EAD 660 (3) Principles of Educational Administration
   EAD 700 (3) Advanced Administrative Research
   EAD 760 (3) Leadership Theory and Practice
   EAD 766 (3) Advanced Educational Law

2. Emphasis Strands (15 hours)
   Elementary/Middle/Secondary Administration
   EAD 663 (3) Personnel Administration
   EAD 656 (3) Public School Law
   EAD 664 (3) Public School Finance
   EAD 773 (3) Instructional Supervision for Administrators
   AND
   EAD 770 (3) Advanced Administration for Schools
   OR EAD 772 (3) Advanced Administration for Elementary Schools
   OR
   Higher Education Administration
   EAD 626 (3) The Adult Learner
   EAD 636 (3) Higher Education Law
   EAD 763 (3) Personnel Administration in Higher Education
   EAD 764 (3) Financing of Higher Education
   EAD 776 (3) Administration of Higher Education

3. Capstone Project (6 hours)
   Required:
   A. Field-based Project:
      EAD 699 (3) Administrative Internship
      EAD 797 (3) Field Study
   OR
   B. Thesis: EAD 798 (6 hours)

4. Additional Courses (24 hours)
   Selected in consultation with advisor.
Doctor of Education

The Ed.D. degree in Educational Leadership is designed to provide in-depth knowledge and skills to educational leaders who seek to develop and refine their knowledge and skills to help transform through practice the educational institution. The program emphasizes the application of scholarship (theory) to the improvement of educational practice. It is intended for individuals in educational leadership careers. Students accepted into the program will be part of a cohort.

Admission Requirements

In order to be considered for admission to the program, an applicant must have completed a master's degree with a minimum graduate grade point average of 3.5 and must have completed three years of professional education. (Preference will be given to those with administrative experience.)

- Review of complete application begins March 1 and continues until the cohort is filled. A completed application packet will include the following materials:
  - a completed graduate application;
  - transcripts of all undergraduate and graduate work;
  - resume of professional education experience;
  - Graduate Record Exam (GRE) or Miller Analogy Test (MAT);
  - short essay describing the relationship between the applicant's professional goals and the Ed.D. program;
  - description of a professional problem the applicant has encountered and an analysis of the resolution of that problem;
  - three letters of recommendation that attest to the applicant's potential to succeed in the program.

- After reviewing the credentials of the applicants, the Doctoral Program Committee will select those to be interviewed.

- The Doctoral Program Committee will make all decisions regarding admissions, selecting the cohort from those interviewed. Preference will be given to those applicants who have a demonstrated history of educational leadership and who have career goals consistent with the expectations of this program. The total application package will be evaluated holistically.

Degree Requirements

Progress through the program is based upon obtaining satisfactory grades (a 3.25 GPA average overall and a B or better in each class), passing written and oral comprehensive exams, and completing a doctoral dissertation.

Research: 9 credits

The research component encompasses both quantitative and qualitative research methods. The competencies to be developed are essential to interpreting and evaluating research studies to be encountered in all course work as well as to completing the dissertation requirement.

- EAD 700 (3) Advanced Administrative Research
- EAD 800 (3) Qualitative Analysis in Educational Leadership
- EAD 801 (3) Quantitative Analysis in Educational Leadership

Academic Core: 22 credits

The academic core component includes all of the critical areas of study for future educational leaders: foundations, organizational and leadership analyses, and the issues which change and dominate over time. The courses are designed to provide students with the underpinnings to understand and to act effectively upon the challenges confronting the educational organization.

- EAD 810 (3) Ethics in Educational Leadership
- EAD 825 (3) Culture of Educational Organizations
- EAD 860 (3) Organizational Theory in Educational Institutions
- EAD 865 (3) Organizational Change in Educational Institutions
- EAD 870 (3) Issues in Educational Leadership
- EAD 875 (3) Educational Policy Analysis
- EAD 885 (3) Problem Solving in Educational Leadership
- EAD 899 (1) Doctoral Seminar

Concentration: 12 credits

There are two choices from which students may select a concentration, based upon their needs assessment. The specific courses will be determined in consultation between the student and the academic advisor.

- Educational Leadership: courses for those individuals seeking educational leadership positions in schools and institutions of higher learning.
- Curriculum & Instruction: courses in design, evaluation, supervision, and instructional delivery systems for those educational leaders who seek the depth needed in exhibiting program leadership.

Cognate: 12 credits

The cognate, to be determined jointly by the student and advisor, can be completed in one academic discipline or by taking a combination of courses from more than one academic discipline.

Field-based Experience: 3-6 credits

This internship experience will assist students in strengthening their leadership competencies. The number of credit hours required will be determined with the student's advisor based upon the student's past professional experience and personal career objectives. Forty contact hours will be required for each credit earned. A letter of understanding will be developed between the student, district, and university supervisor as to the responsibilities and expectations for the experience.

Comprehensive Examinations

Students will be expected to take written comprehensive examinations in three areas: Foundations, Organizational Leadership, and their area of concentration. The doctoral advisor with selected faculty has responsibility for oversight and administration of all comprehensive examinations. Comprehensive examinations will ordinarily be scheduled during a one-month period (maximum) of the third year of graduate study.

Dissertation: 15 credits

The student will complete three steps in the dissertation process: (1) the proposal review stage in which there is a formal defense of the dissertation proposal; (2) the completion of the written dissertations, including conducting the research, analyzing the results, and writing the final document; and (3) an oral defense of the dissertation.

Total credits: 73-76

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: EAD 592, 650, 680, 687, 688, 689, 695, 699, 750 and 797.
Course Descriptions

EAD 565 Legal Aspects of Student Discipline 3(3-0)
Legal procedures for administering student discipline and methods of providing a safe and orderly learning environment. Prerequisites: senior or graduate status.

EAD 566 Introduction to School Law 3(3-0) D
Educational law as it relates to teaching.

EAD 567 Principles of Community Education 3(3-0) D
Concepts, programs, and practices in community education.

EAD 592 Workshop in Educational Administration 1-8 (Spec) D
Identification and study of the problems of school administration.

EAD 600 Research in Administration 3(3-0)
Methods of research focused on the needs of school administrators and administrators of other community-based human service agencies. Prerequisites: graduate status.

EAD 609 Administration of Volunteer Programs 3(3-0) D
Course deals with use of volunteers in public, private, and voluntary agencies. Methods of recruitment, training, placement, evaluation, and retention of volunteers are stressed. Prerequisite: 40 hours of work experience in a volunteer program prior to or concurrent with enrollment.

EAD 610 Grants and Fund Procurement 3(3-0) D
Methods of obtaining grants from public and private sources, conducting fund drives, and administering educational projects.

EAD 615 Educational Technology for Administrators 3(3-0)
The development of knowledge, philosophy, skills and practical applications regarding technology for administrators. Prerequisites: graduate status.

EAD 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

EAD 620 Administration Within Diverse Populations 3(3-0)
Examination of critical issues, trends, and practices relative to cultural diversity that influences the organization and administration of school and other human service organizations. Prerequisites: graduate status or permission of instructor.

EAD 622 Adult Literacy and Society 3(3-0)
A study of the theories of language and literacy and their relationship to the practices of adult education. Prerequisite: graduate status.

EAD 624 Planning for Instruction in Nontraditional Settings 3(3-0)
Analyzes problems and issues in administration of learning programs for students located in non-traditional settings including prisons, malls, churches, factories, and other workplace situations. Prerequisites: graduate status.

EAD 626 The Adult Learner 3(3-0)
A study of learning in adulthood, how to facilitate that learning, and the characteristics of adult learners. Prerequisites: graduate status.

EAD 628 Administration of Adult and Continuing Education 3(3-0)
A study of the organization, structure, and management of adult and continuing education programs and organizations in post-secondary institutions. Prerequisites: graduate status.

EAD 636 Higher Education Law 3(3-0) D
An introduction to the law as it relates to higher education, including student personnel problems, collective bargaining, finance, liability, personnel, and malpractice. Prerequisite: graduate status.

EAD 650 Professional Studies: Special Topics 1-6(Spec) D
Investigation and in-depth study of new knowledge or current problem areas. Prerequisite: department permission.

EAD 656 Public School Law 3(3-0) D
The law as it relates to education.

EAD 660 Principles of Educational Administration 3(3-0) D
Philosophy and principles underlying the organization and operation of education in the United States.

EAD 661 School and Community Relations 3(3-0) D
Public relations responsibilities of school board and staff members.

EAD 662 School Business Administration & Facilities Management 3(3-0) D
An exploration of school business administration and facilities management concepts, with emphasis on school-site administration. Prerequisite: graduate status.

EAD 663 Personnel Administration 3(3-0) D
The determination of need, satisfaction of need, and means of securing efficient personnel service. Emphasis on environmental factors essential to efficiency.

EAD 664 Public School Finance 3(3-0) D
A short history and consideration of problems relating to taxation, the budget, local millage, school building bond issues, and state aid.

EAD 665 School Plant: Planning, Management, and Operation (3-0) D
Planning, management, and utilization of educational facilities, property, and equipment.

EAD 667 Administration of Community Education 3(3-0) D
Identification of community needs, and organization and management of new and ongoing programs.

EAD 668 Educational Survey 2(2-0) D
The techniques of surveys and experience in surveys encompassing the social, economic, and educational resources of Michigan communities. Permission of the instructor required.

EAD 669 Negotiations in Education 3(3-0) D
Theory and practice of collective bargaining as it relates to education.

EAD 670 Administration of Elementary Schools 3(3-0) D
Current theories, principles, and practices relative to the organization, administration, and operation of elementary schools.

EAD 671 Administration of Middle Schools 3(3-0) D
Current theories, principles, and practices relative to the organization, administration, and operation of the emerging middle schools.

EAD 672 Administration of Secondary Schools 3(3-0) D
General problems of organization, supervision, and management of the high school.

EAD 673 Administration of the School District 3(3-0) D
Study of the functions of school district management with special emphasis on the role of the superintendent and other administrators with district-wide responsibilities. Prerequisites: graduate status.

EAD 674 Administration of Intermediate School Districts 3(3-0) D
Purposes, functions, and responsibilities of intermediate school districts.

EAD 675 Administration of Special Education 3(3-0) D
Organization and administration of education programs for exceptional children. Identical with SPE 640. Credit may not be earned in more than one of these courses.
EAD 676 Administration of Community Colleges 3(3-0) D
Structure, organization, and management of the community college.

EAD 679 Administration of School Transportation Systems 3(3-0) D
Objectives, techniques, and practices in management of school transportation services.

EAD 680 Teaching in Higher Education Settings 3(3-0)
Study of classroom teaching methods and practices in college environments. Review of active learning techniques, curriculum construction, and student-learning assessment. Prerequisite: graduate status.

EAD 681 Administration of Middle School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the middle school curriculum. Prerequisites: graduate status.

EAD 682 Administration of Secondary School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the secondary school curriculum. Prerequisites: graduate status.

EAD 683 Administration of Elementary School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the elementary school curriculum. Prerequisites: graduate status.

EAD 684 Administration of Student Personnel Services 3(3-0)
Study of the organization, structure, management, programs, and functions of student personnel services in post-secondary education. Prerequisites: graduate status or permission of advisor.

EAD 685 Readings in Education 1-2(Spec) F, Sp
Prerequisite: permission of advisor.

EAD 686, 688, 689 Independent Study 1-2 (Spec) F, Sp
Prerequisite: permission of advisor.

EAD 690 Administration of Elementary School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the elementary school curriculum. Prerequisites: graduate status.

EAD 691 Administration of Middle School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the middle school curriculum. Prerequisites: graduate status.

EAD 692 Administration of Secondary School Curriculum 3(3-0) D
Study, analysis, and application of administration principles to the development, implementation, and evaluation of the secondary school curriculum. Prerequisites: graduate status.

EAD 695 Readings in Education 1-2(Spec) D
Permission to register must be obtained from the unit coordinator during the semester prior to the one in which the student wishes to enroll.

EAD 699 Administrative Internship 1-15 Spec) D
Real and simulated activities related to preparing for positions of educational leadership under the supervision of a practicing administrator. CR/NC only. Prerequisites: consultation and approval of learning plan by internship coordinator.

EAD 700 Advanced Administrative Research 3(3-0)
Advanced methods of research focused on the needs of the practicing school administrator, administrators of other community-based human service agencies, and the Ed.S. student. Prerequisites: admission to Ed.S. program, EAD 600 or equivalent.

EAD 731 Strategic Planning 3(3-0) D
Identification of planning processes to set goals, establish implementation procedures and evaluation of the process and results. Prerequisite: Ed.S. candidate or permission of instructor.

EAD 750 Professional Studies Topics 1-6(Spec) D
Investigation and in-depth study of a current problem area or the introduction of new knowledge. Prerequisite: department permission (generally limited to Ed.S. candidates).

EAD 760 Leadership Theory and Practice 3(3-0) D
Current management theories and systems as applied to the administration of educational programs. Prerequisite: admission to Educational Specialist program.

EAD 763 Personnel Administration in Higher Education 3(3-0) D
Role definition and function of personnel administration in higher education. Budgeting, recruitment, collective bargaining, affirmative action in relation to higher education.

EAD 764 Financing of Higher Education 3(3-0)
An analysis of the funding of higher education and the complex relationship between finance and other aspects of higher education administration. Prerequisites: Graduate status.

EAD 766 Advanced Educational Law 3(3-0) D
In-depth study of current legal problems. Prerequisite: EAD 656 or equivalent.

EAD 770 Advanced Administration of Elementary Schools 3(3-0) D
Skills and perceptions essential to advanced leadership of elementary education programs. Prerequisite: EAD 670 or equivalent and admission to Educational Specialist program.

EAD 772 Advanced Administration of Secondary Schools 3(3-0) D
Study of current management skills and procedures necessary for operating a secondary school. Prerequisites: EAD 672 or equivalent and admission to Educational Specialist program.

EAD 773 Instructional Supervision for Administrators 3(3-0) D
Development of supervisory policies and guidelines for the management of the instructional program in a modern school. Methods of evaluation, selection, and implementation of new curricula. Prerequisites: admission to Educational Specialist program or permission of advisor.

EAD 774 Women in Educational Leadership 3(3-0)
Study of women's roles both as students and administrators in educational settings. Emphasis is on the identification and study of current issues and gender theories. Prerequisites: EAD 600; graduate status.

EAD 776 Administration of Higher Education 3(3-0)
Study of the organization and management of colleges and universities. Prerequisites: graduate status.

EAD 777 Administration of Student Personnel Services 3(3-0)
A study of the organization, structure, management, programs, and functions of student personnel services in post-secondary education. Prerequisites: graduate status or permission of instructor.

EAD 778 Contemporary Issues in Higher Education 3(3-0)
Study of contemporary issues confronting higher education. Emphasis is on the identification, definition, and study of issues and how educational leaders might address them. Prerequisite: graduate status.

EAD 790 Critical Issues: Administration of Elementary Schools 3(3-0) D
Analysis of current problems affecting the administration of elementary schools and the development of appropriate alternatives. Prerequisites: EAD 670 or EAD 770 or equivalents and admission to Educational Specialist program.

EAD 792 Critical Issues: Administration of Secondary Schools 3(3-0) D
Analysis of current problems, regulations, laws, and pressures confronting the secondary school principal. Course stresses conflict management and crisis intervention techniques. Prerequisites: EAD 672 or EAD 772 or equivalents and admission to Educational Specialist program.

EAD 796 Critical Issues: Administration of the School District 3(3-0) D
Current issues and problems as they relate to the leadership role of the school district administrator. Prerequisites: admission to Educational Specialist program, administrative experience and permission of advisor.
EAD 797 Field Study 1-6(Spec) F, Sp
Students cannot enroll for both EAD 797 and EAD 798 to fulfill the requirements of a single degree. CR/NC only

EAD 798 Thesis 1-6(Spec) F, Sp
Students cannot enroll for both EAD 797 and EAD 798 to fulfill the requirements of a single degree. CR/NC only.

EAD 800 Qualitative Analysis in Educational Leadership 3(3-0)
Concepts and tools used in conducting qualitative investigations of educational issues and practices. Prerequisites: EAD 600 and EAD 700 or equivalents or permission of instructor. Admission to doctoral program in Educational Leadership.

EAD 801 Quantitative Statistics in Educational Leadership 3(3-0)
Study, analysis, and application of quantitative statistical principles to the development, implementation, and evaluation of educational practices and programs. Prerequisites: EAD 600 and EAD 700 or permission of instructor; admission to doctoral program in Educational Leadership.

EAD 810 Ethics in Educational Leadership 3(3-0)
Examination of major intellectual and cultural paths contributing to ethics and modern morality in educational organizations. Emphasis in placed on moral leadership practice. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 825 Culture of Educational Organizations 3(3-0)
Examination of the school culture, and an analysis of how social, political, and environmental factors affect student behavior and teacher administrator practices. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 860 Organizational Theory in Educational Institutions 3(3-0)
Focus will be upon the historical development of organizations with an emphasis upon organizational theory, systems theory, organizational behavior, motivation, and leadership. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 865 Organizational Change in Educational Institutions 3(3-0)
Fundamental concepts, processes, and procedures concerning the change process. Focus will be change processes and models, aspects of organizational development, and strategic and operational planning. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 870 Issues in Educational Leadership 3(3-0)
Study of issues confronting educational leaders. The course provides opportunity to integrate learning as well as explore contemporary issues facing K-12 administrators. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 875 Educational Policy Analysis 3(3-0)
Identification and analysis of source, function, and effect of policies affecting K-12 education. Prerequisites: admission to the doctoral program in Educational Leadership.

EAD 880 Doctoral Internship 3-6(Spec) D
Real and simulated activities related to preparing for advanced positions of educational leadership under the supervision of a practicing administrator. CR/NC only. Prerequisites: admission to the doctoral program in Educational Leadership; consultation and approval of learning plan by internship coordinator.

EAD 885 Problem Solving in Educational Leadership 3(3-0) Su
A practical examination of the skills needed to solve problems in educational situations. Prerequisites: admission to doctoral program in Educational Leadership.

EAD 886 Advanced Problem Solving in Educational Leadership 3(3-0)
An advanced seminar in problem-solving skills to assist educational leaders with interaction strategies. Prerequisites: EAD 885, or permission of instructor.

EAD 897 Dissertation Colloquium 3(3-0)
Development of a doctoral-level dissertation proposal. CR/NC only. Prerequisites: completion of doctoral coursework.

EAD 898 Dissertation 1-15(Spec)
Design and complete the dissertation including data collection, analysis, written report, and oral defense. CR/NC only. Prerequisite: admission to Doctoral Degree Candidacy.

EAD 899 Doctoral Seminar 1(1-0) F
Orientation to doctoral studies, program procedures, and dissertation issues. CR/NC only. Prerequisites: admission to doctoral program in Educational Leadership.

Engineering and Technology (IET) (TEC) (VED) (EGR)

Daniel Chen, Chairperson
100 IET Building, (989) 774-3033

Daniel Chen, Ph.D., Mechanical Engineering/CAD & CAE Manufacturing
Frank Cheng, Ph.D., Industrial Robotics, Automation Manufacturing
Jennifer Ehlerl, Ph.D., Safety
Joana Finegan, Ph.D., Mechanical Engineering
David Kelley, Ph.D., Computer Aided Design
Terry Lerch, Ph.D., Mechanical Engineering
David Lopez, Ph.D., Manufacturing Management, Quality
Molu Olumolade, Ph.D., Manufacturing Systems
Alan Papendick, M.A., Graphic Arts
Chengxiang Peng, Ph.D., Electrical Engineering/Electronics
David Pope, Ph.D., Mechanical Engineering
Jean-Claude Thomassian, Ph.D., Electrical Engineering
Dru Wilson, Ph.D., Industrial Technology/Plastics

The modern Industrial and Engineering Technology Building contains 30 state-of-the-art laboratories and support spaces. Facilities are provided for research and development, automotive technology, plastics technology, mechanical/energy technology, robotics, materials testing, metal fabrication, computer-aided design, manufacturing systems, photography, construction/wood technology, graphic arts, industrial education/special needs, safety, electronics instrumentation and design, and engineering design graphics. An auditorium and classrooms are also included in the building.

Since students need a balance of knowledge and applied experience to succeed in today's industrial environment, ample learning opportunities are provided in CMU's laboratories and at industrial sites. Selected resources of the university are available for special projects. Contacts with industry are maintained in a variety of ways.

The interaction between IET faculty and students is continuous. A well-qualified faculty member counsels and advises each student. IET faculty not only have appropriate academic credentials, they also have technical certificates, professional state engineering registrations, and other forms of recognition for technical applications expertise.
Master of Arts in Industrial Education

The Master of Arts in Industrial Education degree is designed to enhance the continued professional development of teachers, consultants, and supervisors. Courses are appropriate for professionals in industrial education, special education, business education, and other disciplines preparing youth for employment. The term industrial education is used to include industrial arts, technology education, industrial education, tech prep, vocational education, school-to-work, and blends of these programs.

Graduate students will upgrade their technical competence, but more importantly, they will learn how to apply their technical competence and individual teaching skills to a more diverse population of students. This diverse population of students will include gifted students and students with special needs. A series of career awareness exploration and preparation experiences will be developed by the graduate students. These experiences are developed to assist instructors in encouraging their students to select and prepare for their respective careers. Teamwork of instructors is essential in helping students make a smooth school-to-work transition. As such, the Masters of Arts in Industrial Education program focuses on developing cooperative teaching relationships with other professional educators and colleagues. These relationships will help to continually revitalize individual teaching and technical skills.

Coursework includes: 1) a seminar to establish broad visions of educational and employment opportunities, 2) a curriculum development course to reorganize classes for individualizing educational programs, 3) research and professional courses to organize and prepare for educational studies, 4) specialized courses to increase technical competence, 5) a practicum to investigate and utilize all available educational resources 6) an internship for implementing and evaluating educational alternatives. A formal Plan B paper related to the practicum and internship coursework will document changes and the effectiveness of educational programs.

Admission Requirements

To be accepted into the school of graduate studies, students must:
1. have completed an undergraduate major or minor in industrial education or in a field related to career and technical education and,
2. have a minimum of two years of successful teaching experience. Students with a background in career and technical education and/or teaching experience with special needs populations may qualify with departmental permission.

Degree Requirements

I. Courses in Industrial Education and Related Fields (15-30 hours)
   - Industrial Education and Special Education Philosophy (9 hours)
     IET 633 (3) and IET 635 (3) and SPE 550 (3)
   - Research/Professional (3 hours)
     EDU 660 (3) or SPE 695 (3)
   - Specialization (6-12 hours)
     Courses focus on the student's technical specialty with prior approval of the advisor.
     - Program practicum and internships (6 hours)
       IET 733 (3) and IET 735 (3)
     - Program practicum and internships (6 hours)
II. Additional Courses (0-6 hours)
    Selected with prior approval of the advisor.
III. Students must complete an approved Plan B paper and a minimum of 30 semester hours of approved graduate credit.

Master of Arts in Industrial Management and Technology

The Master of Arts in Industrial Management and Technology is designed to provide opportunities for initial or continued professional development for individuals in the occupational areas of industrial supervision, industrial management, industrial production, or industrial technology.

Admission Requirements

To be admitted to study on this degree, the student must meet the general requirements for admission to the College of Graduate Studies. This program is open to students with undergraduate degrees in all related fields.

Degree Requirements

I. Courses in Industrial Education and Related Fields (15-30 hours)
   Required:
   - Three hours of graduate statistics:
     IET 500 (3) Production Concepts
     IET 502 (3) Computer Applications in Industry
     IET 791 (2) Independent Research
   OR IET 798 (6) Thesis.
   The student must write a thesis or two graduate file papers. In addition, courses should be selected in consultation with the advisor from the following clusters:
   - Management and Supervision (6-10 hours)
     IET 500 (3), 501 (3), 597 (1-6), 636 (2-6), 694 (1-6), 697 (1-6)
   - Industry (4-10 hours)
     IET 502 (3), 524 (3), 597 (1-6), 625 (2-6), 694 (1-6), 697 (1-6)
   - Research (3-11 hours)
     Three hours of graduate statistics,
     IET 597 (1-6), 694 (1-6), 697 (1-6), 791 (2-6), 798 (6)
   - Specialization (2-12 hours)
     Courses selected here should focus on the student’s specialty.
II. Additional Courses (0-15 hours)
    Students can take courses outside the Department of Engineering and Technology which strengthen their degree program. Courses may be selected from such academic areas as business, mathematics, computer science, industrial psychology or sociology. Students must receive approval from an IET advisor prior to taking departmental or nondepartmental courses for their graduate degree program.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: IET 597, 625, 636, 694, 695, 697 and 791.

Course Descriptions

IET 500 Production Concepts 3(3-0) F, Sp
   Comprehensive review of current factors that influence productivity. Emphasis is placed on the integration of people, methods, machines, materials, and management. Prerequisite: 12 IET credit hours.

IET 501 Application of Industrial Management Principles 3(3-0) Sp
   Study of industrial management as a process of coordination that exhibits different patterns depending on the manager’s level in the organization and functional responsibilities. Prerequisite: 12 IET credit hours.
IET 502 Computer Applications in Industry 3(3-0) Sp

A general/special purpose, digital/analog computer applications in industry and automation with emphasis on input/output devices and process control. Prerequisite: 12 IET credit hours.

IET 524 Technology and Environment 3(3-0) F

A study of the relationship between technology and environment. A systems approach is utilized to examine the optimization of technology within environmental constraints. Prerequisite: 12 IET credit hours.

IET 525 Hazardous Materials Technology 3(3-0) F

The course covers hazardous materials and related health, safety, and regulatory issues for persons conducting, supervising, and managing field activities as well as responsible supervisors and managers. Prerequisites: CHM 120 or CHM 131, and IET 327 and junior or senior standing, or permission of instructor.

IET 526 Industrial Ergonomics 3(2-2) F

The study of human characteristics, capacities and limitations for the design of productive, safe, and comfortable work spaces, tools, equipment, tasks, and facilities. Prerequisites: IET 327; or senior/graduate standing and permission of instructor.

IET 527 Industrial Safety Management 3(3-0) D

A comprehensive study of safety management systems and their implication related to accident cost analysis and to programs which comply with state and federal standards. Prerequisite: IET 327 or permission of instructor.

IET 532 Careers and Technology for Children 3(2-2) F, Sp

Developing interdisciplinary instructional units, manipulatives, and pedagogy to provide K-12 students with meaningful career awareness, exploration, and preparation experiences utilizing industrial materials, tools and processes. Prerequisite: junior, senior or graduate status in teacher education or permission of the instructor.

IET 534 Design and Construction of Teaching Aids 2(1-2) Sp

Workshop for planning and constructing three-dimensional teaching aids and devices in various curriculum areas of the elementary and secondary grades. Prerequisite: senior status or permission of instructor.

IET 543 Production Printing Methods 3(2-2) F

An overview of electronic prepress methods relating to the Macintosh computer environment. Prerequisites: IET 143, IET 349, or permission of instructor.

IET 551 Coordination in Vocational Education 3(3-0) D

Duties, problems, and techniques used in organizing and supervising cooperative education programs, partially designed to meet state certification requirements. Identical with BIS 451. Credit may not be earned in more than one of these courses. Prerequisite: a signed authorization.

IET 561 Light Frame Construction Workshop 3(0-6) D

A workshop on estimating, scheduling, building codes and construction techniques for frame buildings. Prerequisites: IET 361.

IET 567 Construction Safety 3(3-0) D

A comprehensive study of construction safety standards, practices, and procedures. Prerequisites: IET 361 or permission of instructor.

IET 576 Industrial Automation 3(2-2) D

A study of electro mechanical devices, industrial robotics, programmable logic controllers (PLCs), and automated work cell designs. Prerequisites: IET 375, MTH 132 or MTH 136, CPS 150 or CPS 180 or permission of the instructor.

IET 591 Construction Management 3(3-0) D

A comprehensive study of construction management standards, practices, and procedures with emphasis on the legal aspects of the private, federal, and state construction industries. Prerequisites: IET 361 and IET 561, or permission of instructor.

IET 594 Research and Development Electronics 3(1-4) D

An instructor approved project for individuals who wish to pursue a specialized interest integrating concepts from previous courses. Prerequisite: 12 credit hours in electronics.

IET 597 Special Studies 1-6(Spec) D

IET 602 Current Concepts of Industrial Education 2(2-0) D

For teachers and administrators who are interested in the role of industrial education. Problems and controversial issues are discussed.

IET 619 Continuing Registration for Final Research Project 1(1-0)

A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

IET 625 Industrial Internship 2-6(Spec) F, Sp

Experience in industry covering its general functions and/or specific experiences in a technical area. CR/NC only. Prerequisite: departmental permission.

IET 633 Seminar: Industrial Education 3(3-0) D

Review current philosophies, concepts, and trends in industrial education programs related to career awareness, exploration, and preparation opportunities for students, including those with special needs.

IET 635 Curriculum Development: Industrial Education 3(3-0) D

Develop curriculum and instructional materials designed to maximize teaching effectiveness, enhance cooperative teaching relationships, and individualize instruction for all students including those with special needs.

IET 636 Leadership Internship 2-6(Spec) F, Sp

Supervised professional experiences in association with successful practitioners in a given area or field. CR/NC only. Prerequisite: coordinator’s permission.

IET 694 Problems in Management and Technology 1-6(Spec) F, Sp

Individual investigation and research in industrial management or technology. Emphasis is placed on acquisition of knowledge and/or skills. CR/NC only.

IET 695 Independent Study 2-6(Spec) F, Sp, Su

Individual investigation and research in an area of industrial education. CR/NC only. Prerequisite: departmental permission.

IET 697 Special Studies 1-6(Spec) D

IET 733 Practicum: Industrial Education/Special Education 3(Spec) D

Cooperative involvement of industrial education and special education teachers in exploring career awareness, exploration, and preparation programs for all students, including those with special needs. Prerequisites: IET 633, IET 635, SPE elective, and permission of the professor.

IET 791 Independent Research 2-6(Spec) F, Sp, Su

CR/NC only. Prerequisites: EDU 581 or EDU 660 or equivalent and departmental permission.

IET 798 Thesis 1-6(Spec) F, Sp, Su

CR/NC only. Prerequisites: EDU 581 or EDU 660 or equivalent and approval of advisor.

Technology

TEC 600 Introduction to Technology 3(3-0) D

The study of technology with an emphasis on the technical and sociocultural dimensions of energy, transportation, communication, and production systems.

TEC 700 Readings in Technology 3(3-0) D

A critical analysis of the literature addressing the nature and construct of technology as a major discipline and area of human inquiry. Prerequisite: TEC 600.
English Language and Literature (ENG)

Marcia M. Taylor, Chairperson
215 Anspach Hall, (989) 774-3171

Sharon Stevenson, Coordinator of Graduate Studies
Anne Alton, Ph.D., Children's Literature, British Literature
Ronnie Apter, Ph.D., Comparative Literature
Ari Berk, Ph.D., Myth, Folklore, Native American Literature
William Brevida, Ph.D., American Literature
Elizabeth Brockman, Ph.D., English Education, Composition
John Charles, ABD, African American Literature
Kim Chinquee, M.F.A., Creative Writing, Fiction
Mary Ann Crawford, Ph.D., Director of Basic Writing, Linguistics
John Dinan, Ph.D., Composition/Rhetoric
Mark Freed, Ph.D., Literary Theory
Pamela Gates, Ph.D., Children's Literature, English Education
Susan Griffith, Ph.D., English Language, Children's Literature
Desmond Harding, Ph.D., British Literature
Rochelle Harris, Ph.D., Composition/Creative Non-Fiction
Janice Hartwick-Dressel, Ph.D., Children's Literature, English Education
Laretta Henderson, Ph.D., Children's Literature
Heidi Holder, Ph.D., British Literature, British Drama
Stephen C. Holder, Ph.D., American Literature
Peter T. Koper, Ph.D., Rhetoric
Melinda Kreth, Ph.D., Technical Writing
Susan Larkin, Ph.D., Children's Literature
Kristen McDermott, Ph.D., British Literature
Daniel Patterson, Ph.D., American Literature
John R. Pfeiffer, Ph.D., Bibliography, English Literature
Ronald Primeau, Ph.D., Rhetoric, Romantic Literature
Laura Renz, Ph.D., English Education
Matthew Roberson, Ph.D., Creative Writing, Fiction
Beth Samuelson, Ph.D., Linguistics
Susan Schiller, Ph.D., Composition, Rhetoric
William Spruiell, Ph.D., Linguistics
Susan Stan, Ph.D., Children's Literature
Susan Steffel, Ph.D., English Education, YA Literature
Sharon Stevenson, Ph.D., Medieval English Literature
Marcia Taylor, Ph.D., Composition, English Education
Eric Torgersen, M.F.A., Creative Writing, Poetry
Jeffrey Weinstock, Ph.D., American Literature
Mark Yakich, Ph.D., Creative Writing, Poetry
Stephanie Young, Ph.D., Non-Western Literature

Master of Arts in English Language and Literature

This program is designed to meet the needs of students who wish to teach English at a community college, for students seeking preparation for advanced study at the doctoral level at another university, or for students teaching English at the secondary level who wish to pursue more study in the discipline.

Admission Requirements

To become a candidate for the degree of Master of Arts in English Language and Literature, a student must have an undergraduate major or minor in English with a grade point average of at least 3.0 on a four point scale and a cumulative grade point average of at least 2.7. For applicants whose native language is not English, a TOEFL score of 550 (213 CBT) and a TWE of at least 5, or a MELAB of 85, are required for admission.

Degree Requirements

Students must complete at least 15 of their total semester hours at or above the 600 level. At the advisor’s discretion up to six hours from other departments may be included.

Required courses (15 hours)

1. Literary criticism (3): ENG 535 or 636
2. Language or linguistics (3): ENG 545, 570, 576, or 579
3. Professional Methodologies (3): ENG 602, 618, or 638*
4. Two 600-level seminars in literature (6)

*Students in Creative Writing may choose ENG 601, 602, 618, or 638.

Plan A: 9 additional hours of course work authorized by the advisor and planned with the student, plus thesis (6 hours) and oral examination over thesis.

Plan B: 15 additional hours of course work, authorized by the advisor and planned with the student, plus a scholarly paper.

Area of Concentration: Creative Writing (9 hours)

The student must submit a portfolio of original poetry or fiction for approval before selecting this concentration. Students following this concentration must select Plan A, and must complete the required courses listed above for the Master of Arts in English Language and Literature. In addition to the required courses listed above, students must complete the following nine hours:

1. Creative writing: ENG 691 (6) OR ENG 692 (6)
2. Elective (3) Authorized by the advisor and planned with the student.

Total: 30 hours

The Department of English at Central Michigan University offers three graduate degrees: a Master of Arts in English Language and Literature, a Master of Arts in Language and Literature with an option in Creative Writing, a Master of Arts in Composition and Communication, and a Master of Arts in TESOL (Teaching English to Speakers of Other Languages). A description of each degree program follows.

Graduate classes are small and provide the student with ample opportunity for interaction with professors and other graduate students. Graduate-level classes are offered in the late afternoons and evenings.
Master of Arts in English Composition and Communication

The Master of Arts degree in Composition and Communication is a program of courses centering on theory and practice in non-fiction forms of writing. It prepares graduate students to be career writers composing in disciplines other than English, professional writers composing within their own disciplines, creative writers composing in non-fiction forms, or teachers specializing in non-fiction forms. It allows for breadth of background and experience in composition as well as concentration in a selected area of interest. Required courses ground students in writing, editing, and rhetorical analysis, while elective courses give the opportunity to focus on creative, professional and pedagogical development. Students in this program will have priority access to designated English Department computer facilities throughout their course of study.

Admission Requirements

To become a candidate for the degree of Master of Arts in Composition and Communication, a student must have a grade point average of at least 3.0 on a four-point scale and a cumulative grade point average of at least 2.7, or demonstrate equivalent academic or professional experience. All candidates for admission to this program must submit a portfolio of representative writing. Students should contact the Coordinator of Graduate Studies for a description of what this portfolio should contain and how it should be put together. For applicants whose native language is not English, a TOEFL score of 550 (213 CBT) and a TWE of at least 5, or a MELAB of 85, are required for admission.

Degree Requirements

Students must complete at least 15 of their total semester hours at or above the 600 level.

Required Courses (9 hours)
1. Graduate Writing (3):
   ENG 601 (3) Graduate Composition
2. Rhetorical Analysis (3):
   ENG 637 (3-6) Seminar in Rhetoric and Composition
3. Editing (3)
   ENG 638 (3) Seminar in Textual Analysis and Editing

Elective Courses (15 hours)

Restricted Electives (9 hours) Advanced courses from among any of the following chosen in consultation with an advisor:

ENG 510 (3) Writing Center Practicum
ENG 514 (3) Language and Media Discourse
ENG 517 (3) Reading in the English Classroom
ENG 519 (3) Teaching of Composition
ENG 539 (3) Seminar in Major Nonfiction Writers
ENG 571 (3) Teaching of English to Speakers of Other Languages
ENG 573 (3) Linguistics and Reading
ENG 576 (3) Fundamental Issues in Reading
ENG 675 (3) Seminar in English Linguistics
ENG 603 (3) Advanced Professional Communication
ENG 615 (3) Problems in the Teaching of English
ENG 618 (3) Teacher Research Methods
ENG 637 (3-6) Seminar in Rhetoric and Composition
ENG 672 (3) Applied Linguistics in Written Communication
ENG 691 (3) Seminar: Writing Fiction
ENG 693 (3-6) Seminar in Writing Nonfiction

Unrestricted Elective Courses (6 hours)
Advanced courses chosen in consultation with an advisor.

Thesis (6 hours) or Internship (6 hours)
ENG 718 (6) Internship: Teaching
ENG 719 (6) Internship: Professional Communication
ENG 799 (6) Thesis, plus oral examination over thesis

Total: 30 hours

Master of Arts in TESOL
Teaching English to Speakers of Other Languages

Admission Requirements

To be admitted into the M.A. TESOL program, a student should have an undergraduate major or minor in English, linguistics, language arts, reading or a foreign language, with a grade point average of at least 3.0 in his or her major or minor and a cumulative average of 2.7. Applicants with majors in areas not related to language will be considered on an individual basis. In addition, two years of college foreign language study (or its equivalent) are required. For applicants whose native language is not English, a TOEFL score of 550 (213 CBT) and a TWE of at least 5, or a MELAB of 85, are required for admission.

Degree Requirements

Students must complete 30 semester hours, 24 hours in core courses, and 6 hours in electives. Students must pass a comprehensive examination. A Plan B paper is required.

Required Courses (24 hours)

ENG 571 (3) TESOL
ENG 574 (3) TESOL Materials, Assessment, Curriculum
ENG 577 (3) Introduction to Second Language Acquisition
ENG 673 (3) English Phonology for Language Teachers
ENG 674 (3) English Grammar for Language Teachers
ENG 672 (3) Applied Linguistics in Written Communication
ENG 675 (3) Seminar in English Linguistics
ENG 690 (3) Practicum in TESOL (Teaching English as a Second Language)

* The remaining 3-6 credits for ENG 675 may be taken as elective course credits.

Elective Courses (6 hours)

ENG 517 (3) Reading and the English Classroom
ENG 573 (3) Linguistics and Reading
ENG 576 (3) Fundamental Issues in Language
ENG 578 (3) Applied Sociolinguistics
ENG 579 (3-9) Topics in English Linguistics
ENG 615 (3) Problems in Teaching English
ENG 675(3-6) Seminar in English Linguistics
EDU 513 (3) Foundations of Bilingual Bicultural Education
EDU 514 (3) Methods and Materials for Bilingual Bicultural Education

Total: 30 hours

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: ENG 513, 547, 559, 569, 579,697.
Course Descriptions

ENG 510 Writing Center Practicum 3(1-4) F, Sp
Examines the major problems of dealing with less-skilled writers and offers a mediated tutoring experience with such writers. Prerequisites: senior standing or permission of instructor.

ENG 513 Special Topics 1-6(Spec) D
ENG 514 Language and Media Discourse 3(3-0) Sp (Odd Year)
Rhetorical theory and techniques in print and non-print media.

ENG 517 Reading and the English Classroom 3(3-0) F (Odd Year)
The relationship of reading to the teaching of English through an introduction to the reading process, the needs of reluctant readers, and K-12 and ESL literacy issues.

ENG 519 Teaching of Composition 3(3-0) Su
Research and methodology in the teaching of composition.

ENG 535 History of Literary Criticism 3(3-0) Sp (Odd Year)
Review of critical attitudes and approaches of enduring significance. Prerequisite: 6 hours of literature or instructor's permission.

ENG 539 Seminar in Major Nonfiction Writers 3-9(Spec) F (Even Year)
Creative and critical approaches to the study of representative works by selected major writers of literary or creative nonfiction. May be repeated to a maximum of 9 hours. Prerequisites: restricted to seniors and graduate students.

ENG 545 Chaucer 3(3-0) F (Odd Year)
Middle English grammar and pronunciation. The life and works of Chaucer with emphasis on the Canterbury Tales and Troilus and Criseyde.

ENG 547 Seminar in Major British Writers 3-9(Spec) D
A study of several English writers selected by the instructor. Prerequisite: 6 hours of English literature. May be repeated to a maximum of 9 hours.

ENG 549 Advanced Shakespeare: Tragedy and Problem Plays 3(3-0) Sp
Examination of the development of Shakespearean tragedy and the final plays. Prerequisite: a previous university course in Shakespeare (ENG 349 or equivalent).

ENG 559 Seminar in Major American Writers 3-9(Spec) D
A study of several American writers selected by the instructor. Prerequisite: 6 hours of American literature. May be repeated to a maximum of 9 hours.

ENG 561 European Romanticism: A Comparative Approach 3(3-0) D
Comparative study of representative works written during the Romantic movement in Europe. Literary themes will be evaluated from an interdisciplinary perspective.

ENG 569 Seminar in Major World Writers 3-9(Spec) D
A study of major world writers selected by the instructor. Prerequisite: 6 hours of literature. May be repeated to a maximum of 9 hours.

ENG 570 Old English 3(3-0) F (Even Year)
Grammar and pronunciation with readings from literature of the Old English period.

ENG 571 Teaching of English to Speakers of Other Languages 3(3-0) F (Even Year)
Principles and techniques for teaching English to students whose first language is not English. Prerequisite: ENG 375 or equivalent.

ENG 573 Linguistics and Reading 3(3-0) Sp (Even Year)
The reading process, the effects of language on reading, the relation between language and writing, and the ways people process information. Prerequisite: ENG 375 or ENG 576.

ENG 574 TESOL Materials, Assessment, Curriculum 3(3-0) Sp (Even Year)
Techniques for designing curricula, teaching materials, and tests and other assessment tools for ESL classrooms. Prerequisite: ENG 571.

ENG 576 Fundamental Issues in Language 3(3-0) D
A study of the basic facts of language acquisition, language history, language variation across cultures and social groups, and meaning and reality.

ENG 577 Introduction to Second Language Acquisition 3(3-0) Sp (Odd Year)
An introduction to the principles and theories of second language acquisition, and their implications for language teaching. Prerequisites: ENG 375 or permission of instructor.

ENG 578 Applied Sociolinguistics 3(3-0) D
Topics include cross-cultural aspects of conversation, speech act theory, language and gender, non-verbal behavior. Role of sociocultural variables in language acquisition will also be discussed. Prerequisites: ENG 375 or permission of instructor.

ENG 579 Topics in English Linguistics 3-9(Spec) D
Practical and theoretical problems involving language and its description. May be repeated to a maximum of 9 hours. Prerequisite: ENG 375.

ENG 580 Literature for Young Adults 3(3-0) F, Sp
Reading interests and library materials of junior and senior high school students; methods of stimulating reading. Subject grouping of books related to adolescent reading interests and needs. Identical with LMT 580. Credit may not be earned in more than one of these courses.

ENG 581 The History of Children’s Literature 3(3-0) Sp
Major trends in the history of children’s literature as they emerged under certain philosophical, educational, and social influences in England, America, and Europe. Emphasis on literary analysis.

ENG 582 Cultural Pluralism in Young Adult and Children’s Literature 3(3-0) F, Sp
The exploration of the literary and cultural heritage of American minorities including Black, Mexican, and Native American, primarily through folk literature, fiction, and biography. Prerequisites: ENG 381 or instructor permission.

ENG 583 The Heroic Tradition in Children’s Literature 3(3-0) F
Study of the hero in epic, myth, folktale, and legend, including modern examples.

ENG 601 Graduate Composition 3(3-0) Sp
Applications of various approaches to writing nonfiction for teaching and nonteaching majors who wish to perfect their own writing.

ENG 602 Research Materials and Methods 3(3-0) F
Acquisition and application of various research materials and methods for teachers and scholars. Prerequisites: admission to graduate program in English.

ENG 603 Advanced Professional Communications 3(3-0) F (odd year)
A study of the requirements of effective writing in professional fields. Prerequisites: ENG 303, or previous work-related experience with a professional communications focus, or permission of instructor.

ENG 614 Practicum in Teaching College Composition 3(3-0) F
Study and practice of the theories, methods, and materials of teaching first-year college composition. Prerequisites: open to English teaching assistants or by permission of instructor.

ENG 615 Problems in Teaching English 3(3-0) Sp (Odd Year)
An analysis of the issues, methods, and techniques of teaching English.
ENG 618 Teacher-Research Methods 3(3-0) Sp (Even Year)  
This course explores and implements classroom-based research methods so that students will learn to become both theorist-practitioners and teacher-practitioners.

ENG 619 Continuing Registration for Final Research Project 1(1-0) F, Sp  
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

ENG 621 Seminar in Contemporary Poetry 3(3-0) Sp  
A study of selected contemporary poets in the context of major developments in the poetry of the twentieth century. Prerequisite: 6 hours of literature at the graduate or undergraduate level.

ENG 622 Seminar in Contemporary Fiction 3(3-0) Sp  
Study of significant and influential fiction from 1945 to the present. Prerequisites: Two courses in literature at either the graduate or undergraduate level.

ENG 635 Seminar in English Literature 3-9(Spec) F, Sp (Even Year)  
A study of one of the following periods of English literature: A. Literature of Medieval England and the Renaissance; B. Literature of 17th and 18th Century England; C. Literature of 19th Century England; D. Modern Period. Prerequisite: 6 hours of English literature. May be repeated to a maximum of 9 hours.

ENG 636 Seminar in Critical Problems 3(3-0) Sp (Even Year)  
A study of the major theories and theorists in contemporary literary studies and selected critical problems generated by them. Prerequisite: 6 hours of literature or permission of the instructor.

ENG 637 Seminar in Rhetoric and Composition 3-6(Spec) F (Even Year)  
Theoretical issues, practices, history, texts, applications in Rhetoric and Composition. May be repeated to maximum of 6 hours.

ENG 638 Seminar in Textual Analysis and Editing 3(3-0) F (Odd Year)  
A course designed to prepare students for editing responsibilities found in a variety of fields, including education and scholarly publications.

ENG 656 Seminar in American Literature 3-9(Spec) F, Sp (Odd Year)  
The role of nature, frontier, or other factors in American literature of one of the following periods: A. Pre-Romantic Period; B. Romantic Period; C. Realistic and Naturalistic Periods; D. Modern Period. Prerequisites: 6 hours of American literature. May be repeated to a maximum of 9 hours.

ENG 665 Seminar in World Literature 3-9(Spec) Sp  
The tracing of ideas through world literatures from one of the following periods: A. Classical literature; B. Medieval and Renaissance literature; C. 18th and 19th Century literature; D. Modern literature. Prerequisite: 6 hours of world literature. May be repeated to a maximum of 9 hours.

ENG 672 Applied Linguistics in Written Communication 3(3-0) Sp (Odd Year)  
This course explores linguistic approaches to textual analysis, and the application of research findings in teaching written standard English as a second language/dialect. Prerequisites: ENG 375 or equivalent or permission of instructor.

ENG 673 English Phonology for Language Teachers 3(3-0) Sp (Even Year)  
Basic elements of English pronunciation, including segmental phonology, general articulation features, rhythm, and intonation. Involves analysis of pronunciation of native and non-native English speakers. Prerequisite: ENG 375.

ENG 674 English Grammar for Language Teachers 3(3-0) F (Odd Year)  
A functional approach to English grammar, examining the uses of the major grammatical constructions. Includes analysis of language of native and non-native speakers of English. Prerequisite: ENG 271 or permission of instructor.

ENG 675 Seminar in English Linguistics 3(3-9) F  
Problems in sociolinguistics, bilingualism, historical grammar, the application of modern linguistic theory to the teaching of English or foreign languages. Prerequisite: ENG 375; some foreign language study. May be repeated to a maximum of 9 hours.

ENG 681 Seminar in Children’s Literature 3(3-0) F  
Special problems in children’s literature. Open only to those students who have taught in the elementary school or who have had ENG 381 or its equivalent.

ENG 690 Practicum in TESOL 1-3 (Spec) F, Sp  
An examination of methods and materials, classroom management techniques and skills necessary to effectively teach English to speakers of other languages. May be repeated to a maximum of 3 hours. Prerequisites: final 1 credit unit requires the completion of ENG 571 or ENG 577 or the equivalent.

ENG 691 Seminar Writing Fiction 3-6(Spec) F  
Workshop in fiction writing. May be repeated up to 6 hours. Prerequisite: admission to M.A. Creative Writing Concentration or permission of instructor based on portfolio of student's fiction.

ENG 692 Seminar in Writing Poetry 3-6(Spec) F  
Workshop in poetry writing. May be repeated up to 6 hours. Prerequisite: admission to M.A. Creative Writing Concentration or permission of instructor based on portfolio of student's poetry.

ENG 693 Seminar in Writing Nonfiction 3-6(Spec) Sp (Even Year)  
Workshop in contemporary approaches to nonfiction writing. This is a 3 credit course that may be taken twice. Prerequisite: none.

ENG 697 Independent Study 3-6(Spec) F, Sp  
Prerequisite: approval by instructor and department chairperson required before registration. May be repeated to a maximum of 6 hours.

ENG 718 Internship: Teaching 6(Spec) (TBA)  
Supervised teaching experience in community college for pre-service teachers in Master of Arts in Composition and Communication Program. Prerequisites: 24 hours of graduate work in the MACC program, including ENG 519, ENG 601, ENG 637, or permission of instructor.

ENG 719 Internship: Professional Communication 6(Spec) (TBA)  
Supervised experience in writing, editing, and/or similar technical or professional activity for students in the Master of Arts in Composition and Communication Program. Prerequisites: 24 credit hour of MACC graduate work; permission of instructor and approval of advisor.

ENG 799 Thesis 1-6(Spec) F, Sp  
CR/NC only.
Finance and Law (FIN) (BLR)

Raymond A.K. Cox, Chairperson
332 Sloan, 989-774-3362

Thomas Anthony, J.D., Law and Public Policy
Bruce Benet, Ph.D., Finance
Ted Bolema, J.D., Law and Public Policy
Elizabeth Campbell, J.D., Law and Public Policy
Raymond A. K. Cox, Ph.D., Finance
Adam Epstein, J.D., Law and Public Policy
James Felton, Ph.D., Finance
David Hutchinson, Ph.D., Finance
Adishwar Jain, Ph.D., Finance
Tanya Marcum, J.D., Law and Public Policy
John B. Mitchell, Ph. D. Finance
Rose Prasad, Ph.D., Finance
R. Gene Stout, Ph.D., Economics
Daniel E. Vetter, Ph.D., Finance
Nancy White, J.D., Law and Public Policy

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: FIN 791, FIN 797.

Course Descriptions

FIN 573 International Finance 3(3-0) F, Sp
Role of financial manager in international corporations. Environmental problems of foreign exchange. Techniques for making investment decisions, financing marketing operations, long-term capital structure and flow of funds. Prerequisites: FIN 332, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

FIN 597 Special Topics 1-3(Spec) D
Selected topics of interest to students which are not formally included in existing courses. Specific topic will be listed on student’s transcript. Prerequisites: 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor, or permission of MBA director.

FIN 671 Financial Derivatives 3(3-0) D
Advanced treatment of futures, options, and swaps. Emphasis is on how to use derivatives to manage risk as well as more advanced derivative pricing models. Prerequisites: MBA 669, admission to MBA, or permission of MBA director.

FIN 674 Short Term Financial Management 3(3-0) D
Cash budgeting, working capital management; short and intermediate term financing. Prerequisite: MBA 669, admission to MBA, or permission of MBA director.

FIN 676 Investment Strategy 3(3-0) D
Analysis of various theories and techniques available to achieve superior selection and management of securities. Prerequisite: MBA 669, admission to MBA, or permission of MBA director.

FIN 678 Long Term Financial Policies 3(3-0) D
Factors involved in formulation of long-term financial policies; corporate goals and objectives and the applications in capital budgeting decisions and financing. Prerequisite: MBA 669, admission to MBA, or permission of MBA director.

FIN 791 Independent Studies 1-6(Spec) D
Directed reading or research on an approved topic. Prerequisite: permission of instructor and department chairperson and 15 hours of graduate credit in MBA program.

FIN 797 Special Topics 3-6(Spec) D
Enables students to take various topics under the same number. Specific topic will be listed on the student’s transcript. Prerequisites: graduate status and permission of instructor.

FIN 798 Thesis 1-6(Spec) D
An approved thesis in finance. Thesis is directed by a committee in conformity with the Regulations and Directions for the Writing of the Master’s Thesis. CR/NC only.

BLR 521 Environmental Law and Policy 3(3-0) F
A survey of environmental laws and policies that affect business decision making, stressing macroenvironmental considerations and major Michigan environmental issues. Prerequisites: BLR 202 or ENV 101 or permission of instructor and completion of 86 semester hours and admission to Professional Business Studies or listed on signed major or minor or permission of MBA director or MBE advisor.

BLR 565 The International Legal Environment of Business 3(3-0) D
Examines global legal environments that affect business and international business relationships. Prerequisites: BLR 202; 86 semester hours completed and admission to Professional Business Studies or listed on a signed major or minor.

BLR 597 Special Topics 1-6(Spec) D
Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student’s transcript. Prerequisites: 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

BLR 600 Legal and Social Environment of Business 3(3-0) D
Basic concepts concerning the interrelationship of business and its external environments. Managerial participation in and response to public policy issues and their resolution. Not available for credit toward the M.B.A. or M.S.A. degree.

BLR 631 Public Policy and Regulated Industries 3(3-0) D
Analysis of the procedural and substantive aspects of the regulatory environment which affect the administration of the energy, communications, transportation and similar industries. Prerequisite: admission to M.B.A. or permission of instructor.
Foreign Languages, Literatures, and Cultures (FLN) (FRN) (GER) (SPN)

James Jones, Chairperson
305 Pearce Hall, (989) 774-3766

James Courtad, Ph.D., Spanish
Marcela Hurtado, Ph.D., Spanish
Mary-Garland Jackson, Ph.D., Spanish
James Jones, Ph.D., German
Susan Knight, Ph.D., Spanish
Krzysztof Kulawik, Ph.D., Spanish
Gilles Labrie, Ph.D., French
Keith Palka, Ph.D., French
Alejandra Rengifo, Ph.D., Spanish
Norma Richardson, Ph.D., Spanish

Students may earn a Master of Arts in Spanish or they may earn a concentration in French, German, or Spanish in the Master of Arts curricula in secondary education, offered through the Department of Teacher Education and Professional Development. To be admitted to this program, a student must have a background in the specific (relevant) foreign language that includes a minimum of 24 semester hours of coursework beyond the 100 level, with an acceptable grade point average in the foreign language of concentration.

Master of Arts in Spanish

This master's degree provides students with a unique program that is designed to enhance fluency, foster interaction with Hispanic cultures, broaden knowledge, and promote professional development. Students in this program will achieve a high level of proficiency in the Spanish language and will become more deeply and personally acquainted with Hispanic cultures. The program consists of a combination of courses taken at CMU and at sites abroad. As the courses are offered on weekends during the semester and during summers spent abroad, the program will fit many needs, including those of the "nontraditional" learner. Its interdisciplinary and multi-cultural bases will enhance the learning of a wide variety of students, including (but not limited to) teachers of Spanish. The faculty, comprised of experts in linguistics, literary history, and cultural studies, strive to provide each student with individual attention. Students will also gain a sense of community and common purpose, especially through participation in the study abroad portions of the program.

At the end of the program, the student will be able to:
A. work effortlessly in all four communication areas (speaking, listening, reading, and writing) of Hispanic societies;
B. synthesize current political and social happenings, and interpret these syntheses to speakers of the non-Hispanic world;
C. interact with ease at all social levels by identifying the historical differences which separate Hispanic societies from other societies;
D. integrate his/her personal acquaintance with cultures and customs of the Hispanic world (in Spain and Latin America) to those aspects that have been transplanted to the United States;
E. explain to persons from the non-Hispanic world the similarities and distinctions within the different Hispanic societies; and
F. understand differences between English and Spanish linguistic aspects such as the sound system, morphemics, and syntax; OR analyze literary texts within their cultural context.

Admission Requirements

In addition to general university requirements for regular admission status, students seeking admission to the master’s program in Spanish must:
1. have completed an undergraduate major in Spanish with at least a grade point average of 3.0 in their undergraduate Spanish course (beyond the 100-level);*
2. have at least a grade point average of 2.7 in their undergraduate coursework.
3. submit letters of reference from three persons who are well acquainted with them and can provide information about their Spanish language skills and prospects for success in this graduate program. The letters are to be sent directly to the Spanish Graduate Coordinator.

*Per university policy, conditional admission may be considered for applicants with background or grade point average deficiencies. Courses taken to make up admission deficiencies cannot be counted toward graduate degree requirements. Regular admission status should be requested upon completion of all deficiencies.

Retention/Termination Requirements

The policies of the College of Graduate Studies apply.

Degree Requirements

I. Required courses offered at CMU (15 credit hours from the courses listed below). Students must complete four of the following:

- SPN 610 (3-6) Studies in U.S. Latino Cultures
- SPN 620 (3-6) Cultures and Literatures of Spanish America
- SPN 630 (3-6) Cultures and Literature of Spain
- SPN 640 (3) History of the Spanish Language
- SPN 650 (3) Stylistics
- SPN 660 (3) Spanish Phonology

II. Required Courses in Latin America (6 credit hours)

- SPN 670 (3-6) Study Abroad: Latin America
  - A course on Spanish-American Cultural Issues (3 credits)
  - A course in Language or Linguistics (3 credits)

III. Required courses in Spain (6 credit hours)

- SPN 680 (3-6) Study Abroad: Spain
  - A course in Spanish Culture (3 credits)
  - A course in Language or Linguistics (3 credits)

IV. Plan B paper (3 credit hours)

- SPN 697 (1-3) Independent Study

Total: 30 credit hours

Other Requirements

When the student begins the M.A., she or he will write an essay (500 words), on a topic chosen by the Spanish faculty, and will engage in a brief oral interview with two members of the Spanish faculty. The purposes of the essay and initial interview are to aid in advising and to establish the student's entering proficiency level.

To assess the student's oral proficiency in Spanish upon completion of the program, the student must pass an oral interview with a committee of graduate faculty in Spanish at CMU. This oral interview will assess:

a. the student's ability to converse, describe, evaluate, synthesize, and state opinions;
b. the student's accent and pronunciation;
c. the scope of the student's active vocabulary;
d. the student's mastery of grammar.

(continued)
Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: FLN 597; FRN 591, 597; GER 597; SPN 591, 597, 697.

Course Descriptions

FLN 597 Special Topics 1-8 (Spec)
The in-depth study of a topic under the direction of a faculty member who together with a student designs the format of the study. Prerequisites: permission of instructor and department chairperson, and at least 6 hours at the 400 level.

French

FRN 510 Study Abroad 1-12(Spec)
Intended for advanced undergraduate and graduate students studying abroad. Prerequisites: 6 hours at the 400 level or equivalent and permission of instructor.

FRN 531 Practicum in French Stylistics 3(3-0)
Study and analysis of composition and style. Prerequisites: FRN 315, FRN 316; 6 additional FRN credit hours in courses 300 or above; or permission of instructor.

FRN 591 Studies in French Culture 1-6(Spec)
Topics of immediate interest in French literature and civilization. Credit hours vary, depending on the subject chosen. Prerequisites: FRN 202 or equivalent and permission of instructor.

FRN 597 Independent Study 1-6(Spec) F, Sp
The in-depth study of a topic under the direction of a faculty member who together with a student designs the format of the study. Prerequisites: at least 6 FRN credit hours at the 300 level or above, and permission of the instructor and department chairperson.

German

GER 570 Advanced Grammar and Composition 3(3-0) F
Analysis of grammatical structures and extensive practice in oral and written expression. Recommended for majors. Prerequisite: GER 312 or equivalent.

GER 597 Independent Study 1-6(Spec)
The in-depth study of a topic under the direction of a faculty member who together with a student designs the format of the study. Prerequisites: permission of instructor and department chairperson, and at least 6 hours at the 400 level.

Spanish

SPN 508 Contemporary Spanish Novel and Short Story 3(3-0)
Outstanding novels and short stories of Spain since 1940, reflecting the politics, society, economics, and culture of Spain after the Civil War. Prerequisite: three (3) credits in Spanish at the 400 level or permission of instructor.

SPN 591 Special Topics in Spanish 1-9(Spec)
Prerequisite: three (3) credits in Spanish at the 400 level or permission of instructor.

SPN 597 Independent Study 1-6(Spec) F, Sp
The in-depth study of a topic under the direction of a faculty member who together with a student designs the format of the study. Prerequisites: permission of instructor and department chairperson; three (3) credits in Spanish at the 400 level.

SPN 610 Studies in U.S. Latino Cultures 3-6(3-0)
Analysis of Latino culture in the United States in terms of a given topic/genre. The works selected for each topic/genre will be examined in the light of their historical, social, and economic context. Prerequisites: admission to the M.A. program in Spanish or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a different topic/genre for the second 3 hours.

SPN 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

SPN 620 Cultures and Literatures of Spanish America 3-6(3-0)
An examination of the historical, social, and economic contexts of the Spanish-American experience through the analysis of different cultural representations such as film, media, plastic arts, music, and literary expressions. Prerequisite: admission to the M.A. program in Spanish or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a different theme for the second 3 hours.

SPN 630 Culture and Literature in Spain 3-6(3-0)
An examination of the historical, social and economic context of the Peninsular Spanish experience through the analysis of different cultural representations such as film, media, plastic arts, music, and literary expressions. Prerequisite: admission to the M.A. program in Spanish or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a different theme for the second 3 hours.

SPN 640 History of the Spanish Language 3(3-0)
Examines the external and internal history of the Spanish language from its Indo-European origins to the modern period, with special emphasis on the evolution of phonology, morpho-syntax, lexis, and semantics. Prerequisite: admission to the M.A. program in Spanish or permission of instructor.

SPN 650 Stylistics 3(3-0)
This course is designed to enable the student to deal with complexities of written Spanish at different levels of the language giving consideration to the fundamental aspects of morpho-syntax and orthography. Prerequisite: admission to the M.A. program in Spanish or permission of instructor.

SPN 660 Spanish Phonology 3(3-0)
This course is designed to provide an understanding of Spanish articulatory phonetics in itself, and as contrasting with English articulatory phonetics, and to analyze the phonological system of the Spanish language. Prerequisite: admission to the M.A. program in Spanish or permission of instructor.

SPN 670 Study Abroad: Latin America 3-6(Spec)
Courses offered at a site in Latin America selected by the department. Students will take one course in Spanish American Cultural Issues and one in Language or Linguistics, as approved by the advisor. Prerequisites: admission to the M.A. program in Spanish or permission of instructor.

SPN 680 Study Abroad: Spain 3-6(Spec)
Courses offered at a site in Spain selected by the department. Students will take one course in Spanish Culture and one in Language or Linguistics, as approved by the advisor. Prerequisite: admission to the M.A. program in Spanish or permission of instructor.

SPN 697 Independent Study 1-3(Spec)
The in-depth study of a topic under the direction of a graduate faculty member who together with a student, designs the format of the study. Prerequisites: completion of SPN 670 and SPN 680.
Geography (GEO) (ESC)

Richard N. Mower, Chairperson
296B Dow Science
(989) 774-3821

David Patton, Director M.S. GISci Program
(989) 774-2798

Brian Becker, Ph.D., Remote Sensing
Bin Li, Ph.D., Geographic Information Systems
David Patton, Ph.D., Cartography and GIS
Sally Westmoreland, Ph.D., Remote Sensing and GIS

Master of Science (M.S.) Degree in Geographic Information Sciences (GISci)

The M.S. program in Geographic Information Sciences (GISci) provides advanced course work and applied research in cartography, geographic information systems (GIS) and remote sensing. Each student will complete a thesis or research project that applies GISci techniques to economic, environmental, or other issues that require spatial data processing and analysis. Graduates will develop skills that will qualify them for a variety of spatial data processing positions that make up a rapidly growing field in the information technology industry.

Master of Science GISci Admission Requirements:

Students entering the M.S. GISci program are required to have a sound knowledge of the fundamental concepts of cartography, GIS, and remote sensing. It is also expected that M.S. GISci students have a basic knowledge of a computer language, calculus, and statistics as these are skills necessary to understand, manipulate, and develop the analytical methods and algorithms that are the foundations of advanced training in Geographic Information Science. A minimum 3.0 GPA in the student’s undergraduate major is required.

Computer Programming - One course in a current programming language (CMU equivalent: CPS 110 or CPS 180) with minimum grade of B.

Mathematics and Statistics - One course in Calculus (CMU equivalent: MTH 132) and one course in Statistics (CMU equivalent: STA 282 or STA 382)

Fundamental Courses in Geographic Information Sciences
- At least, one course in Cartography (CMU equivalent: GEO 203), one course in Introductory Geographic Information Systems (CMU equivalent: GEO 303), and one course in Introductory Remote Sensing (CMU equivalent: GEO 305). Minimum grade of B in each.

Degree Requirements:

The M.S. in GISci is a 33 credit hour program available either through a Plan A option (thesis) or Plan B option (non-thesis). Under Plan A, six credits of thesis work (GEO 798) is required. Under Plan B, three credits of a directed research project (GEO 797) is required. The thesis or research project must apply GISci techniques to economic, environmental or other problems that require spatial data analysis. More detailed information is available in the department office.

Courses (33 credit hours)

A. Required Courses (21 hours)
   GEO 500 3(2-2) Advanced Cartography
   GEO 503 3(2-2) Geographic Information Systems
   GEO 508 3(2-2) Digital Remote Sensing
   GEO 512 3(2-2) Quantitative Methods for Spatial Analysis
   GEO 701 3(2-2) Contemporary Spatial Data Management

   Two courses from the following:
   GEO 600 3(2-2) Dynamic Mapping and Visualization
   GEO 603 3(2-2) GIS Design and Programming
   GEO 608 3(2-2) Advanced Digital Remote Sensing

B. Electives (6-9 hours)
   Two or three 500 to 700 level courses in a technical or cognate field(s) in consultation with advisor.
   Technical courses might include relevant Computer Science, Mathematics, and/or Statistics courses or Special Topics courses in Cartography, Geographic Information Systems, Global Positioning System (GPS), or Remote Sensing.
   Cognate courses might include relevant Biology, Earth Science, Geography, Geology, Political Science, or other courses that would complement the student’s area of specialization. A student must receive a minimum grade of C in each elective course.

C. Thesis or Research Project Option (3-6 hours)
   GEO 798 1-6(Spec) Thesis (Plan A)
   GEO 797 1-6 (Spec) Directed Research in Geographic Information Sciences (Plan B)

   Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: GEO 568, 575, 597, ESC 568, 575, 597.

Course Descriptions

Geography

GEO 500 Advanced Cartography 3(2-2) D
Advanced techniques for cartographic exploration and communication. Cartographic representation of multivariate data, interactive and animated cartography, and Web-based cartographic communication. Prerequisite: GEO 303 or permission of instructor.

GEO 503 Advanced Geographic Information Systems 3(2-2) D
The techniques of computer-assisted analysis and display of spatially ordered geographic data. Students will use vector and raster GIS. Prerequisites: GEO 303, GEO 305.

GEO 506 Applications in Remote Sensing of the Environment 3(2-2) D
The study of imagery to reveal characteristics of natural and cultural environment. Photographic, thermal infrared, and radar imagery to be considered, emphasis on aerial photography. Prerequisite: GEO 305 or permission of instructor.

(continued)
GEO 508 Digital Remote Sensing 3(2-2) D
Computer processing and analysis of digital remote sensing data. Emphasis on multispectral image processing and analysis using standard microcomputer image processing programs. Prerequisites: GEO 303, GEO 305.

GEO 511 International Geographic Experience 3-6(Spec)
Experience in field research techniques and knowledge of regions outside the United States. International travel is required. May be repeated one time only. Prerequisites: 6 semester hours of 300 level or higher Geography courses or permission of instructor.

GEO 512 Quantitative Methods for Spatial Analysis 3(2-2)
Statistical techniques for solving spatial problems. Descriptive and inferential spatial statistics. Point pattern analysis. Prerequisites: GEO 303, STA 382, or equivalent, or permission of instructor.

GEO 515 Geography of the Great Lakes Region 3(3-0) D
To increase awareness of the complexity and unity of the Great Lakes region. Study and application of regional concepts to the Great Lakes area. Prerequisites: 6 hours of GEO or permission of instructor.

GEO 516 Advanced Remote Sensing Systems 3(2-2)
Characteristics, processing, and applications based on advanced remote sensing systems including imaging radar, thermal and hyperspectral systems. Prerequisites: GEO 508 and STA 382.

GEO 530 Land Use Planning 3(3-0) D
Study of land use planning history, concepts and techniques. Analysis of federal, state, and local government roles in planning. Examination of specific land use programs. Prerequisites: GEO303; 6 additional semester hours in either or both GEO or PSC; or permission of instructor.

GEO 531 Integrated Land Use Planning 3(3-0)
The integration of land use planning and environmental management concepts and techniques with broader regional economic and environmental planning approaches in the US and abroad. Prerequisites: GEO 530 or permission of instructor.

GEO 550 Geography for Teachers 3(3-0) F, Sp
For teachers who want to upgrade their knowledge of geography, experiment with new teaching techniques, and learn how to make professional in-service presentations to teachers. Graduate credit only. Prerequisites: teacher certification or permission of instructor.

GEO 553 GIS Operations and Practices 3(3-0)
Practices and procedures utilized by professionals in the implementation and maintenance of large-scale GIS operations. Prerequisite: GEO 503 or Graduate status in the MS GISci Program.

GEO 575 Special Studies in Geography 1-6(Spec) D
Various special topics offered at an advanced undergraduate and graduate level. Prerequisite: permission of instructor.

GEO 591 Internship 1-12(Spec) F, Sp
Experiences in applying geographic techniques to environmental analysis, resource management and business applications. Up to 3 hours credit can be applied to geography major. A full-time internship position for one semester may qualify for 12 hours of credit. Identical to ESC 591. Credit may not be earned in more than one of these courses. Prerequisite: permission of program advisor.

GEO 597 Independent Study 1-9(Spec) D
Exploration of topics in geography agreed upon by student and instructor. May be taken only by arrangement prior to registration. Prerequisites: permission of instructor and department chairperson; at least 6 hours at the 400 level.

GEO 600 Dynamic Mapping and Visualization 3(2-2)
Study of the theory and application of advanced methods of cartographic display using dynamic mapping and visualization methods. Prerequisites: GEO 500.

GEO 603 GIS Design and Programming 3(2-2)
Design and implementation of GIS applications using component software and high level macro languages. Prerequisites: GEO 503; CPS 110 or CPS 180.

GEO 608 Advanced Digital Remote Sensing 3(2-2)
Advanced image processing and data analysis techniques using contemporary operational and experimental remote sensing systems. Overview of satellite instrumentation and sensor operations. Prerequisites: GEO 508; STA 382.

GEO 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

GEO 701 Contemporary Spatial Data Management 3(2-2)
Contemporary research and development trends in collection, management, processing and analysis of spatial data. Prerequisites: GEO 500, GEO 503, GEO 508, GEO 512.

GEO 797 Directed Research in Geographic Information Sciences 1-6(Spec)
Directed research on advanced topics in Geographic Information Sciences. A prospectus of the proposed research project must be approved prior to registration. Arrangements must be made with supervisor or project supervisor prior to registration. CR/NC only.

GEO 798 Thesis 1-6(Spec)
A written thesis and oral department seminar on the thesis research. Registration requires Plan A thesis prospectus on file in the Geography Department Office. The thesis prospectus must be approved by the department chairperson prior to registration. CR/NC only.

Earth Science

ESC 503 Dynamic Meteorology I 3(3-0) F
A derivation and examination of the equations of motion, and first law of thermodynamics. Vorticity and its relationship to development of synoptic weather disturbances. Prerequisites: ESC 303, MTH 223 or permission of instructor.

ESC 504 Dynamic Meteorology II 3(3-0) Sp
Quasi-geostrophic theory and its application in weather prediction and diagnosis. Atmospheric waves, barotropic and baroclinic instability theory. Prerequisite: ESC 503.

ESC 546 Biometeorology 2(2-0)
Description, measurement and analysis of plants, animals, and human interaction with the climate. Prerequisites: ESC 201 and one of the following: ESC 330, ESC 340 or permission of instructor.

ESC 575 Special Studies in Earth Science 1-6(Spec) D
Various special topics offered at an advanced undergraduate and graduate level. Topics announced in Course Offering Guide. Prerequisites: permission of instructor.

ESC 591 Internship 1-12(Spec) F, Sp
Experiences in applying geographic techniques to environmental analysis, resource management and business applications. Up to 3 hours credit can be applied to geography major. A full-time internship position for one semester may qualify for 12 hours of credit. Identical to GEO 591. Credit may not be earned in more than one of these courses. Prerequisite: permission of program advisor.

ESC 597 Independent Study 1-9(Spec) F, Sp
Exploration of topics in earth science agreed upon by student and instructor. May be taken only by arrangement prior to registration. Prerequisite: 12 hours of earth science credit, permission of both instructor and department chairperson before registration.
Geology

David J. Matty, Chairperson
314 Brooks Hall, (989) 774-3179

Kathleen C. Benison, Ph.D., Sedimentology, Stratigraphy
Staci Goetz, Ph.D., Glaciology, Geomorphology
Patrick Kinnicutt, Ph.D., Science Informatics
Jane M. Matty, Ph.D., Aqueous Geochemistry, Hydrogeology
David J. Matty, Ph.D., Petrology, Geochemistry
Sven Morgan, Ph.D., Structural Geology
Mona Sirbescu, Ph.D., Mineralogy
Reed Wicander, Ph.D., Paleontology

Master of Science

The Master of Science degree in Geology is designed to produce well-rounded geologists who can easily accept professional roles in the environmental, petroleum or mining industries, in government, or as independent consultants. In addition, the curriculum prepares students if they choose to pursue a doctoral degree at another institution. Students may tailor their degree to specialize in environmental geochemistry, environmental geobiology, hydrogeology, petrology/geochemistry, geophysics/tectonics, petrology/structural geology, and palynology/micropaleontology/paleobiology. Interdisciplinary study is encouraged.

Admission Requirements

Admission to the program requires a baccalaureate degree in geology with an undergraduate grade point average of 3.0 or greater in the major. Undergraduate course work must be at least equivalent to the minimum B.S. course requirements in geology at Central Michigan University. This includes summer field camp or its equivalent, one year of chemistry, one semester of physics, and mathematics through calculus in addition to the upper division geology courses required on our curriculum. Undergraduate deficiencies must be removed without graduate credit. The Graduate Record Examination is required.

Persons with a baccalaureate degree in another area of science may be approved for admission to the program by a special admissions committee, which will prescribe an individual plan of study designed to remove deficiencies.

Degree Requirements

General requirements include the completion of a minimum of 30 credit hours of graduate course work approved by the advisor. Within the 30 hours is a 22-credit-hour core of courses required of each student. The core of required courses shall include GEL 521 or 522, 545, 670, 690, 730, 798. Graduate elective courses may be chosen from geology or the allied sciences (chemistry, physics, biology, mathematics, computer science), but must have the approval of the advisor. A written thesis is required. Internships with local companies are required or strongly recommended for students planning to work in industry.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: GEL 575, 597, 650, 675, 697 and 730.

Course Descriptions

GEL 515 Advanced Mineralogical Techniques 3(2-3) D
Development of analytical techniques in mineralogy, including identification methods, composition determinations, and procedures in petrofabric analysis. Prerequisite: GEL 315.

GEL 521 Petrology II 3(2-3) D
Genesis of metamorphic and non-clastic sedimentary rocks including thin-section investigation of examples of these rocks. Prerequisite: GEL 315.

GEL 522 Petrology II 3(2-3) D
Genesis of igneous and clastic sedimentary rocks including thin-section investigation of examples of these rocks. Prerequisites: GEL 321, GEL 315, with a grade of C+ or better, or permission of instructor.

GEL 525 Sedimentology 4(3-2) D
Mechanisms of transport and deposition of sediments. The physical bases for textures, structures, and fabrics in sedimentary rocks. Environmental and facies analyses. Prerequisites: GEL 440 or permission of instructor.

GEL 530 Practicum: Paleontology and Stratigraphy 6(Spec) D
Study of invertebrate fossils (shells and biochemical products), stratigraphic sections, and the sedimentary environments as they are related. Prerequisite: GEL 201.

GEL 531 Micropaleontology 3(0-6) D
The classification, stratigraphy, paleoecology, and laboratory preparation of the major groups of microfossils. These include foraminifera, ostracods, conodonts, radiolarians, diatoms, coccolithophorids, dinoflagellates, and acritarchs. Prerequisite: GEL 430, or permission of instructor.

GEL 545 Biostratigraphy 3(2-2) D
The principles and concepts of graphic and quantitative biostratigraphic correlation. Paleoecology and how it affects and relates to biostratigraphy. Prerequisites: GEL 430, GEL 440, or equivalent.

GEL 572 Advanced Geophysics 4(2-6) D
Detailed aspects of theory, procedures and analysis of seismology, gravity, magnetics and resistivity as applied to investigations of specific structural and tectonic problems. Prerequisites: GEL 370 and GEL 372, MTH 133 or MTH 137, or permission of instructor.

GEL 575 Special Studies in Geology 1-6(Spec) D
Announced topics of special interest to mature students who wish to explore a problem in depth with a staff member who wishes to direct the group. Prerequisite: permission of instructor.

GEL 597 Independent Study 1-6(Spec) D
Qualified self-directed students may explore topics of special interest with faculty guidance. More than 3 credits permitted only rarely. Prerequisites: department chairperson and instructor approval.

GEL 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

GEL 650 Geologic Materials for Science Teachers 3(3-0) D
Study of geologic topics treated in primary and secondary curricula. Development of field and laboratory exercises. Prerequisites: 6 credits in earth science and geology; graduate standing or permission of instructor or department chairperson.

GEL 660 Organic Geochemistry 3(3-0)
The source, deposition, alternation, and composition of organic materials found in sediments. Emphasis will be on geochemistry of petroleum and natural gas. Prerequisites: CHM 132 and CHM 342 or CHM 346, GEL 440, GEL 385 recommended; or equivalent.

(continued)
GEL 665 Inorganic Geochemistry 3(3-0)
The application of physiochemical principles to inorganic processes on and within the earth with emphasis on geochronology and igneous rocks. Prerequisites: GEL 520 or GEL 521, CHM 351.

GEL 670 Advanced Structural Geology 3(2-2)
Principles and concepts of quantitative structural geology with emphasis on application to exploration. Prerequisites: GEL 370, GEL 372.

GEL 675 Special Studies in Geology 1-6(Spec) D
Announced topics of special interest to a student group and to faculty member who wishes to work with the group. Prerequisites: major or minor in geology or permission of department chairperson.

GEL 690 Earth Evolution 3(2-2)
An integrated course in which many of the advanced theories of geology are interwoven in the context of plate tectonics and planetary evolution. Prerequisites: GEL 370, GEL 372.

GEL 697 Independent Study 1-6(Spec) D
Qualified self-directed students may explore topics of personal interest with faculty guidance. More than 3 credits permitted only rarely. Prerequisites: graduate standing and permission of geology faculty member.

GEL 730 Seminar in Geology 1-4 (Spec)
Seminar on various general and specific topics of a timely nature in geology. Prerequisite: graduate status in geology.

GEL 798 Thesis 1-6 (Spec)
A demonstration of research skills based on a laboratory and/or field study culminated in a scientific report. CR/NC only. Prerequisite: graduate status.

School of Health Sciences (HSC) (DHA)

Thomas Masterson, Chairperson
2219 Health Professions Building, (989)774-6529

Jeffrey Betts, Ph.D., Exercise Science and Physiology
Jodi Brookins-Fisher, Ph.D., Community Health Education
Mark Cwiek, MHA, J.D., Health Services Administration
Roger Hammer, Ph.D., Exercise Therapy
Joseph Inungu, M.D., Dr. P.H., Community Health Education
Lana Ivanitskaya, Ph.D., Health Services Administration
James Johnson, Ph.D., Health Services Administration
Michael Kennedy, Ph.D., Health Services Administration
Bernard Kerr, Ed.D., Health Services Administration
Thomas Masterson, Ph.D., Exercise Science and Anatomy
Mark Minelli, Ph.D., Community Health Education
Irene O’Boyle, Ph.D., Community Health Education
James Pahz, Ed.D., Community Health Education
Richard B. Parr, Ed.D., Exercise Science
William Saltarelli, Ph.D., Exercise Science and Anatomy
Paul Visich, Ph.D., Exercise Science
David Wisner, Ph.D., Exercise Science

Mary Lou Bruce Scholarship
Established in 1983 by Lieutenant Colonel Gene D. Bruce and friends in memory of Mary Lou, a dedicated military wife and a valued member of the military science and health education families and Mount Pleasant community. For a junior, senior or graduate student majoring in health education and health science who has earned a 3.0 or higher GPA.

Master of Arts in Health Promotion and Program Management

NOTE: Applications are currently not being accepted for the M.A. in Health Promotion and Program Management.

The Department
The program in Health Promotion and Program Management represents the state-of-the-art in professional preparation. Graduates of the programs are employed by a variety of voluntary and public health agencies, corporations, schools, and health care facilities.

The faculty of the department have diversified interests and expertise in Health Education, Health Promotion, Program Management, and Administration. The interests of the faculty are represented by their publications, leadership roles at the state, national, and international levels, and their research. Although the faculty are diverse and have a variety of talents and interests, their primary responsibility is teaching and advising students.

Program Description
The Master of Arts Degree in Health Promotion and Program Management is designed to meet the needs of community health and human service professionals, including those at the local, state, national, and international level. Students must complete 36 credit hours, 29 to 33 of which are specifically required. Students are required to complete a thesis (Plan A) or conduct an independent research project (Plan B). The program of study prepares students to assess client needs, and to plan, manage, implement, and evaluate health education and health promotion programs. Students will also gain the knowledge and skills necessary to conduct research. When the degree is completed, students will be prepared to take the examination to become Certified Health Education Specialists (CHES).

Admission Requirements
Admission into the program requires the completion of the following undergraduate prerequisites (or documented equivalent): HSC 211 (Human Anatomy and Physiology), HSC 317 (Community Health), and HSC 319 (Methods and Materials in Community Health Education). Previous practical experience in health may substitute for prerequisite coursework with department approval. This might include certain assignments in the Peace Corps, other international assignments, or other health-related experience. Application forms for admission to the program are available through the College of Graduate Studies.

Required Courses
- HSC 538 (3) Development of Proposals and Reports in Health Administration
- HSC 544 (3) Biostatistics
- HSC 545 (3) Health Planning
- HSC 547 (3) Health Risk Identification and Management
- HSC 604 (3) Epidemiology
- HSC 620 (3) Adult Health Education Theory and Practice
- HSC 670 (3) Research Methods for Health, Physical Education and Recreation
- HSC 700 (3) Program Evaluation in the Health Fields
- HSC 727 (3) Professional Seminar
- HSC 791 (2) Independent Study
- OR HSC 798 (6) Thesis

Required Hours: 29-33 hours
Elective Hours: 3-7 (to be chosen in consultation with an advisor)
Total: 36 credit hours
Doctoral Program in Health Administration

The program leading to the Doctor of Health Administration degree is designed to provide advanced academic, relevant, and professionally-oriented education. The curricular and learning outcome objectives of this applied doctorate program are directed toward preparing individuals with the theoretical foundations, applied skills and practical expertise required for leadership positions within the health care industry. Emphasis will be given to imparting and advancing skills that foster life-long learning, systematic investigation and testing of practices and operational models via data/evidence-based strategies, and the public dissemination, and reporting of new findings within the field. The intent of the program is to provide advanced knowledge, skills, and abilities to practicing health professionals in a convenient, yet rigorous academic environment.

The program will be delivered in a sequenced manner with fifteen internet-based courses, six intensive face-to-face two and a half-day seminars, a general comprehensive examination, and an applied dissertation. Students matriculating into this program cannot transfer credit into the program or be granted prior experience credit toward semester credit hour degree requirements. A new group of students will begin studies each year. Each student will be assigned an advisor for the didactic portion of the program. Using a modular format, fifteen courses and six intensive seminars during the first two years of the program comprise the didactic portion of the program. The successful completion of a comprehensive examination at the end of the didactic portion of the program will transition the student to doctoral candidate status where the doctoral candidate will begin their dissertation preparation, proposal, implementation, defense to their doctoral committee, and reporting. During the dissertation phase, each student will work closely with a dissertation advisor/major professor. The didactic portion of the program carries fifty-one (51) semester credit hours and the dissertation portion carries twelve (12) semester credit hours for a total of sixty-three (63) semester credit hours for the entire program. Students should complete the program in a three (3) year period and will be encouraged to meet this expectation.

Year 1 and 2 (51 credit hours)
DHA 700 3(3-0) Leadership: Foundations & Strategies for Healthcare
DHA 702 3(3-0) Probability & Statistics for the Health Professions
DHA 704 3(3-0) Population Health
DHA 705 1(1-0) Seminar in Public Health
DHA 706 3(3-0) Quantitative Analysis in Health Organizations
DHA 708 3(3-0) Organization Theory & Behavior for Health Organizations
DHA 709 1(1-0) Seminar in Healthcare Dynamics
DHA 710 3(3-0) Qualitative & Operational Analysis in Healthcare
DHA 712 3(3-0) Research Theory & Practice for the Health Professional
DHA 713 1(1-0) Seminar in Health Services Research
DHA 714 3(3-0) Health Systems Thinking & Learning
DHA 716 3(3-0) Health Organization Communication
DHA 717 1(1-0) Seminar in Stakeholder Relations
DHA 718 3(3-0) Health Law, Regulation & Ethics
DHA 720 3(3-0) Health Economics
DHA 721 1(1-0) Seminar in Health Policy & Politics
DHA 722 3(3-0) Health Informatics
DHA 724 3(3-0) Fiscal Management & Accountability for Health Entities
DHA 725 1(1-0) Seminar in Strategic Planning for Health Organizations
DHA 726 3(3-0) Applied Leadership
DHA 728 3(3-0) Health System Excellence Comprehensive General Examination

Year 3 (12 credit hours)
DHA 898 12(spec) Health Professions Dissertation

Admission Criteria

The minimum requirements and standards for applicant admission to the program include the following criteria:

- An earned regionally accredited master’s degree in an appropriate area of study (e.g., health administration, business administration, public health, public administration) or a professional degree (e.g., M.D., D.O., D.D.S.). Other areas of graduate study at the master’s degree level will be considered by petition to the faculty. GPA will be considered in the admissions process.
- Satisfactory completion of graduate coursework or equivalent must be provided as evidence by student applicants in the areas of health economics or economics, finance, statistics, administration/management, and organizational development/behavior. Any student admitted with a deficiency in one or more of these prerequisite areas will be required to take the necessary courses or successfully complete (success level determined by the faculty) a competency assessment to fulfill these foundational requirements. An applicant with three or more deficiencies may be admitted only on a conditional basis contingent upon the successful completion of all prerequisite coursework or competency assessment. Any course taken to fulfill course prerequisite requirements will not count toward the degree program;
- Demonstration of at least five years of work related experience in mid-level or higher management or health policy positions;
- Oral and written English language proficiency. Applicants whose native language is not English will be required to submit the results of the Test of English as a Foreign Language (TOEFL) scores or another test of English equivalency (such as the ECFMG for physicians who were foreign medical students). This requirement may be waived if prior academic experience and success in other United States colleges/universities or employment settings can be satisfactorily demonstrated;
- Submission of a career goal statement and a current curriculum vitae or resume;
- Letters of recommendation, transcripts and other documentation customarily required for admission to the College of Graduate Studies will be required.
- Successful completion of an admission interview with the program faculty.

Master of Science in Administration (MSA)

The Master of Science in Administration Program requires 36 Credit Hours of graduate study. The MSA Program provides students with the fundamental principles required for successful administrative careers in the public, private, or nonprofit sectors.

The required core courses of the MSA program (15-21 Credit Hours) provide a comprehensive overview of organizational and human relationships and the administrative mechanisms through which to make sound analytical judgments and decisions.

The Health Services Concentration (15-18 Credit Hours) provides the knowledge and skills required for directors, administrators, and supervisors in the health services field.

Please go to pages 192 (Core Classes) and 193 (Concentration Classes) or to www.grad.cmich.edu/MSA/.
Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: DHA 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728.

DHA

DHA 700 Leadership: Foundations and Strategies for Healthcare 3(3-0)
This course will examine the role of leaders in improving organizations and the relationship between situational leadership strategy, organizational culture, communication and performance. Prerequisites: admission to the Doctor of Health Administration program; or permission of instructor.

DHA 702 Probability and Statistics for the Health Professions 3(3-0)
This course examines statistical and quantitative techniques for problem-solving and decision-making to understand, collect, conduct and evaluate managerial, biomedical and scientific research. Prerequisites: admission to the Doctor of Health Administration program.

DHA 704 Population Health 3(3-0)
This course explores applied epidemiology in relation to population health including standardizing information, marketing, community health technologies and monitoring health behaviors of target groups. Prerequisites: admission to the Doctor of Health Administration program.

DHA 706 Quantitative Analysis in Health Organization 3(3-0)
This course introduces statistical/quantitative techniques including general linear models, survey research methodology and research application cases, decision-making and problem-solving for health administration. Prerequisites: admission to the Doctor of Health Administration program; DHA 702.

DHA 708 Organizational Theory and Behavior for the Health Professions 3(3-0)
Integrating theory and concepts from organizational theory and behavior literature, this course provides applications to improve dynamic healthcare organizations throughout the continuum of care. Prerequisites: admission to the Doctor of Health Administration program.

DHA 709 Seminar in Public Health 1(1-0)
This seminar focuses on current issues in health promotion and disease prevention, applied epidemiology, community health concerns and how to positively impact health in communities. CR/NC only. Prerequisites: admission to the Doctor of Health Administration program.

DHA 710 Qualitative and Operational Analysis in Healthcare 3(3-0)
The assumptions, theories and practice of qualitative research are developed. Operations research models for managerial decision-making and problem-solving are presented and applied. Prerequisites: admission to the Doctor of Health Administration program; DHA 702, DHA 706.

DHA 712 Research Methods and Practice for the Health Professions 3(3-0)
This course provides theoretical and applied concepts, techniques, procedures and technologies used in scientific inquiry and reporting for applied clinical, health administrative and managerial research. Prerequisites: admission to the Doctor of Health Administration program; DHA 702, DHA 706.

DHA 713 Seminar in Health Services Research 1(1-0)
This seminar will examine research activity and reporting in the areas of healthcare financing, organization, delivery, access and outcomes of health services. CR/NC only. Prerequisites: admission to the Doctor of Health Administration program; DHA 712.

DHA 714 Health Systems Thinking and Practice 3(3-0)
This class examines systems thinking and organizational effectiveness. Students will practice using a variety of systems tools as applied to different organizational problems. Prerequisites: admission to the Doctor of Health Administration program.

DHA 716 Communication in Health Organizations 3(3-0)
This class examines the delivery and exchange of messages within health organizations. Contexts will include conflict, negotiating, networks, channel selection, knowledge management and public relations. Prerequisites: admission to the Doctor of Health Administration program; or permission of instructor.

DHA 718 Healthcare Law, Regulations and Ethics 3(3-0)
This course explores the legal and ethical issues found in the healthcare system, and investigates the healthcare administrator as decision-maker, leader and moral agent. Prerequisites: admission to the Doctor of Health Administration program.

DHA 720 Health Economics 3(3-0)
Foundational economic and specific health economic theory, trends, market issues and applications are presented to include health insurance and payment theory, practice and applications. Prerequisites: admission to the Doctor of Health Administration program.

DHA 721 Seminar in Healthcare Policy and Politics 1(1-0)
This seminar will examine the political, legislative and economic forces that influence healthcare policy and regulation development, implementation and consequences of policy and legislation. CR/NC only. Prerequisites: admission to the Doctor of Health Administration program.

DHA 722 Health Informatics 3(3-0)
This course focuses on the fundamental concepts and applications of managing information as a healthcare corporate asset, emphasizing converting data into information for decision support. Prerequisites: admission to the Doctor of Health Administration program; or permission of instructor.

DHA 724 Fiscal Responsibility and Accountability for Health Entities 3(3-0)
This course emphasizes financial management and financial operations theory, principles and concepts as they relate to healthcare organizational decision-making and accountability. Prerequisites: admission to the Doctor of Health Administration program; DHA 720.

DHA 725 Seminar in Strategic Planning for Health Organizations 1(1-0)
This seminar will examine the concepts, processes and integration of management information systems, financial, human resource and marketing plans into an organizational strategic planning system. CR/NC only. Prerequisites: admission to the Doctor of Health Administration program.

DHA 726 Applied Leadership 3(3-0)
Practical application of leadership principles focused on issues such as governance, decision-making, motivation, empowerment, team building, change management, conflict resolution, accountability, credibility and ethics. Prerequisites: admission to the Doctor of Health Administration program; or permission of instructor.
DHA 728 Health Systems Excellence 3(3-0)
This is a capstone course in the Doctor of Health Administration program and represents a synthesis of all previous classroom and field based learning experiences. Prerequisites: admission to the Doctor of Health Administration program; Corequisite: DHA 726.

DHA 898 Dissertation Design, Implementation, Defense and Reporting 12(Spec)
A description of the capstone research event, the design, implementation, defense and reporting of a doctoral dissertation is outlined. CR/NC only. Prerequisites: admission to the Doctor of Health Administration Program; successful completion of the Doctoral Program Comprehensive Examination.

Health Sciences (HSC)

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: HSC 520, 523, 526, 529, 530, 547.

HSC 503 Health Implications of Obesity 3 (3-0) F, Sp
- Obesity and overweight will be studied with special emphasis on diet, nutrition, and exercise. Modes of prevention and treatment will also be discussed.

HSC 505 Work Injury Prevention 3 (3-0)
- The study of etiology, epidemiology, treatment, management, and prevention of neuromuscular and musculoskeletal injuries in workplace settings. Prerequisites: HSC 211 or HSC 214.

HSC 506 Health and Physical Development in Late Life 3(3-0)
- This course examines in depth the processes of normal aging as well as important issues affecting the health of older adults. Prerequisites: BIO 101 or permission of instructor.

HSC 508 Education on Sexual Aggression for School/ Community 3(Spec)
- This course addresses the realities of sexual aggression, and how schools, corporations, and communities can educate their respective populations on these topics. Identical to PES 508. Credit may not be earned in more than one of these courses. Prerequisites: PES 143 or permission of the instructor.

HSC 510 Independent Reading Experience 1-4(Spec) F, Sp, Su
- Individual reading - an experience designed for professional enrichment. 4 hour maximum. CR/NC only.

HSC 512 Special Topics in Health Education 1-12(Spec) D
- In-depth consideration of relevant, pertinent health issues.

HSC 514 Biostatistics and Epidemiology 3(3-0)
- This course presents biostatistics and epidemiology concepts, principles and methods as they apply to problems within community and public health environments. Prerequisites: MTH 105; HSC 317; or permission of instructor.

HSC 515 Health Promotion in the Workplace 2(2-0)
- Content includes needs assessments, organization and management of health promotion programs in the workplace. Guidelines for implementation and evaluation will be studied. Prerequisites: 6 hours of health fitness related credit or permission of instructor.

HSC 516 Travel Course in Health Education 1-6(Spec) D
- Topics scheduled to study health education, private and voluntary health care programs, museums, hospitals, health clinics, city and school health programs. Prerequisites: permission of instructor.

HSC 517 Drugs and the Elderly 2(2-0)
- An introduction to medication practices and problems among the elderly, and study of selected drugs and their effects on the aging individual. Prerequisite: HSC 390 or permission of instructor.

HSC 519 Death Education and Suicide Prevention 3(3-0) Sp
- A holistic study of the cultural, spiritual, legal, ethical, psychological and controversial aspects of death. Emphasis will also be placed on suicide prevention. Prerequisites: must have completed a minimum of 60 semester hours of coursework.

HSC 520 Health Service Administration 3(3-0) F, Sp
- Analysis of organizational patterns, planning procedures, fiscal management, personnel management, and other administrative concerns.

HSC 522 Consumer Health Education 2(2-0)
- Issues of consumer health related to the individual, the community, and society.

HSC 523 AIDS Education 1(1-0)
- A concentrated study of Acquired Immune Deficiency Syndrome, including the origin, prevalence, spread, disease process, psychosocial aspects and implications for society. Prerequisites: HSC 106, or teaching certificate, or permission of instructor.

HSC 524 Workshop on Health Fitness 2(Spec) D
- Guidelines for fitness appraisals and exercise prescription for healthy and high risk adults.

HSC 525 Sexually Transmitted Disease Workshop 1(Spec) D
- Concentrated study of sexually transmitted diseases, modes of transmission, and role of public health agencies and schools in coping with the problem.

HSC 526 Mental Health 3(3-0) F, Sp
- Concentrated study of mental health and illness as related to home, school, and community.

HSC 527 Sex Education Workshop 1(Spec) D
- Concentrated study of sex education and roles of home, school, and community. Not open to students with credit in HSC 222.

HSC 528 Smoking and Health Education Workshop 1(Spec) D
- Concentrated study of physiological, psychological, sociological, and educational aspects of smoking. Not open to students with credit in HSC 235.

HSC 529 Alcohol Education Workshop 1(Spec) D
- Concentrated study of physiological, psychological, and sociological aspects of alcohol education. Not open to students with credit in HSC 235.

HSC 530 Drug Abuse Workshop 1(Spec) F, Sp
- Concentrated study of the effects of drugs and narcotics. Roles of home, school, and community in drug education. Not open to students with credit in HSC 235.

HSC 532 Diversity Issues in the Health Professions 1(1-0) F, Sp
- Developing an understanding of diversity issues in order to become a more effective multicultural health practitioner. Prerequisites: HSC 106 or HSC 317; or permission of instructor.

HSC 534 Workshop in Principles of Cardiovascular Health and Disease 1(Spec) F, Sp
- Concentrated study of the physiological aspects of the cardiovascular system and its adaptation to stress.

HSC 535 Family Planning Programming 1(Spec) D
- Analysis of the methods of family planning and family planning programming, and their effects on population control.

HSC 537 Stress Reduction Workshop 1(Spec) F, Sp
- Systematic evaluation of stress and methods used to effectively reduce stress so that a healthier life style is possible.

HSC 538 Development of Proposals and Reports in Health Administration 3(3-0) Sp
- Emphasize format, content, and writing skills necessary for administration of health programs to prepare proposals, reports, and publications.

HSC 540 Medical Aspects of Health 3(3-0)
- A study of the medical specialist's role including philosophy, recent concepts, and advances in the profession. Team-taught by medical specialists. Prerequisite: HSC 211 or equivalent.
HSC 542 Patient Education Programming 3(3-0)
Organization and administration of patient education programs in
inpatient ambulatory and community settings.

HSC 544 Biostatistics 3(2-1) F, Sp
Computation of vital statistics rates and other statistical methods
applicable to problems in public health.

HSC 545 Health Planning 3(3-0) F
Study of strategic and operational planning methodologies em-
ployed by administrators, educators and planners in health care
facilities, community health agencies and health programs. Prereq-
uisites: junior standing or permission of instructor.

HSC 546 Microcomputer Applications to the Health Sciences 3(3-0) D
Microcomputer applications in school and community health,
health services administration, health promotion and exercise sci-
ence. Application of current software utilized by the health fields.
Prerequisites: CPS 100, BIS 104, or permission of instructor.

HSC 547 Health Risk Identification and Management 3(3-0) F, Sp
Health risk factors associated with cardiovascular and other
chronic diseases will be identified and studied. Management, and risk
to morbidity and mortality will be emphasized.

HSC 550 Stress Test Administration 3(2-2) F
Course in theory and methods of administering exercise stress
tests using different modes of exercise and consideration of different
populations. Includes classroom and practical experience. Prereq-
uisites: HSC 214, HSC 215, HSC 220, HSC 310; or permission of
instructor.

HSC 551 Stress Testing Interpretation 3(3-0) Sp
Course in analysis of information gained from exercise testing,
studying deviations from normal, and applications of exercise test
information in adult fitness and cardiac rehabilitation programs.
Prerequisites: HSC214, HSC215, HSC220, HSC310 and HSC550
or permission of instructor.

HSC 553 Cardiac Medications 3(3-0) Sp
An in-depth examination of medication utilized by cardiac patients
or those persons with risk factors associated with cardiovascular
disease. Prerequisites: HSC 214 and HSC 215 or permission of
instructor.

HSC 555 Health Education in the Elementary School 3(3-0)
Various components of the elementary school program: instruc-
tion, curriculum, services, and administration.

HSC 560 Clinical Pharmacology I 3(3-0)
An introduction to drug pharmacodynamics and pharmacokinet-
ics, followed by pharmacotherapy of drugs affecting the autonomic
and peripheral nervous, cardiovascular and respiratory systems.
Prerequisites: admittance to Physician Assistant program or ap-
proval of instructor.

HSC 561 Clinical Pharmacology II 3(3-0)
Continuance of Clinical Pharmacology I with pharmacotherapy
of drugs affecting the central nervous system, gastrointestinal and
endocrine systems and anti-neoplastic and anti-infective agents.
Prerequisites: HSC 560; admittance to the Physician Assistant
program or approval of instructor.

HSC 565 Clinical Microbiology/Infectious Diseases 3(3-0)
A study of the diseases produced by pathogenic bacteria, viruses,
fungi and parasites. Case presentations, diagnostic methods and
treatment will also be included. Prerequisites: admittance to Physi-
cian Assistant Program or approval of instructor.

HSC 570 Financial Aspects of Health Service Organizations 3(3-0) Sp
This course addresses the main issues surrounding financial
administration of health service organizations, particularly hospitals.
Prerequisite: ACC 201.

HSC 571 Legal Issues of Health Services Organizations 3(3-0) F
The issues studied are hospital liability, informed permission,
medical staff appointments, tort and health services, ethical issues
related to health care.

HSC 572 Quality Improvement in Health Services 3(3-0) Sp
Basics, implementation and application of quality management
and improvements specific to health care. Statistical principles and
illustrative cases are presented. Prerequisites: HSC 520 or permis-
sion of instructor.

HSC 580 Teaching Sexuality and Reproductive Health in
Schools 2(2-0)
A workshop designed to meet P.A. 226 guidelines for teacher
qualifications in sex education and reproductive health by providing
insight into the content of quality K-12 sex education programs.
Identical to HEV 580. Credit may not be earned in more than one of
these courses. Prerequisites: A teaching certificate or approval of the
instructor.

HSC 582 Regional Human Anatomy 5(3-4)
A regional approach to the structure of the human body, concen-
trating on the interrelationships of different anatomical structures and
their clinical applications. Prerequisites: HSC 214; admission to
physical therapy program, the physician assistant program or per-
mission of instructor.

HSC 583 Anatomy of Joints 1(0-2)
Study of the normal anatomy of joints of the body, common injuries
and clinical applications will be included. Students will dissect selected
joints. Prerequisites: HSC 214 and HSC 582 or permission of
instructor.

HSC 585 Wellness at the School Work Site 1(1-0)
Theory and practice of wellness programs for school district
employees will be explored along with health risk behaviors. Prereq-
uisites: completion of 80 semester hours of undergraduate credit.
Experience in schools or permission of instructor.

HSC 590 Legal & Regulatory Aspects of Long-Term Care
3(3-0)
This course covers the legal and regulatory issues inherent to the
long-term care industry in the United States. In addition, this course
serves as preparation for individuals wishing to sit for the National
Association of Board of Examiners Exam (“National Exam”). Prereq-
uisites: undergraduate students must have completed 56 credit
hours; HSC 571 recommended.

HSC 592 Administrative Issues in Long-Term Care 3(3-0)
This course covers the facility management issues of long-term
care administration, including aspects of business, regulation and
human resources. Prerequisites: undergraduate students must
have completed 56 credit hours; HSC 570 recommended.

HSC 593 Resident Care Issues in Long-Term Care
Administration 3(3-0)
This course covers the residential and clinical aspects of long-
term care administration. Prerequisites: undergraduate students
must have completed 56 credit hours.

HSC 595 Health Administration Internship 6(6-0)
This course provides the capstone professional experience at a
health organization and the opportunity to apply professional skills,
knowledge and behaviors learned in the classroom. CR/NC only.
Prerequisites: HSC 317, HSC 407, HSC 520, HSC 570, HSC 571 and
permission of advisor for undergraduates; HSC 520, HSC 570, HSC
571, HSC 607 and permission of advisor for graduate students.
HSC 597 Physiological Responses to Abused Substances 3(3-0)
Study of how the body responds to substances, the mechanisms of action, therapeutic uses, and health implications of drugs that are abused. Prerequisites: HSC 235 or equivalent or permission of the instructor. HSC 211 recommended.

HSC 598 Nature and Dynamics of Destructive Health Habits 3(3-0) F
Etiologies and recovery strategies of substance abuse, eating and sexual disorders and the detrimental health habits which undermine healthy lifestyles. Prerequisites: HSC 235 or permission of instructor.

HSC 599 Issues for Substance Abuse Workers 1(1-0) Sp
A capstone course for students in Substance Abuse Education, dealing with certification, specific populations, employment opportunities, professional conduct, and current research in the field. The course is designed to tie together diverse subjects covered in previous courses in the Substance Abuse Minor. CR/NC only. Prerequisites: HSC 235, HSC 236, HSC 598; or permission of instructor.

HSC 600 Computerized Health Care Systems 3(3-0) D
Applications of computer technology to the health care environment, evaluation of existing health care systems, implementation of new systems. Identical with CPS 601. Credit may not be earned in more than one of these courses. Does not count on any CPS degree program. Prerequisites: permission of instructor, prior work experience and/or course work in health science administration, or prior work experience and/or course work in mainframe computers.

HSC 604 Epidemiology 3(3-0) Sp
Factors related to the manifestation of infectious and non-infectious diseases, including tracing their sources, controlling spread, and initiating measures to prevent recurrences.

HSC 605 International Health Education 3(3-0) D
Survey course identifying and examining specific health problems, as well as the total health care delivery system of countries throughout the world.

HSC 607 Health Service Organizations: Origins, Systems, and Applications 3(3-0)
Macro-level examination of healthcare systems--their evolution, method of delivery, components, functions, costs, problems, and current prospective for change. Prerequisites: HSC 317 or HSC 407 or HSC 520 or permission of instructor.

HSC 608 Individualized Learning Experiences 1-10(Spec) F, Sp, Su
A three-person advisory board will assign health education learning experiences based on needs, background, and projected goals. Students must have the approval of their academic advisors before registering for the course. CR/NC only.

HSC 610 Community and Public Health 3(3-0) F, Sp
Problems of public health, public health services available to the community, and organization of programs of local, state, and national health agencies.

HSC 611 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

HSC 612 Adult Health Education Theory and Practice 3(3-0) F
Application of adult learning theories and educational methods and strategies applied to health education and health promotion.

HSC 613 Physiological Basis of Exercise 4(3-2) D
Physiological basis of human movement and its application to training and performance. Identical with PES 631. Credit may not be earned in more than one of these courses. Prerequisites: graduate status.

HSC 620 Curriculum Design in Health Education 3(3-0) D
Systematic development of learning components for the health profession.

HSC 626 Methods of Instruction and Allied Health Profession 3(3-0) D
A course designed to familiarize the student with the theory and application of teaching methodologies for the health professional. Not open to students with credit in HSC 346.

HSC 627 Professional Seminar 3(3-0) D
A capstone course for students in Substance Abuse Education, dealing with certification, specific populations, employment opportunities, professional conduct, and current research in the field. The course is designed to tie together diverse subjects covered in previous courses in the Substance Abuse Minor. CR/NC only. Prerequisites: HSC 235, HSC 236, HSC 598; or permission of instructor.

HSC 631 Physiology of Exercise 4(3-2) D
Physiological basis of human movement and its application to training and performance. Identical with PES 631. Credit may not be earned in more than one of these courses. Prerequisites: graduate status.

HSC 640 Managed Care: Origins, Organizations, and Operations 3(3-0)
Covers managed care programs, structures, practice models, role of physicians and other clinicians, capitation cost-accounting, and forms of reimbursement. Prerequisites: HSC 520 and HSC 607, or permission of instructor.

HSC 645 Research Methods for Physical Education and Sport, Health and Recreation 3(3-0) F, Su
Basic research methods and techniques essential in performing and interpreting scientific studies. Recommended: 6 hours of graduate course work completed prior to enrollment. Identical to PES 670. Credit may not be earned in more than one of these courses.

HSC 646 Methods of Instruction and Allied Health Profession 3(3-0) D
A course designed to familiarize the student with the theory and application of teaching methodologies for the health professional. Not open to students with credit in HSC 346.

HSC 650 Analysis and Interpretation of Research and Literature 3(3-0) Sp
Critical analysis of published information in the field of health, spanning the range from popular literature to scientific reports.

HSC 660 Research Methods for Physical Education and Sport, Health and Recreation 3(3-0) F, Su
Basic research methods and techniques essential in performing and interpreting scientific studies. Recommended: 6 hours of graduate course work completed prior to enrollment. Identical to PES 670. Credit may not be earned in more than one of these courses.

HSC 670 Program Evaluation in the Health Fields 3(3-0) Sp
Major concepts, issues, and methodologies concerning the evaluation of health services delivery systems will be presented. Included is design, reporting, and utilization of findings.

HSC 671 Independent Study 2-3(Spec) F, Sp, Su
Taken as 3 credits for Substance Abuse option, Counseling Master’s. Taken as 2 credits for Health Education Master’s. Not for students taking HSC 798. CR/NC only. Prerequisite: HSC 670 or CED 695.

HSC 672 Thesis 1-6(Spec) F, Sp
CR/NC only. Prerequisite: HSC 670
History (HST) (STR)

Timothy Hall, Chairperson
Powers Hall 106, (989) 774-3374

Thomas L. Benjamin, Ph.D., Latin America
James R.T. Daybell, Ph.D., Medieval History
Kathleen Donohue, Ph.D., 20th Century, U.S.
Solomon Getahun, Ph.D., Sub-Saharan Africa
David Goldberg, Ph.D., African-American
Jennifer R. Green, Ph.D., Civil War and Reconstruction
Mitchell Hall, Ph.D., Recent U.S.
Timothy Hall, Ph.D., Colonial, Revolutionary U.S.
Doina Harsanyi, Ph.D., European History, France
Eric Johnson, Ph.D., Modern Europe
David Macleod, Ph.D., United States Social History
Timothy O’Neil, Ph.D., Modern Europe
Benjamin Ramirez-Shkwengaabi, Ph.D., Native American History
John Robertson, Ph.D. Ancient History
David Rutherford, Ph.D., Renaissance
Stephen P. Scherer, Ph.D., U.S.
James A. Schmiechen, Ph.D., British History, Economic and Labor History

Associated University of Strathclyde Faculty

Conan J. Fischer, Chairperson, Ph.D., German Social and Political History in the Era of the Weimar Republic, Nazism
Simon Adams, Ph.D., Modern History, Elizabethan and Early Stuart Politics
Patricia Barton, Ph.D., Indian Business, Twentieth Century Labor and Economics
Callum G. Brown, Ph.D., Social History of Religion, Women’s History, Computer Applications in History
Mark D. Ellis, Ph.D., American History, Twentieth Century Race Relations
R.J. Finlay, Ph.D., Nineteenth and Twentieth Century Scottish Political History
Mary Heimann, Ph.D., History of Religion and Czechoslovakia
Arthur J. Mclvor, Ph.D., Labor and Industrial Relations History
David Moon, Ph.D., Russian Social History
Eileen Janes Yeo, Ph.D., Nineteenth Century History
John R. Young, Ph.D., Scottish History, British History

The Department of History offers a Master of Arts degree, a Joint Master of Arts degree, and a Joint Ph.D. in History. The Joint Master of Arts degree and the Joint Ph.D. are offered in association with the University of Strathclyde in Glasgow, Scotland.

Master of Arts

Admission Requirements
To be admitted to this program, a student must present 20 or more hours of history or historically oriented courses in related fields with a grade point average in history of 2.7 or higher.

Admission Deadlines
For the traditional M.A., students wishing a fall semester admission must apply no later than July 15. For spring semester admission the deadline is November 1.

For the Joint M.A./Ph.D. program, students must complete all application materials prior to February 6 for admission to the program in the upcoming fall.

Degree Requirements
A minimum of 30 hours of graduate credit including:

1. Twenty or more hours in history
2. Ten or fewer cognate hours selected with an advisor from one or more of the following fields: anthropology, economics, education, English, geography, philosophy, political science, religion, and sociology. Other fields may be approved by the advisor.
3. HST 600 - Historiography
4. At least one history colloquium at the 600 level (HST 690 will not satisfy this requirement).
5. A minimum of six hours of history research and writing courses earned in one of the following ways:
   - **Plan A.** A thesis, including an oral examination in the field of the thesis.
   - **Plan B.** Either (1) two seminars or (2) one seminar and three hours in HST 791. Students electing Plan B must submit two research papers as evidence of scholarship. These papers must be prepared in connection with a seminar, an independent research course, or a graduate-level course in the Department of History. Each paper must receive a minimum grade of B. In addition, normally after revision, each must be accepted by the professor responsible for the course as satisfactory for permanent filing. Papers must be well written and presented in a proper scholarly format. Their conclusions must rest on interpretation of substantial body of primary sources. A minimum of 6000 words is suggested.
6. Fifteen hours in courses at or above the 600 level.

European History Certificate

This 18 credit hour certificate is designed for regularly admitted graduate students who desire advanced training in European history, but who are not seeking a master’s degree at this time. Credits successfully earned with this certificate program can be transferred toward the M.A. degree. Students may substitute courses only upon approval of the History Graduate Studies Committee. Admission is through the College of Graduate Studies. Students pursuing this certification program should have some prior coursework in European history.

This certificate is granted upon completion of 18 hours within the selected area. At least 6 hours must be taken at the 600-level or above, selected from the following courses: HST 636, HST 650, HST 651, HST 652, HST 738, HST 740, HST 741, HST 742, HST 744, HST 758. All courses must be selected from the department's course offerings in European history. No more than 3 hours may be taken below the 500-level, and then only if approved for graduate credit.
MODERN HISTORY CERTIFICATE

This 18 credit hour certificate is designed for regularly admitted graduate students who desire advanced training in modern history, but who are not seeking a master’s degree at this time. Credits successfully earned with this certificate program can be transferred toward the M.A. degree. Students may substitute courses only upon approval of the History Graduate Studies Committee. Admission is through the College of Graduate Studies. Students pursuing this certification program should have some prior course work in modern history.

This certificate is granted upon completion of 18 hours within the selected area. At least 6 hours must be taken at the 600-level or above, selected from the following courses: HST 603, HST 652, HST 717, HST 758. All courses must be selected from the department’s course offerings in modern history. No more than 3 hours may be taken below the 500-level, and then only if approved for graduate credit.

UNITED STATES HISTORY CERTIFICATE

This 18 credit hour certificate is designed for regularly admitted graduate students who desire advanced training in United States history, but who are not seeking a master’s degree at this time. Credits successfully earned with this certificate program can be transferred toward the M.A. degree. Students may substitute courses only upon approval of the History Graduate Studies Committee. Admission is through the College of Graduate Studies. Students pursuing this certification program should have some prior course work in United States history.

This certificate is granted upon completion of 18 hours within the selected area. At least 6 hours must be taken at the 600-level or above, selected from the following courses: HST 602, HST 603, HST 611, HST 713, HST 715, HST 717, HST 723. All courses must be selected from the department’s course offerings in United States history. No more than 3 hours may be taken below the 500-level, and then only if approved for graduate credit.

Master of Arts

(Integrated B.A./M.A.)

The Integrated B.A./M.A. degree allows highly motivated students to accelerate their academic careers by undertaking graduate work towards the traditional Master of Arts degree (not the Joint M.A. in History) concurrently with undergraduate work. This is not for students seeking teaching certification as a part of their undergraduate degree work.

Degree Requirements:

A minimum of 30 hours of graduate credit including:

1. Twenty (20) or more hours in history.
2. Ten (10) or fewer cognate hours selected with an advisor from one of more of the following fields: anthropology, economics, education, English, geography, philosophy, political science, religion, and sociology. Other fields may be approved by the advisor.
3. HST 600 - Historiography
4. At least one history colloquium at the 600 level (HST 690 will not satisfy this requirement).
5. A minimum of six (6) hours of history research and writing courses earned in one of the following ways:
   - Plan A. A thesis, including an oral examination in the field of the thesis.
   - Plan B. Either (1) two seminars or (2) one seminar and three hours in HST 791. Students electing Plan B must submit two research papers as evidence of scholarship. These papers must be prepared in connection with a seminar, an independent research course, or a graduate-level course in the Department of History. Each paper must receive a minimum grade of B. In addition, normally after revision, each must be accepted by the professor responsible for the course as satisfactory for permanent filing. Papers must be well written and presented in a proper scholarly format. Their conclusions must rest on interpretation of a substantial body of primary sources. A minimum 6000 words is suggested.
6. Fifteen (15) hours in courses at or above the 600 level.
7. Three to twelve (3-12) hours of the above (except Thesis credit) must have been taken concurrently with the student’s B.A. degree work.
8. The integrated plan is intended to encourage research and writing competency in a particular research field, and thus, the candidate is encouraged to elect Plan A, the Thesis Option of the M.A. program.

Joint M.A. in History

Degree Requirements for the Joint M.A.

A minimum of 54 graduate credits as follows:

From Central Michigan University: 24 hours of which 12 hours must be at the 600 level or above including 3 hours in a research seminar at the 700 level and two colloquia (6 hours).

From the University of Strathclyde: 30 hours (equivalent) including the Honors Dissertation.

This degree requires two years of study. Students will complete a year’s study (described below) at Central Michigan University and a one-year diploma sequence of courses (also described below) at the University of Strathclyde. British originating students entering the program at the University of Strathclyde will receive one year’s credit towards the Joint M.A. for completion of a final Honors year entirely in history at the University of Strathclyde with at least upper second standing, or its equivalent. They will then complete the requirements for the Joint M.A. with a prescribed year of study at Central Michigan University. American originating students entering the program at Central Michigan University must complete 24 semester hours of approved graduate level coursework in history with at least a B average, or equivalent. They will then complete the requirements for the Joint M.A. with a prescribed year of study at the University of Strathclyde.

Certain rules govern the combined two-year program: 1) No more than 50 percent of a student’s coursework may be in a single national field. 2) The student must write at least two research papers (7500 words or more): a research seminar at CMU and the Honors dissertation. 30 hours of approved graduate level coursework in history with at least a B average, or equivalent. They will then complete the requirements for the Joint M.A. with a prescribed year of study at the University of Strathclyde.
Year at CMU

The student must complete 24 hours of graduate-level coursework in History (a maximum of 6 hours in cognate disciplines will be accepted if approved by the student's CMU and Strathclyde advisors) at least 12 of which must be at the 600 level or higher. These courses must include a minimum of three hours of coursework which focus on research training and scholarly writing. As evidence of scholarship, students must submit a research paper for a permanent file. This paper must be prepared in connection with a research seminar, an independent research course, or a graduate-level course in the Department of History. Each paper must receive a minimum grade of B. In addition and normally after revision, each must be accepted by the professor responsible for the course as satisfactory for permanent filing. Papers must be well written and presented in a proper scholarly format. Their conclusions must rest on interpretation of a substantial body of primary sources. A minimum length of 6000 words is suggested. Up to 6 hours of credit may be earned for a practicum course in teaching history at the college level.

Year at Strathclyde

The student must complete the following Honors-level classes: two Special Subject classes (four modules), each for a full year and requiring 2 papers each; a General Essay Seminar which meets to discuss general methodological and historiographical issues in seminar format and is subject to a final written examination or an additional special subject class of half year (one module); the Honors Dissertation involving original research under appropriate supervision.

Joint Ph.D. in History

Admission Requirements

Admission to Candidacy for the Ph.D. requires the following:

1. completion of the requirements of the Joint M.A. in History;
2. attainment of at least upper second standing in the diploma year at Strathclyde by American students and a GPA of at least 3.3 at Central Michigan University by British students;
3. demonstration of comprehensive knowledge of appropriate fields in history (defined below), either by committee assessment of the student's record in the case of students who choose to pursue a Strathclyde Ph.D. or by comprehensive examinations in the case of students who choose to pursue the Ph.D. from Central Michigan University. Students must present two major fields or one major and two minor fields. The application deadline is February 6.

Candidates for the Central Michigan University Ph.D. must pass a comprehensive examination in two major fields or one major field and two minor fields. Comprehensive examinations in the two major fields chosen or one major and two minor fields will normally be administered during the year following completion of the Joint M.A. in History. The timing of the examination may vary depending upon the candidate's need for further preparation in particular fields, either by coursework or by directed reading.

Degree Requirements

1. Candidates for the Ph.D. in history must demonstrate reading knowledge of two foreign languages other than English or reading knowledge of one language plus an appropriate research tool such as statistics.
   a. Completion of the foreign language requirement is defined as reading proficiency at least at a level sufficient to conduct graduate-level research.
   b. Completion of the language requirement may be fulfilled in one of the following ways: 1) an examination in which the candidate with the aid of a dictionary will translate, idiomatically, at least two passages totaling no less than 500 words within two hours; 2) completion of CMU's 202 language course or its equivalent with a grade of at least a B; or 3) an alternative approved by the Graduate Studies Committee.
   c. The successful completion of one language requirement is required prior to admission to Ph.D. candidacy.
   d. Completion of the language requirement is defined as attainment of at least a B in an appropriate statistics course.

2. Candidates for the Central Michigan University Ph.D. must pass a comprehensive examination in two major fields or one major field and two minor fields.
   a. The student will submit the membership of her/his examination committee to the Graduate Studies Committee for approval.
   b. The examination committee will have a minimum of three members, at least two members per major field and one or two members per minor field. The examination committee will ordinarily provide the student with reading lists relevant to the examination fields, but the examination will not be limited to the lists.
   c. Comprehensive examinations will ordinarily be scheduled during a one month period (maximum) of the third year of graduate study (normally the year following the "Strathclyde year"). Examinations will not be scheduled during summer months. The examination committee will schedule the dates of the major and minor field examinations.
   d. A major field examination will not exceed eight hours and minor field examinations will not exceed four hours.
   e. Comprehensive examinations will be taken on campus in a room selected by the Department of History between the hours of 8 a.m. and 12 noon, and 1 p.m. and 5 p.m. Candidates may use the department's lap-top computer, a typewriter, or may write the examination by hand.
   f. A candidate may retake any failed examination within a three- to six-month period.
   g. Candidates may take an examination a maximum of two times, and failure to pass after two attempts will lead to dismissal from the program.
   h. Comprehensive examinations will be assessed by the candidate's examination committee as either pass or fail.

3. The Ph.D. from Central Michigan University will require a minimum of 36 hours (including dissertation credit) of approved graduate-level study beyond the Joint M.A. (total of 90 beyond the B.A. at Central Michigan University). The Ph.D. from the University of Strathclyde will require three years of directed dissertation research beyond the Joint M.A.

4. The Ph.D. from CMU requires completion of a doctoral dissertation which makes significant contribution to knowledge, contains a significant comparative element, and is successfully defended at a formal meeting of the student's examining committee. Upon admission to candidacy, the student and the chair of the history department of the university where the student is currently in residence will select a committee of three faculty members, at least one from each university, to advise the candidate and supervise the research and writing of the dissertation. Dissertations grounded in two or more national histories will be encouraged. The examining committee for the dissertation will consist of three faculty members from the university where the majority of research has been done, at least one faculty member from the other university, and at least one external examiner. The chair of the examining committee will serve as director of the candidate's dissertation and will be responsible for making all arrangements for meetings of the committee.
Major Fields

United States
British Isles or Modern Continental Europe
Early Modern Europe
The Atlantic World: Comparative North American, European, African, and Latin American History. (Because of its scope, this meets all field requirements.)

Minor Fields

*United States
*British Isles
*Modern Continental Europe
Ancient Near East and Mediterranean
Medieval Europe
Early Modern Europe
Latin America
East Asia
India

Topical Fields (must be transnational): e.g. Crime; Poverty and Social Welfare; Business; Women; Slavery; Ethnicity and Race; Minority Communities and Culture; Reform; Regionalism

*Not available for minor if chosen as major.

When possible, Ph.D. candidates will be encouraged to do some teaching in areas related to their specialization.

Because it is impossible to share the legal authority to award the Ph.D., it will be awarded to some students by Central Michigan University and to others by the University of Strathclyde upon successful completion of the shared program. In all cases the relevant documents will say clearly that the degree results from the shared program. Regulations governing residency requirements and time limitations for completion of degrees will be those of the university granting the degrees. Student work at either university will be treated as work in residence by both the University of Strathclyde and Central Michigan University

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: HST 532, 590, 595, 597, 690, 791.

Course Descriptions

(HST)

HST 505 Tudor England 3(3-0)
A study of the political, religious, social, and cultural life of England under the Tudors, with special consideration given the reign of Henry VIII. Prerequisites: one of HST 101, HST 102, HST 350, HST 351; or permission of instructor.

HST 511 Colonial British America 3(3-0)
Explores the social, cultural and political development of British America in the seventeenth and eighteenth centuries. Prerequisites: one of the following: HST 111, HST 323, HST 324, HST 326, HST 351 or permission of the instructor.

HST 512 Era of the American Revolution 3(3-0)
The causes of the War of Independence, the course of the war, the political, social and cultural change of the Revolutionary period; and the formation of the Federal Constitution. Prerequisites: HST 110 or HST 111; HST 301; or permission of instructor.

HST 513 Era of the Early Republic, 1789-1825 3(3-0)
An investigation of nation-building, the formation of new institutions, ideologies, decision-making, and personalities during the precarious decades following the American Revolution. Prerequisites: HST 110 or HST 111; HST 301; or permission of instructor.

HST 514 The Jacksonian Era 3(3-0)
Examines "The Age of the Common Man" for changes in the political and economic structure of America, especially Jacksonians as molders or reflectors of society.

HST 515 Civil War and Reconstruction 3(3-0)
Causes and process of secession, the conduct of the war, and the reconstruction of the South to 1877.

HST 516 Emergence of Modern America, 1877-1920 3(3-0)
Social, political, cultural, and economic developments from the end of Reconstruction through the Progressive era. Prerequisite: HST 112, or HST 321, or permission of the instructor.

HST 517 U.S. Rise in World Leadership, 1917-1945 3(3-0)
The United States as a world power after World War I, the decade of the 1920s, the depression era, the impact of modern global war.

HST 518 African-Americans and the Legal Process 3(3-0)
Course examines the unique inter-relationship between African-Americans and the American legal system from colonial times to the present. Prerequisites: 6 hours of history from: HST 111 or HST 320 or HST 324 (3) and HST 112 or HST 321 or HST 325 (3); or permission of instructor.

HST 523 American Diplomatic History, 1775-1898 3(3-0)
The major issues in American diplomacy, beginning with the birth of the Republic and continuing to the Spanish-American War. Prerequisites: HST 110, HST 111, or permission of instructor.

HST 524 American Diplomatic History since 1898 3(3-0)
The major issues of United States diplomacy, beginning with the Spanish-American War and continuing to the present.

HST 525 The Industrialization of America 3(3-0)
This course analyzes how industrialization transformed America and how it altered living standards, culture, labor, business, and politics. Prerequisites: 12 hours of humanities and social science.

HST 532 Michigan History Studies 1-3(Spec)
Individual and group studies in regional and local Michigan history.

HST 537 The Age of Cicero 3(3-0)
Social, political, and intellectual life of the late Roman Republic, based primarily on the reading of contemporary sources in translation.

HST 538 Athens: Classical Period 3(3-0)
Athenian political and social change in the sixth and fifth centuries B.C. relying primarily on contemporary or near contemporary documents in translation. Prerequisites: HST 238 or permission of instructor.

HST 542 The Enlightenment in Europe 3(3-0)
The social, cultural, political and intellectual history of Europe in the late seventeenth and eighteenth centuries. Prerequisites: 6 hours of European history before 1815, or permission of instructor.

HST 548 Russian Thought 3(3-0)
Currents of Russian thought. Emphasis on the nineteenth century.

HST 558 Europe, 1914-1945 3(3-0)
From the origins of the First World War to the end of the Second World War, emphasizing political, cultural, social and economic change--with stress on the rise of fascism and the failure of democracy. Prerequisites: HST 102 or HST 106 or HST 344 or permission of instructor.

(continued)
HST 562 The Atlantic World in the Age of Empire 3(3-0)
Study of the political, social, cultural and economic interactions of Europe, Africa, and the Americas from the fifteenth to the nineteenth century. Prerequisites: one of HST 111, HST 163, HST 176, HST 324, HST 341, HST 377, HST 511, or permission of instructor.

HST 566 Seminar in Contemporary Asia 3(3-0)
Studies of selected aspects of present-day Asia. Prerequisite: at least one of HST 168, HST 369, HST 370.

HST 569 China and the West 3(3-0)
A comparative analysis of some major social, political and cultural institutions in Chinese and Western history, aiming at a cross-cultural understanding. Prerequisites: HST 101 or HST 168 or HST 200 or HST 238 or HST 369 or permission of the instructor.

HST 590 Readings in History 1-6(Spec)
Selected topics studied in special arrangement with an instructor. Prerequisites: junior or senior standing with a B average in 12 hours of history, or graduate status, and permission of the instructor and the department chairperson.

HST 595 Internship in Public History 1-6(Spec)
Students learn to apply historical knowledge through supervised work in a public history agency or institution. Prerequisites: permission of academic advisor and work supervisor.

HST 597 Special Studies 1-6(Spec)
Study of a selected historical topic at a level suitable for advanced undergraduates or graduate students. Prerequisites: 12 hours of HST or permission of instructor.

HST 600 Historiography 3(3-0)
History as a discipline, studied from the works of selected historians. Prerequisite: 12 hours of junior, senior, or graduate-level history.

HST 602 Colloquium in U.S. History to 1865 3-6(3-0)
An investigation of historical interpretations and methodologies dealing with major themes in American history from 1607 to 1865. Prerequisites: admission to graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 603 Colloquium in U.S. History Since 1865 3-6(3-0)
An investigation of historical interpretations and methodologies dealing with major topics and themes in American history from 1865 to present. Prerequisite: admission to the graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

HST 636 Colloquium in Ancient History 3-6(3-0)
An investigation of major historical issues, interpretations, and methods in the history of the ancient Near/Middle Eastern and Mediterranean regions to 600 C.E. Prerequisites: admission to the graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 650 Colloquium in European History to 1450 3(3-0)
An investigation of historians, their interpretations and methodologies on the major topics and themes in ancient and medieval history to 1450. Prerequisites: admission to the graduate program in history or permission of instructor.

HST 651 Colloquium in Early Modern European History 3-6(3-0)
An investigation of historical interpretations and methods in early modern European history (1300-1789). Prerequisites: admission to graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 652 Colloquium in Modern European History 3-6(3-0)
An analytical investigation of several historical issues, topics, and themes in modern European history (1789 to the present). Prerequisite: admission to the graduate program in history or permission of instructor. A student may take this course twice, for 3 credit hours each, but must choose a second instructor for the second 3 hours.

HST 690 Advanced Readings 1-9(Spec)
Prerequisites: 12 hours of junior, senior, or graduate-level history and permission of the department chairperson and the instructor.

HST 695 Special Studies at Strathclyde 3-30(Spec)
Courses offered at the University of Strathclyde. Study of selected historical issues suitable for graduate students. Prerequisites: admission to the joint graduate program in History.

HST 700 Practicum in College Teaching 1-6(Spec)
Training and practice in teaching history at the college level. Prerequisites: appointment as a Graduate Assistant in the Department of History.

HST 710 Seminar in Intellectual and Cultural History 3-6(3-0)
Study of a selected topic in intellectual and cultural history. Prerequisites: admission to graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 711 Seminar in Colonial and Revolutionary America 3-6(3-0)
Study of a selected topic in the history of colonial British and Revolutionary America. Prerequisites: admission to graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 713 Seminar in the History of Nineteenth Century America 3-6(3-0)
Study of a selected topic in the history of nineteenth century America. Prerequisites: admission to graduate program in history or permission of instructor. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 715 Seminar in the Civil War and Reconstruction 3(3-0)
Primarily devoted to research training and writing techniques, this seminar will focus on a particular phase of the Civil War era. Prerequisites: HST 111 and HST 112, and a 500-level course in nineteenth-century American history.

HST 717 Seminar in the History of Twentieth Century America 3-6(3-0)
Study of a selected topic in the history of twentieth century America. Prerequisites: HST 111 or HST 112 plus at least one more course in this period of American history. A student may take this course twice, for 3 hours of credit each time, but must choose a second instructor for the second 3 hours.

HST 722 Seminar in American Diplomatic History 3(3-0)
Primarily devoted to research training and writing techniques, each seminar will focus on a particular phase of American diplomatic history. Prerequisites: HST 111 and HST 112 and one course in US history.
HST 738 Seminar in Ancient History 3-6(3-0)
Study of a selected topic from the Ancient World. Development of research skills and scholarly writing appropriate to the field. Prerequisites: 9 hours of pre-modern history or one year of an ancient language or permission of the instructor. A student may take this course twice, for 3 credit hours each time, but must choose a second instructor for the second 3 hours.

HST 740 Seminar in Medieval West 3(3-0)
Research training based on primary sources on topics pertinent to the medieval period. Prerequisites: 6 hours of history including HST 101 and one of the following: HST 200, HST 340, HST 350, HST 505, HST 650, or permission of the instructor.

HST 741 Seminar in Early Modern Europe 3(3-0)
Study of a cultural, intellectual, social, political or economic issue of the period from the Renaissance in Europe through the seventeenth century. Prerequisites: 6 hours of history including HST 101 and one of the following: HST 340, HST 341, HST 348, HST 350, HST 351, HST 354, or HST 505, or permission of the instructor.

HST 742 Seminar in Eighteenth-Century European History 3(3-0)
Study of a cultural, social, political, or economic issue of the eighteenth century. Prerequisite: 6 hours of modern European history, including some study of the eighteenth century.

HST 744 Seminar in Nineteenth-Century European History 3-6(3-0)
A study of a major aspect of 19th-century Europe with emphasis on historical method. Prerequisites: HST 102 or HST 351 plus one additional course in this general area of European history. A student may take this course twice, for 3 credit hours each time, but must choose a second instructor for the second 3 hours.

HST 758 Seminar in Twentieth-Century European History 3-6(3-0)
Study of a major aspect of 20th-century Europe with emphasis on historical method. Prerequisites: 6 hours of European history (at least 3 at the 500 level) including one of the following: HST 102, HST 106, HST 558. A student may take this course twice, for 3 credit hours each time, but must choose a second instructor for the second 3 hours.

HST 763 Seminar in Latin American History 3(3-0)
Study of a selected topic in Latin American history. Prerequisites: HST 163 or an advanced course in the field of Latin American history or permission of the instructor.

HST 766 Seminar in Asian History 3(3-0)
Topics such as developments in education, medicine, women, child care, distribution of wealth, and decision-making in China since the Cultural Revolution (1966-1969). Prerequisite: HST 168 or equivalent.

HST 791 Graduate Research 3-6(Spec)
Prerequisites: 12 hours of junior, senior, or graduate-level history and the permission of the department chairperson and the instructor.

HST 798 Thesis 1-6(Spec)
CR/ NC only. Prerequisite: Written permission of advisor and department chairperson.

HST 898 Dissertation 1-36(Spec)
CR/NC only. Prerequisites: successful completion of comprehensive examination for Ph.D. and written approval of dissertation proposal to take more than 3 credit hours of dissertation credit.

Strathclyde (STR)
These courses are taught at the University of Strathclyde in Glasgow, Scotland and are available to students accepted into the Joint M.A./Ph.D. program between Central Michigan University and the University of Strathclyde. The University of Strathclyde offers a variety of courses, which include the following:

The American Economy, 1865-1917
The economic and social development of the USA from the end of the Civil War to its entry into World War One. The approach will be thematic: including industry, agriculture, transport, banking, migration and government policy.

The British Economy I: 1870-1914
The British economy from the watershed of the 1870s through the outbreak of the First World War set in the context of rising German and especially U.S. performance in world economic terms.

British Politics since 1914
Focuses on party fortunes, ideological development, and the management of decline. Students will consider the decline of the Liberal Party and rise of Labour, the inter-war National Government, extremism, appeasement, the Churchill coalition, formation of the welfare state, consensus politics, and Thatcherism.

Customs and Culture in Britain since 1750
This course introduces students to the range and nature of calendar-based customs in Britain since the mid-eighteenth century. Students will develop an understanding of the way in which customs have contributed towards identities in late modern Britain.

Early Modern Scotland
The development of early modern Scotland from the origins of the Scottish Reformation to the Revolution of 1689-1690.

Edwardian Britain
This class will examine in depth the bitter conflicts that dominated the politics of the period: constitutional reforms of the House of Lords; Irish Home Rule; the role of Labor; the roots of social welfare; and the demands for women’s suffrage. The policies that led to Britain’s involvement in the Great War will be the subject of a major part of the class.

Europe during the Reformation
Between c. 1450 and c. 1650, Europe completed its transition to early modern forms of political structures, cultural orientations, early capitalism and new social groups. The class devotes special attention to the great religious revolution and the Reformation which altered the centuries-old ecclesiastical and cultural structures.

Europe during the Renaissance
Europe’s transition from medieval to early modern forms of political activities, cultural forms, economic enterprise and social structures between c. 1250 and c. 1500. Special attention will be devoted to Renaissance Italy in recognition of the peninsula’s unique cultural developments during the 15th century.

Florence in the Age of the Renaissance, I
Political, economic, and social patterns and changes in the city-state of Florence between the thirteenth and sixteenth centuries. Placed within the context of the larger Italian Renaissance.

Florence in the Age of the Renaissance, II
Cultural changes found in humanism and the fine arts using original sources in translation and visual aids. Emphasis is on the fifteenth and sixteenth centuries.

Franco-German Relations during the Early Twentieth Century: The Ruhr Crisis, 1923-1924, I
Examines post-World War I reparations agreements and France’s invasion of the Ruhr district in January 1923 to ensure German compliance. Also investigates France’s long term goals of forming a Rhineland Republic.

(continued)
Franco-German Relations during the Early Twentieth Century: The Ruhr Crisis, 1923-1924, II
Investigates Germany’s response to the 1923 French invasion, and the resulting impact in both countries. Students will also analyze efforts to reconcile French security fears with German economic might.

From Chartism to Labour: Working Class Politics, 1850-1918, I
Study of the process by which sections of the working class campaigned for and won the franchise, then moved through support for Liberal radicalism to demands for an independent labour movement. Focus on organizations and ideologies including Fabianism, the Social Democratic Federation, the ILP, and trade unions.

From Chartism to Labour: Working Class Politics, 1850-1918, II
Case study of the development of an Independent Labour Movement in Scotland, then consideration of obstacles to labour independence before 1914, including the appeal of both Liberalism and popular Conservatism. Course concludes by examining the organizational development of the Labour Party.

General Essay Seminar
The General Essay Class meets in seminar form to discuss general historiographical, methodological and philosophical issues of interest to the historical profession.

Germany between the Wars
This course will familiarize students with key events in the history of interwar Germany and explore how historians have analyzed and interpreted these events.

Historiography
An introduction to conceptual and methodological issues in the study of history and introduces students to a range of current methodological and historiographical debates.

History of American Education
Colonial origins of American education, the common school movement, education in the South, responses to urbanization and agricultural change, Progressive education, and school problems since the 1950s.

Honors Dissertation
The student undertakes a dissertation of 7,000-10,000 words under the supervision of an appointed and appropriate member of staff. The topic often involves researching in original.

India, 1857-1947: Colonialism, Nationalism, and the Raj, I
Developmental limitations in a colonial economy and the role of economic issues in nationalist debate, including deindustrialization of indigenous industries, commercialization of agriculture and famine, debates between Nehru and Gandhi.

India, 1857-1947: Colonialism, Nationalism, and the Raj, II
Economic policies and political debates seen through government papers, trade union and business records, memoirs, and newspapers.

The International Economy since 1900
Focuses on the laissez-faire international economy before 1914 and its breakdown, the emergence of a managed international monetary system after 1945 and its 1970s collapse, the role of developing countries in the international economy, and developmental problems faced by both industrial countries and LDCs.

Introduction to Qualitative Methods for Historian
This class is designed to provide students with an understanding of the main forms of statistical evidence used by historians and laboratory training in statistical techniques and computer applications simultaneously. Instruction will move very gradually from simple spreadsheet and database operations to the application of these to samples of historical statistics.

Popular Culture in Urban Britain, c. 1750-1950, I
The context, nature and structure of pre-industrial popular culture and how this was challenged and altered by the advent of rapid urban growth. There will be a particular focus here on the nature and meaning of ‘leisure’ and how it evolved in the context of the rise of waged labor, urban residence and increasing migration.

Popular Culture in Urban Britain, c. 1750-1950, II
Part II emphasizes developments in the twentieth century and the use of primary sources.

Race, Religion, and Reform: The United States, 1866-1917, I
Students will examine effects of rapid urbanization, industrialization, and mass immigration, using documentary sources to discuss the discovery of poverty, expansion of education, women and the settlement house movement, race relations, and trade unions.
Race, Religion, and Reform: The United States, 1886-1917, II
This course will enable students to continue exploration of social and political change as new arrivals and economic change altered a traditionally rural, Protestant-dominated society.

Russia in Ferment: Revolutionary Activity in the Twentieth Century
Drawing on new archival sources, this course studies revolutionary traditions, social and political problems of industrialization, and the strains of "Great Power" status in the late Tsarist and the Soviet areas.

Science and Religion in Victorian England
Challenges the notion of a neat progression from faith in religion to belief in science by examining a range of views espoused by Victorians about the natural and supernatural worlds.

Scotland and Britain: The Development of Scottish and British Identities in Scotland from c. 1707 to the Present, I
The class will chart the development of Scottish and British national identities in Scotland after union and changes that were generated by the Scottish Enlightenment. Special attention will be given to changing self-perceptions of cultural traditions in Scotland.

Scotland and Britain: The Development of Scottish and British Identities in Scotland from c. 1707 to the Present, II
"Imperial Scotland" will begin with a study of Scotland's role in the British Empire and conclude with the growth of Scottish nationalism in the 1960s and 1970s. Emphasis in research with primary sources.

Scotland in the Age of Union, 1680-1707, I
Examines the key historical developments in Scotland from the arrival of James, Duke of York, in 1680 to the fundamental crisis in Anglo-Scottish relations in 1702.

Scotland in the Age of Union, 1680-1707, II
Detailed study of the origins and impact of the Treaty of union of 1707. Examines the development of constitutional nationalism, progress of treaty negotiations, and the nature of the union debates.

Slavery in World History
An examination of the institution of slavery in different historical periods and in different regions of the world.

Social History of American Sport
Organized sports in the United States from colonial times to the present examining the growth and development of a wide range of sports, both as a professional industry and as a leisure activity.

Spain from the 1870s to the 1990s
Cultural, economic, political, religious and social aspects of Spanish History to understand the historical development of modern Spain.

Stuart Britain, 1603-1720
This class studies the political developments of the British monarchy after 1603. The causes, events and consequences of the Civil War of 1640-1660 form its central subject.

Tudor England, 1550-1603
This class studies the evolution of the English political system from the bastard feudalism of the 15th century to the parliamentary monarchy of Elizabeth I; its main theme is the impact of the Reformation on government and society.

Twentieth-Century Czechoslovakia
Major themes in twentieth-century European history. Students will obtain a solid grounding in the history of Czechoslovakia from its creation to its dissolution.

United States between the World Wars, I
The effects of economic boom and new consumer products, government minimalism, international issues, and the changing status of women and ethnic minorities.
Human Environmental Studies (HEV)

Kathryn Koch, Chairperson
205 Wightman Hall, (989) 774-3218

Jeff Angera, Ph.D., Human Development and Family Studies
Phane M. Camarena, Ph.D., Human Development and Family Studies
Usha Chowdhary, Ph.D., Functional Apparel Design and Textiles
Ivy Goduka, Ph.D., Child Development
Helen Hagens, Ph.D., Child Development
Phyllis Heath, Ph.D., Child Development
RoscHELle Heuberger, Ph.D., R.D., Human Nutrition
Leslie Hildebrandt, Ph.D., R.D., Human Nutrition
Haejeong Kim, Ph.D., Family Resource Management, Family and Consumer Sciences
Kathryn Koch, Ph.D., Computer Aided Design
Ann Jay, M.S., R.D., F.A.D.A., Human Nutrition and Dietetics
Robert Lee, Dr.P.H., R.D., Human Nutrition
Jack Logomarsino, Ph.D., R.D., Human Nutrition
Edgar Long, Ph.D., Empathy and Romantic Relationships, Marriage
Wesley Luckhardt, M.S., M.B.A., R.D., Foodservice Administration
Maureen MacGillivray, Ph.D., Functional Apparel Design & Textiles
Eileen MaloneBeach, Ph.D., Human Development and Family Studies
Cheryl Priest, Ed.D., Child Development
Lorrie Ryan, Ph.D., Family Studies
Tara Saathoff-Wells, Ph.D., Interdisciplinary Studies
Pamela Sarigiani, Ph.D., Human Development and Family Studies
Jerry S. Strouse, Ph.D., Family Life, Human Sexuality

Master of Arts in Human Development and Family Studies

This program is designed to provide new and experienced professionals with a greater understanding of human development and family studies. The major objective of the program is to expand students’ knowledge of the processes of individual and family development, improve techniques and strategies for enhancing family functioning, and thereby improve the quality of life for humans at all stages of the life cycle.

Basic to the philosophy of this program is the assumption that individual development is best understood within the context of the family and its surrounding environments. The interface between the family and other contexts presents many challenges to family members. One example of a current challenge is the stress associated with political exigencies of welfare reform. Some families need assistance in order to effectively cope with this challenge and to provide healthy environments for their children.

The course work in this program provides learning experiences that are both theoretical and applied. This program uses a culturally sensitive approach to individual and family development that is integrated into a systemic, family-focused approach to examining common life management issues.

Graduates of this program will have an educational background to work in human service areas that provide support and intervention for families that are struggling to cope with life’s challenges. Some ways in which they may assist families are: selecting and managing child and elder care services, parenting education, promoting parental involvement in children’s education, dealing with at-risk or conduct-disordered youth, decision-making concerning elderly family members, promoting conflict resolution, and providing family support and guidance in achieving greater economic self-sufficiency.

The faculty in this program are committed to facilitating access to higher education. For example, courses may be offered in the evenings and on Saturdays in order to accommodate those who have week-day work and family obligations. Some course information and materials may be offered on the internet.

Admission Requirements

Students seeking admission to the master program in Human Development and Family Studies must present the following:

1. Fifteen (15) credit hours in Human Development and Family Studies or in a related area of competency.
2. An undergraduate grade point average of at least 3.0 in the last 60 semester hours of course work.
3. A 2-4 page, typed, double-spaced essay is required that (Part I) describes how your previous experiences and training have prepared and led you to pursue a degree in Human Development and Family Studies, and (Part II) identifies likely professional goals and how HDFS graduate training can help you accomplish these goals. This essay replaces the written statement requested as part of the application to the College of Graduate Studies.
4. Three (3) letters of recommendation are required, including two letters from faculty. If it is not possible to obtain references from two faculty, references should be from professionals who can address your capacity to succeed as a graduate student.
5. Evidence of successful completion (a grade of C or better) of an undergraduate statistics or research methods course is strongly recommended.
6. General Graduate Record Examination (GRE) scores are optional. Applicants who do not meet the minimum GPA requirement for admission may substitute GRE test results. The GRE scores will be used as a supplementary screening device to determine potential for graduate school success.

Per university policy, conditional admission may be considered for applicants with background or grade point deficiencies. Courses taken to make up admission deficiencies cannot be counted toward graduate degree requirements. Regular admission status should be requested upon completion of all deficiencies.

Degree Requirements

I. Required Courses (21 credit hours)

- HEV 600 (3) Human Development and Family Studies Foundations
- HEV 603 (3) Human Diversity Within and Between Families
- HEV 609 (3) Human Development Theory and Current Issues
- HEV 615 (3) Theoretical Approaches to Family Processes
- HEV 786 (3) Occupational Field Experience

One graduate course (3 credits) in Research Methods
One graduate course (3 credits) in Statistics

II. Electives (9 credit hours)

Electives to be chosen in consultation with an advisor.

III. Plan A: Thesis

- HEV 798 (6), and an oral examination on materials on the thesis topic.
Plan B: Non-Thesis
Electives (6 credit hours) to be selected in consultation with advisor. A written and an oral examination on material in the field of specialization, and two major papers acceptable to the student's Graduate Program Committee.

Total: 36 credit hours
*This program does not meet requirements for licensing counselors or psychologists.

Master of Science in Nutrition and Dietetics

NOTE: Effective April 1, 2003, applications are temporarily not being accepted for the M.S. in Nutrition and Dietetics program. Questions regarding this matter may be directed to 989-774-3218.

The M.S. in Nutrition and Dietetics is designed to provide advanced training in human nutritional sciences for new and experienced professionals. Its objectives are to enhance the graduate's knowledge base and expertise in the continually advancing field of nutrition and clinical dietetics and to provide graduates with the quantitative and methodological knowledge necessary to better interpret the scientific literature to conduct their own nutritional research.

The M.S. in Nutrition and Dietetics Program course work can be completed entirely through distance and distributed learning. This approach employs both Web-based technology and video taped lectures to provide course content.

Admission Requirements:
1. An undergraduate grade point average of at least 3.0 (on a 4-point scale) in the last 60 semester hours of course work.
2. Successful completion of the requirements for dietetic registration by the American Dietetic Association or fulfillment of the minimum academic requirements of the Didactic Program in Dietetics approved by the American Dietetic Association's Commission on Accreditation/Approval for Dietetics Education or successful completion of at least: two courses in nutrition, one being at the advanced level; and one course in each of the following: biochemistry; physiology; microbiology; and organic chemistry.
3. An essay (2-3 pages, double-spaced) including a discussion of the applicant's goals and how completion of the program will facilitate his or her achievement of those goals. A portion of this essay should focus upon the unique qualifications the students will bring to the degree program. This essay replaces the written statement requested as part of the application to the College of Graduate Studies. This essay replaces the written statement requested as part of the application to the College of Graduate Studies.
4. Three (3) letters of recommendation from former professors or professionals in the field of nutrition and dietetics or other health-related professionals.
5. Evidence of successful completion of an undergraduate statistics course is strongly recommended.
6. Per University policy, conditional admission may be considered for applicants with backgrounds or grade point average deficiencies. Courses taken to make up admission deficiencies may not be counted toward graduate degree requirements. Regular admission status should be requested upon completion of all deficiencies.
7. Up to 15 semester hours of graduate credit may be transferred from another institution with approval of advisor.

This degree program has three options: Plan A Thesis Option; Plan B Internship Option; Plan B Course Work Option.

Plan A - Thesis Option
HEV 661 (3) Macronutrients
HEV 662 (3) Micronutrients
HEV 670 (1) Seminar: Nutrition
HEV 672 (3) Advanced Clinical Nutrition
HEV 673 (3) Nutritional Assessment
HEV 677 (3) Nutritional Epidemiology
HEV 678 (3) Research Methods in Nutrition
HEV 798 (6) Thesis
6 hours of electives selected with the approval of the student’s advisor.

Plan A Thesis Option total: 31 credit hours

Plan B - Internship Option
HEV 661 (3) Macronutrients
HEV 662 (3) Micronutrients
HEV 670 (1) Seminar: Nutrition
HEV 672 (3) Advanced Clinical Nutrition
HEV 673 (3) Nutritional Assessment
HEV 674 (5) Dietetic Internship: Clinical Experience*
HEV 675 (5) Dietetic Internship: Food Service Administration Experience*
HEV 676 (2) Dietetic Internship: Summary Experience*
HEV 677 (3) Nutritional Epidemiology
HEV 678 (3) Research Methods in Nutrition
HEV 790 (3) Independent Study (Plan B paper and/or project)
3 hours of electives selected with the approval of the student’s advisor

Additional Program Requirements:
An oral examination over course work,
*In some cases, twelve credits may be earned through examination to substitute for the dietetic internship experience. Students must be eligible and must pass the examination to earn the twelve credits. Contact the Department of Human Environmental Studies for the policy on Credit by Examination for Dietetic Internship Experience.

Plan B Internship Option total: 37 credit hours

Plan B - Course Work Option
HEV 577 (3) Advanced Topics in Nutrition: Eating Disorders
HEV 661 (3) Macronutrients
HEV 662 (3) Micronutrients
HEV 670 (1) Seminar: Nutrition*
HEV 671 (3) Advanced Topics in Nutrition: Geriatric Nutrition
HEV 672 (3) Advanced Clinical Nutrition
HEV 673 (3) Nutritional Assessment
HEV 677 (3) Nutritional Epidemiology
HEV 678 (3) Research Methods in Nutrition
HEV 679 (3) Advanced Topics in Nutrition: Obesity
HEV 790 (3) Independent Study (Plan B paper and/or project)

Additional Program Requirements:
An oral examination over course work,
*Students must enroll in this 1 credit hour course three different times under different subject themes.

Plan B Course Work Option total: 33 credit hours
**Gerontology Certificate**

Gerontology is the holistic study of aging. The 18-credit graduate certificate is designed to provide a basic foundation in theory, research, and practice specific to late life. The program includes two required courses. The remainder of the credits is elected from three groupings of courses: Psychological; Physical Health and Administrative; and Family, Culture and Society. The courses are offered by an array of departments throughout the campus, reflecting the interdisciplinary nature of gerontology.

The certificate is designed to complement students' major course of study. It addresses career trajectories in which students graduate without expertise in aging and subsequently enter professions serving clientele that include significant numbers of older adults. The certificate serves the need for aging education that emerges.

Students seeking the certificate must hold a completed baccalaureate degree or have acceptance into a graduate degree program at CMU. Although the program can be completed in three semesters, a student-paced approach to the certificate is equally suitable. The advisor for the certificate is located in the Department of Human Environmental Studies.

**Core Requirements (6 credits):**
- GRN 631 (3) Gerontology: Theory and Practice
- GRN 632 (3) Public Policy and Aging

**Other Requirements:** Select a minimum of 3 credits from each group and an additional 3 credits from any group (12 hours):

**Group 1: Psychological (3 credits minimum)**
- PSY 724 (3) Psychology of Aging
- GRN 535 (3) Dementia Care: Diagnosis, Treatment and Prevention

**Group 2: Physical Health and Administration (3 credits minimum)**
- HSC 506 (3) Health and Physical Development in Late Life
- HSC 517 (3) Drugs and the Elderly
- HSC 591 (3) Legal & Regulatory Aspects of Long Term Care
- HSC 592 (3) Administration Issues in Long Term Care
- HSC 593 (3) Resident Care Issues in Long Term Care Administration
- HSC 620 (3) Adult Health Education Theory & Practice
- HSC 575 (3) Geriatric Nutrition
- HEV 671 (3) Advanced Topics in Nutrition: Geriatrics
- CDO 544 (3) Communication Disorders in the Aged
- CDO 638 (3) Adult and Pediatric Swallowing & Feeding Disorders

**Group 3: Family, Culture and Society (3 credits minimum)**
- GRN 597 (1-4) Special Topics
- HEV 618 (3) The Family Life Cycle: The Older Adult
- CED 685 (3) Counseling Aspects of Grief and Loss

**Total hours: 18**

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: HEV597, 670, 697, 790, and 797.

**Course Descriptions**

**Human Environmental Studies (HEV)**

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: HEV 661, 662, 670, 672, 673, 677, 678.

**HEV 508 Human Growth and Development: Practicum in Parent Involvement 3(2-2)**
Analysis of goals, trends, methods and models of parent involvement with opportunities to plan programs for parents, and to work with parents in professional settings. Prerequisites: HEV 307; one of: HEV 302, HEV 303, HEV 306.

**HEV 508 Human Growth & Development: Preschool Administration 3(3-0)**
The functional role of the preschool program director, legal and administrative controls. Prerequisite: HEV 303.

**HEV 510 Human Growth and Development: Seminar 3(3-0)**
Course examines the perspectives of human development; life span research; the domains of learning/development and the philosophy and history of human development. Prerequisites: any two 300 level Human Growth and Development courses; or Human Development and Family Studies graduate status; or permission of instructor.

**HEV 511 Seminar in Human Sexuality 3(3-0)**
Survey of professional literature pertaining to human sexuality. Prerequisites: HEV/SOC 213 or HSC 222.

**HEV 512 Seminar: Family Relations 3(3-0)**
Study of interpersonal relationships in several selected cultures. Prerequisites: HEV 211 or HEV 411 or SOC 411 or permission of instructor.

**HEV 513 Readings in the Family 3(3-0)**
Survey of professional literature related to the family. Prerequisites: HEV 211 or HEV 411 or SOC 411 or permission of instructor.

**HEV 515 Current Issues in Marriage and the Family 3(3-0)**
This course will examine pro and contra viewpoints regarding current marriage and family issues. Critical thinking and analytical skills will be introduced. Prerequisites: HEV 100 or PSY 220 or EDU 280, HEV 211 or SOC 411, and HEV 411 or permission of instructor.

**HEV 516 Family Development: Early Adulthood/Middle Age 3(3-0)**
A study of the tasks and transitions of the periods of the family life cycle from early adulthood through middle age. Prerequisites: HEV 100 or PSY 220, HEV 211 or HEV 411 or SOC 411; or permission of instructor.

**HEV 517 Readings in Marital Counseling and Divorce 3(3-0)**
Analysis of changing philosophical conceptions of marriage and family, as reflected by emerging issues in marriage counseling and divorce. Prerequisites: HEV 211.

**HEV 567 Foodservice Systems Administration 4(4-0)**
Study of subsystems in institutional foodservices: purchasing, storage controls, cost containment, personnel selection and development, organizing, leadership, decision making, facilities control. Prerequisites: HEV 365, HEV 463.

**HEV 570 Nutrition Education 4(4-0)**
Teaching strategies, advising techniques, resources, and motivational techniques as specifically applied to patients/clients in nutrition programs and patient/clients receiving nutrition services. Prerequisite/Corequisite: HEV 471; or permission of instructor.

**HEV 573 Field Work: Community Nutrition 3(Spec)**
Consulting, teaching and supportive research experiences in the field with a nutritionally vulnerable group. Prerequisites: HEV 370 and HEV 570, or permission of instructor.

**HEV 575 Geriatric Nutrition 3(3-0)**
A detailed description of nutrition for the elderly, including special nutritional considerations, food selection patterns, nutritional status and strategies for disease prevention. Identical to GRN 575. Credit may not be earned in more than one of these courses. Prerequisites: HEV 370.

**HEV 577 Advanced Topics in Nutrition: Eating Disorders 3(3-0)**
Analysis of factors involved in etiology, assessment, medical consequences, treatment and prevention of eating disorders. Prerequisites: HEV 370 or permission of instructor.

**HEV 579 Special Topics 1-15(Spec)**
Consideration of subject matter not included in courses currently listed in Bulletin. Prerequisite: permission of instructor.
HEV 600 Human Development and Family Studies Foundations 3(3-0)
Foundation concepts and principles involved in theory, research, and practice with individuals and families across the lifespan. Prerequisites: graduate student status or permission of instructor.

HEV 601 Human Growth and Development: 0-8 Years 3(3-0)
Growth and development of normal children ages 0-8 years. Major developmental processes and their educational and social implications will be emphasized.

HEV 603 Human Diversity Within and Between Families 3(3-0)
Diverse backgrounds of families/individuals based on ethnicity, religion, sexual orientation, class, and disabilities will be studied. Models to explore the diverse nature will be applied. Identical to SOC 611. Credit may not be earned in more than one of these courses.

HEV 606 Human Growth and Development: Issues in Adolescent Development 3(3-0)
Research and theory relating to the adolescent as a member of family and society. Prerequisite: HEV 406 or permission of instructor.

HEV 609 Human Development Theory and Current Issues 3(3-0)
Introduction to key theories of human development. Current issues in the life-span development relevant for understanding the application of these theories will be explored. Prerequisites: HEV 600 or permission of instructor.

HEV 615 Theoretical Approaches to Family Processes 3(3-0)
This course focuses on the theories and conceptual framework for studying contemporary issues in family interactions over the lifespan. Prerequisites: HEV 600 or permission of instructor.

HEV 618 The Family Life Cycle: The Older Adult 3(3-0)
Study of the older adult in terms of the nutritional, social, consumer and familial aspects of development. Prerequisite: permission of instructor.

HEV 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

HEV 661 Macronutrients 3(3-0)
Advanced study of nutrition, metabolism, and function of proteins, carbohydrates and lipids as related to human health and disease. Prerequisites: BIO 392, CHM 421, HEV 571; or permission of instructor.

HEV 662 Micronutrients 3(3-0)
Advanced study of the nutrition, metabolism, and function of vitamins and minerals as related to human health and disease. Prerequisites: BIO 392, CHM 421, HEV 571; or permission of instructor.

HEV 670 Seminar: Nutrition 1-3(Spec)
Student review and presentation of specific topics of current research in nutrition. Prerequisites: HEV 370, HEV 571, HEV 572; or permission of instructor.

HEV 671 Advanced Topics in Nutrition: Geriatrics 3(3-0)
Presents key concepts in geriatric nutrition. Provides students with skills needed to evaluate and utilize information regarding nutrition and health and disease among the elderly. Prerequisites: admission to a health-related post-baccalaureate program or permission of instructor.

HEV 672 Advanced Clinical Nutrition 3(3-0)
Advanced concepts of diet therapy and care for a variety of clinical disorders with nutritional implications. Includes coverage of enteral and parenteral nutrition. Prerequisites: BIO 392, CHM 421, HEV 571; or permission of instructor.

HEV 673 Nutritional Assessment 3(2-2)
Presents techniques for nutritional assessment of individuals and groups; evaluation of dietary intake, anthropometry, nutritional analysis software, and biochemical, and clinical indices. Prerequisites: BIO 392, CHM 421, HEV 571; or permission of instructor.

HEV 674 Dietetic Internship: Clinical Experience 5(Spec)
Application of dietary principles to human pathophysiologic status through documenting and counseling individuals, assessing, educating groups, and planning in an acute care environment. Prerequisites: registration is restricted to students accepted into the Central Michigan University Dietetic Internship and the College of Graduate Studies. In some cases, 12 credits may be earned through examination to substitute for the dietetic internship experience.

HEV 675 Dietetic Internship: Foodservice Administration Experience 5(Spec)
Application of administrative principles (budget decisions, cost containment, personnel management, leadership) involved in the production, distribution, and service of food in hospitals and schools. Prerequisites: registration is restricted to students accepted into the Central Michigan University Dietetic Internship and the College of Graduate Studies. In some cases, 12 credits may be earned through examination to substitute for the dietetic internship experience.

HEV 676 Dietetic Internship: Summary Experience 2(Spec)
Integration and application of clinical, foodservice, and community nutrition principles and their implementation in acute care settings. Prerequisites: HEV 674 and HEV 675; registration is restricted to students accepted into the Central Michigan University Dietetic Internship and the College of Graduate Studies. In some cases, 12 credits may be earned through examination to substitute for the dietetic internship experience.

HEV 677 Nutritional Epidemiology 3(3-0)
Presents key concepts of nutritional epidemiology. Enables students to evaluate clinical research investigating the role of nutrition in disease causation and health promotion. Prerequisite: HEV 673.

HEV 678 Research Methods in Nutrition 3(3-0)
Students will review research methods, read and analyze related literature and develop a proposal for practice-oriented nutrition research. Prerequisites: admission to the Master of Science in Nutrition and Dietetics, or for other related programs, permission of instructor.

HEV 679 Advanced Topics in Nutrition: Obesity 3(3-0)
Current theories and analysis of factor contributing to overweight and obesity throughout the life span; intervention and weight management options presented. Prerequisite: HEV 672 or permission of instructor.

HEV 697 Special Studies: Human Environmental Studies 1-15(Spec)
Consideration of subject matter not included in courses currently listed in the Bulletin. Prerequisite: permission of instructor.

HEV 786 Occupational Field Experience 3(Spec)
Internship in one human development and family related occupation with supervision by individual faculty. CR/NC only. Prerequisite: HEV 600, 9 hours of graduate level course credit and permission of instructor.

HEV 790 Independent Study 2-6(Spec)
Prerequisite: admission to College of Graduate Studies and permission of instructor.

HEV 797 Special Studies: Human Environmental Studies
Consideration of subject matter not included in courses currently listed in the Bulletin. Prerequisite: permission of instructor.

HEV 798 Thesis 1-6(Spec)
CR/NC only.
Gerontology (GRN)

GRN 535 Dementia Care: Diagnosis, Treatment and Prevention 3(3-0)
This course provides a foundation in normal aging and then addresses the individual, family and institutional challenges of diagnosis, treatment and prevention of dementing illnesses. Prerequisites: GRN 247 or PSY 325 or HSC 390 or permission of instructor.

GRN 575 Geriatric Nutrition 3(3-0)
A detailed description of nutrition for the elderly, including special nutritional considerations, food selection patterns, nutritional status and strategies for disease prevention. Identical to HEV 575. Credit may not be earned in more than one of these courses. Prerequisites: HEV 370.

GRN 590 Independent Study 1-4(Spec)
Student-initiated study (reading, research, and/or project development) on a topic not normally covered in existing courses. Prerequisite: permission of instructor.

GRN 597 Special Topics 1-4(Spec)
Selected topics/problems of interest that are not normally included in existing courses. May include conferences, workshops, and seminars sponsored by the Interdisciplinary Gerontology Program. Prerequisite: permission of instructor.

GRN 631 Gerontology: Theory and Practice 3(3-0)

GRN 632 Public Policy and Aging 3(3-0)
Course addresses the development of social policy in the context of population aging. Emphasizes analysis of current and long-term implications on policy decisions. Prerequisite: graduate status.

Journalism (JRN)

Maria Marron, Chairperson
454 Moore Hall, (989) 774-3196

Tim Boudreau, Ph.D., Press and Society, Research
Carole Eberly, Ph.D., Graphics and Visual Communications
John K. Hartman, Ph.D., Press and Society, Research, Advertising, Public Relations
Dennis W. Jeffers, Ph.D., Press and Society, Research, Public Relations
David London, Ph.D., Persuasive Communication, Advertising
Maria Marron, Ph.D., Press and Society, Research
John A. Palen, Ph.D., News Editorial, Science and Environmental Reporting
Elliott Parker, M.F.A., International Communications, Photography, Computer Assisted Reporting
Alice A. Tait, Ph.D., Advertising, AHANA (African American, Hispanics, Asians, Native Americans)/Women and Mass Media, Mass Communication Theory and Research, Interpersonal and Public Communication
David Weinstock, Ph.D., News Editorial, Media Technology, Photography and Magazine Journalism
Jiafei Yin, Ph.D., News Editorial, Media History and International Communications

Graduate-level courses offered by the Department of Journalism may be appropriate as electives on various graduate degree curricula.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: JRN 519, 520, 529, 539, 559, 569, 597, 680, 697, 781, 785, 787.

Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: JRN 670.

General courses (00)

JRN 500 Current Issues in Mass Communication 3(3-0) F, Sp
Examination of the role of mass communication in society through the exploration of issues, ethics, trends and decision-making processes. Prerequisite: senior standing or permission of instructor.

JRN 539 General Journalism Internship 1-4(Spec) F, Sp, Su
Journalism experience under professional and faculty supervision. May be applied toward a journalism major and minor only with permission of faculty advisor. Prerequisites: junior standing and permission of instructor.

JRN 607 Seminar in Journalism Law 3(3-0) D
Advanced study with special emphasis on the First Amendment and landmark cases.

News Editorial (10)

JRN 516 Public Affairs Reporting 3(3-0)
Coverage of government and other public issues. Prerequisite: JRN 312.

JRN 517 Science and Environmental Reporting 3(3-0) D
Reporting on science and environmental controversy. Science and Technology Studies perspective is emphasized. Prerequisites: JRN 312 or permission of instructor.
JRN 519 News Editorial Internship 1-4(Spec) F, Sp, Su
Experience at news organizations under professional and faculty supervision. May be applied toward journalism major and minor only with permission of faculty advisor. Prerequisites: junior standing and permission of instructor.

Photojournalism (20)
JRN 520 Independent Study in Photography 3(3-0) F, Sp, Su
Advanced experience and individual instruction in photography. Prerequisite: JRN 220, JRN 320 or permission of instructor.

JRN 521 Seminar in News Photography 3(3-0) Sp
Field experience of the photograph as a means of communicating information, ideas, and opinions.

JRN 529 Photojournalism Internship 1-4(Spec) F, Sp, Su
Photojournalism experience under professional and faculty supervision. May be applied to journalism major or minor only with permission of faculty advisor. Prerequisites: junior standing and permission of instructor.

Teaching (40)
JRN 542 School Publication Problems 3(3-0) D
An intensive study of school publications.

Public Relations (50)
JRN 551 Case Studies in Public Relations 3(3-0) F, Sp
Examination of historic and contemporary public relations problems and programs with emphasis on research, planning and problem-solving skills in public relations practices. Prerequisites: JRN 350 or permission of instructor.

JRN 556 Public Relations Seminar 3(3-0) F, Sp
Emphasis on interaction of public relations with society, with individualized case studies. Prerequisite: JRN 350 or permission of instructor.

JRN 559 Public Relations Internship 1-4(Spec) F, Sp, Su
Experience in public relations under professional and faculty supervision. May be applied toward journalism major and minor only with permission of faculty advisor. Prerequisites: junior standing and permission of instructor.

Advertising (60)
JRN 569 Advertising Internship 1-4(Spec) F, Sp, Su
Experience in advertising under professional and faculty supervision. May be applied toward journalism major and minor only with permission of faculty advisor. Prerequisites: junior standing and permission of instructor.

Advanced Graduate Courses (80)
JRN 580 Newspaper Management 3(3-0) D
Management of the press including advertising, budgeting, circulation, economics, labor, personnel, production, promotion, and research on social pressures affecting news values and content. Prerequisites: JRN 101, JRN 301, JRN 404, or permission of instructor.

JRN 670 Public Relations Management 3(3-0) D
Organization and management of the public relations function in business, industry, various institutions and public relations firms: counseling, planning, budgeting, personnel management.

JRN 671 Public Relations Problems 3(3-0) D
Current problems confronting management and public relations directors: critical examination of issues and trends, with emphasis upon individual reading, research, and writing.

JRN 680 Graduate Seminar 3(3-0) D
Relevant topics dealing with the mass media. Content and instructor of this course may change each semester.

JRN 686 Methods and Materials in Teaching Journalism 3(3-0) D
Preparation of extensive bibliography, collection of materials, and an examination of their instructional values.

JRN 770 Theory and Research Methods 3(3-0) D
Communication and public relations, theories and concepts; public opinion polling; research dealing with societal trends affecting communication and public relations.

JRN 780 Introduction to Journalism Research 3(3-0)
Methods and techniques of research employed in mass communication studies. Prerequisite: JRN 500 or equivalent.

JRN 781 Readings in Journalism 2(2-0) D
Extensive readings and reports on broad and specific areas in the field.

JRN 785 Selected Problems in Journalism 1-6(Spec) D
Individual study to provide project work for advanced students in specific areas of journalism. Permission of department chairperson required.

JRN 787 Public Relations Internship 3-5(Spec) D
Experience in public relations agencies or organizations. Students may enroll only once. CR/NC only. Prerequisite: JRN 550.

JRN 798 Thesis 1-6(Spec) F, Sp, Su
Individual research and thesis. CR/NC only. Prerequisite: JRN 780.

Special Studies (90)
JRN 597 Special Studies 1-6(Spec) D
Appropriate title to be listed when offered.

JRN 697 Special Studies 1-6(Spec) D
Appropriate title to be listed when offered.

Library, Media, and Technology (LMT)
(See Teacher Education and Professional Development)
Management (MGT)

Shanthakumar Palaniswami, Chairperson
200 Smith Hall, (989) 774-3450

Mahmood S. Bahaee, D.B.A., Management and Business Policy
J. K. Bandyopadhyay, Ph.D., Production/Operations Management
Ronald P. Beaulieu, Ph.D., Organizational Behavior and Human Resource Management
Lawrence O. Jenicke, Ph.D., Management Science, Production/Operations Management
Hyungu Kang, Ph.D., Management Policy and Strategy
Robert J. Lichtman, Ph.D., Organizational Behavior and Human Resource Management
Kevin G. Love, Ph.D., Human Resource Management
Shanthakumar Palaniswami, Ph.D., Management Science, Production/Operations Management
Michael J. Pisani, Ph.D., International Business
Syed Shahabuddin, Ph.D., Production/Operations Management, and Management Science
David A. Sprague, Ph.D., Production/Operations Management
Herman A. Theeke, Ph.D., Human Resource Management
Spencer L. Tower, Ph.D., Management and Human Resource Management
Kathleen M. Utecht, Ph.D., Organizational Behavior and Human Resource Management

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: MGT 597, 791, 797.

Course Descriptions (MGT)

MGT 500 Comparative Labor Relations Systems 3(3-0) D
Comparative analysis of the history, structure, institutional arrangements, and philosophy of the labor relations systems of several countries in advanced stages of industrialization. Prerequisites: MGT 320 or permission of instructor, 56 semester hours completed and admission to Professional Business Studies or listed on signed major or minor.

MGT 516 Management and Women 3(3-0) D
Enables both male and female students to understand the opportunities, challenges, and problems confronting women in their pursuit of careers in management, and to manage more effectively. Prerequisites: MGT 312 or equivalent, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

MGT 520 Management in Health Care Facilities 3(3-0) D
Management problems and practices in health care facilities. Prerequisites: MSA 650, MGT 312 or equivalent, 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

MGT 533 Purchasing Strategies 3(3-0) D
Strategic analysis and planning of purchasing and supplier-base development for both domestic and global competitive environments. Prerequisites: MGT 333 or equivalent and admission to Professional Business Studies or listed on signed major or minor or permission of the MBA Director.

MGT 542 Inventory and Materials Management 3(3-0) D
The study of the concepts, models, and systems for material management and production planning. Prerequisites: MGT 340; STA 282 or an equivalent statistics course; 86 semester hours completed; admission to Professional Business Studies or listed on signed major or minor or graduate standing.

MGT 543 Management and Control of Quality 3(3-0) D
In-depth study of management and statistical techniques employed in the analysis, design, and implementation of quality assurance and control systems in manufacturing and service organizations. Prerequisites: MGT 340; STA 282 or STA 382; 86 semester hours completed; admission to Professional Business Studies or listed on signed major or minor or graduate standing.

MGT 545 Operations Strategies 3(3-0) D
The treatment of strategic planning and competitive issues in operations management in a domestic and global environment. Prerequisites: MGT 340, 86 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor or graduate standing.

MGT 597 Special Topics 1-6(Spec) D
Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student’s transcript. Prerequisites: 56 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

MGT 600 Principles of Management Science/Management Information Systems 3(3-0) D
Quantitative techniques in production and operations management and resource planning. Basic concepts of management information systems and decision support systems. Prerequisites: admission to MBA or permission of MBA director and STA 282 or equivalent.

MGT 633 Human Resource Management 2(2-0) D
The theory and problems of human resource management as they relate to the various levels of management. Credit cannot be earned in both MGT 633 and MGT 643. Prerequisites: admission to MBA or permission of MBA director.

MGT 635 Employee Compensation Practice and Process 2(2-0) D
Procedures and methods for exploring employee compensation programs. Credit cannot be earned in both MGT 635 and MGT 645. Prerequisites: MGT 633, statistics, or permission of instructor, and admission to MBA or permission of MBA director.

MGT 636 Seminar in Labor Relations 2(2-0) D
Theoretical and applied analysis of major issues in labor relations. Public sector, private sector, and international issues are considered. Credit cannot be earned in both MGT 636 and MGT 646. Prerequisites: MGT 320 or equivalent, and admission to MBA or permission of MBA director.

MGT 637 Personnel Selection and Evaluation 2(2-0) D
Analysis of the functions of employee selection and performance management in organizational settings, with emphasis on quantitative and qualitative techniques, and in the context of workplace diversity. Credit cannot be earned in both MGT 637 and MGT 647. Prerequisites: STA 282 or equivalent, and MGT 320 or MGT 633, and admission to MBA or permission of MBA director.

MGT 643 Personnel Management 3(3-0) D
The theory and problems of personnel administration as they relate to the various levels of management. Credit cannot be earned in both MGT 633 and 643. Prerequisite: admission to graduate program or permission of the Department Chairperson.
MGT 645 Personnel Compensation Practice and Process 3(3-0) D
Procedures and methods for developing and delivering employee compensation programs. Credit cannot be earned in both MGT 635 and MGT 645. Prerequisites: MGT 643, statistics, or permission of instructor, and admission to graduate program or permission of the Department Chairperson.

MGT 646 Labor Relations Issues 3(3-0) D
Exploration of the public sector, private sector, and international issues in labor relations. Credit cannot be earned in both MGT 636 and MGT 646. Prerequisite: MGT 320 or equivalent, admission to graduate program, or permission of the Department Chairperson.

MGT 647 Employee Selection and Evaluation 3(3-0)
In-depth analysis of the functions of employee selection and performance appraisal in organizational settings, with emphasis on quantitative techniques. Credit cannot be earned in both MGT 647 and MGT 637. Prerequisites: STA 282 or equivalent, and MGT 320 or MGT 633 or MGT 643, and admission to graduate program or permission of the Department Chairperson.

MGT 649 Seminar in Organizational Development 3(3-0) D
The intervention theory and method in organizational development. Prerequisite: admission to MBA or permission of MBA director.

MGT 657 International Management 2(2-0) D
From a contemporary perspective, the course deals with managing subsidiaries and affiliates in different country- and cultural-contexts. Credit cannot be earned in both MGT 657 and MGT 667. Prerequisites: admission to the MBA Program or permission of the MBA director.

MGT 667 International Business 3(3-0)
This course deals with operating subsidiaries and affiliates in different country- and cultural-contexts. Credit cannot be earned in both MGT 667 and MGT 657. Prerequisites: admission to the MBA Program or permission of the MBA director.

MKT 791 Independent Studies 1-6(Spec) D
Directed reading or research on an approved topic. Prerequisites: permission of instructor and department chairperson and 15 hours of graduate credit in MBA program.

MKT 797 Special Topics 3-6(Spec) D
Enables students to take various topics under the same number. Specific topic will be listed on the student’s transcript. Prerequisite: graduate status and permission of instructor.

MKT 798 Thesis 1-6(Spec) D

Marketing and Hospitality Services Administration (MKT) (HSA)

Richard Divine, Chairperson
100 Smith Hall (989) 774-3701

Bruce Allen, Ph.D., Marketing
Robert L. Cook, Ph.D., Marketing
Richard L. Divine, Ph.D., Marketing
Michael S. Garver, Ph.D., Marketing
Lawrence R. LePisto, Ph.D., Marketing
JoAnn K. Linrud, Ph.D., Marketing
Patrick A. Okonkwo, Ph.D., Marketing
John M. Schleede, Ph.D., Marketing, Management
Robert S. Welsh, Ph.D., Marketing
J. Holton Wilson, D.B.A., Marketing and Analysis

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: MKT 597, 791, 797; HSA 597, 791, 797.

Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: MKT 560.

MKT 555 Market and Sales Forecasting 3(3-0)
Develops familiarity with methods most commonly used in market and sales forecasting. Both qualitative and quantitative methods are included with emphasis on the latter. Prerequisites: one course in MKT and one course in statistics or MKT 350; admission to Professional Business Studies, senior standing, 86 semester hours completed.

MKT 560 International Marketing 3(3-0) D (Formerly 665)
Policies and practices employed in international business. Consider problems of international payments, trade and investment with special emphasis on integrating managerial dimensions with related economic principles. Prerequisites: MKT 300, 86 semester hours completed, and admission to Professional Business Studies, senior standing.

MKT 597 Special Topics 1-6(Spec) D
Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student’s transcript. Prerequisite: MKT 300; admission to Professional Business Studies; senior standing; 86 semester hours completed.

MKT 650 Marketing Research: Managerial Applications 2(2-0)
Survey of what managers need to know about marketing research. Includes questionnaire design, evaluation; sampling and sample size issues, and basic methods of data analysis. Prerequisites: MKT 300 or equivalent and admission to the MBA program or graduate status and permission of the MBA director.

MKT 663 Product Management 2(2-0) D
Development and introduction of new products and services in a dynamic environment. Prerequisites: regular admission to the MBA program or permission of the MBA Director.

MKT 664 Promotional Strategy 2(2-0) D
Promotional strategy is designed to present the relevant concepts of the marketing communication process and their applications within a managerial framework. Prerequisite: regular admission to the MBA program or permission of the MBA director.

(continued)
MKT 665 Management of Integrated Logistic Systems 3(3-0) D
Integration of competencies in distribution-related areas. Logistical policy establishment and strategic decision making for solving complex logistical problems. Prerequisite: admission to MBA or permission of MBA director.

MKT 669 Seminar in Marketing Problems 2(2-0) D
Current marketing literature and selected cases in retailing, advertising, packaging, and marketing research. Prerequisite: regular admission to the MBA program or permission of the MBA director.

MKT 791 Independent Studies 1-6(Spec) D
Directed reading or research on an approved topic. Prerequisites: permission of instructor and department chairperson and 15 hours of graduate credit in M.B.A. program.

MKT 797 Special Topics 3-6(Spec) D
Enables students to take various topics under the same number. Specific topic will be listed on the student’s transcript. Prerequisites: graduate status and permission of instructor.

MKT 798 Thesis 1-6(Spec) D
An acceptable thesis in business administration. The thesis is directed by a committee in conformity with the "Regulations and Directions for the Writing of the Master’s Thesis." CR/NC only.

Hospitality Services Administration

HSA 542 International Tourism 3(3-0)
This course focuses on the strategic management of international tourism in hospitality organizations, associations, and government agencies. Prerequisites: 86 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

HSA 543 Hospitality Industry Organizations and Operations 3(3-0)
This course examines the organizational structure and operational aspects of lodging and restaurant organizations. Prerequisites: 86 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

HSA 544 Current Research Issues in Hospitality and Tourism 3(3-0)
Examination and application of major research methodologies and discussion of research issues pertaining to the Hospitality/Tourism Industry. Prerequisites: 86 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

HSA 546 Management in the Hospitality Service Sector 3(3-0) D
Management and personnel functions as they relate to the hospitality industry; skills necessary to manage hotels, clubs, resorts; role of food service in these operations. Prerequisites: 86 semester hours completed, and admission to Professional Business Studies or listed on signed major or minor.

HSA 597 Special Topics 1-6(Spec) D
Selected problems of interest to students which are not normally included in existing courses. Specific topic will be listed on the student’s transcript. Prerequisites: 86 semester hours completed, admission to Professional Business Studies, and standing senior.

HSA 791 Independent Studies 1-6(Spec) D
Directed reading or research on an approved topic. Prerequisites: permission of instructor and department chairperson and 15 hours of graduate credit in M.B.A. program.

HSA 797 Special Topics 3-6(Spec) D
Enables students to take various topics under the same number. Specific topic will be listed on the student’s transcript. Prerequisites: graduate status and permission of instructor.

HSA 798 Thesis 1-6(Spec) D
CR/NC only.

Mathematics (MTH) (STA)

James Angelos, Interim Chairperson
214 Pearce Hall, (989) 774-3596

Sivaram K. Narayan, Graduate Coordinator
321 Pearce Hall, (989) 774-3566

James Angelos, Ph.D., Approximation Theory
Ahmed Assaf, Ph.D., Combinatorics
Esther Beneish, Ph.D., Algebra
Robert A. Chaffer, Ph.D., Algebra, Geometry
John Daniels, Ph.D., Statistics
Lisa DeMeyer, Ph.D., Differential Geometry
Ana Dias, Ph.D., Mathematics Education
Donna Erickson, Ph.D., Mathematics Education
Felix Famoje, Ph.D., Statistics
Richard J. Fleming, Ph.D., Functional Analysis
Martha Frank, Ph.D., Mathematics Education
Sidney W. Graham, Ph.D., Number Theory
George Grossman, Ph.D., Applied Mathematics
Arnold Hammel, Ph.D., Linear Algebra and Cryptology
Yury Ionin, Ph.D., Mathematics Education, Combinatorics
Carl Moun-Shen Lee, Ph.D., Statistics
Douglas Lapp, Ph.D., Mathematics Education
Susan Lenker, Ph.D., Statistics
Terry Lenker, Ph.D., Mathematical Analysis
Azita Manouchehrhi, Ph.D., Mathematics Education
David G. McDowell, Ph.D., Numerical Analysis
Thomas J. Miles, Ph.D., Algebra
Sivaram K. Narayan, Ph.D., Operator Theory
Sing-Cheong Ong, Ph.D., Operator Theory
Katrina Platek-Jimenez, Mathematics Education
Leela Rakesh, Ph.D., Applied Mathematics
Richard St. Andre, Ph.D., Topology
Dennis St. John, Ph.D., Mathematics Education
Jungsywan Sepanski, Ph.D., Statistics
Mohan S. Shrikhande, Ph.D., Algebra and Combinatorics
Ken W. Smith, Ph.D., Algebra and Combinatorics
Peter J. Vermeire, Ph.D., Algebraic Geometry
Charles Vonder Embse, Ph.D., Mathematics Education
Daniel X. Wang, Ph.D., Applied Statistics

The Department of Mathematics offers the Master of Arts in Mathematics (M.A.), the Master of Arts in Teaching (M.A.T.), and the Ph.D. in Mathematics with a concentration in the Teaching of College Mathematics.
The M.A. degree has an emphasis in the more computational aspects of mathematics for students who are interested in jobs in business, industry and government. The degree program also retains the flexibility to prepare students for teaching mathematics at the undergraduate level or to undertake doctoral work in mathematics. The M.A.T. is designed for secondary school teachers who want to strengthen their preparation in mathematics and teaching.

The Ph.D. degree is a content-based degree designed to develop well-prepared teachers of college mathematics who combine knowledge and skill in mathematics with a desire to teach it effectively. Coursework is broadly distributed across the various areas of mathematics and is intended to help students achieve a level of sophistication in mathematical knowledge that will establish a professional attitude about mathematics. Students would be prepared to do research in traditional mathematics or in areas related to the teaching of collegiate mathematics. Emphasis on pedagogy includes two required courses plus an internship.

The department has an active faculty with particular research strengths in the areas of approximation theory, applied mathematics, number theory, combinatorics and graph theory, functional analysis and operator theory, statistics, mathematics education, algebra, algebra geometry, and differential geometry.

Classes are small, allowing students to receive individual attention. An active colloquium program draws speakers with varied research interests from a wide range of locales. A graduate student seminar gives students the opportunity to explore topics that extend the required coursework as part of their program. The applied mathematics group’s specialty is computational and polymer fluid dynamics. Research groups have strong links with science and engineering departments within Central Michigan University, other universities and industry.

Computing facilities within Pearce Hall, where the department is located, include microcomputer laboratories with Macintosh, IBM PC computers and Sun workstations.

Two types of financial aid are available: graduate fellowships and graduate teaching assistantships. Some of these are specified for doctoral students and carry a higher stipend. A limited number of graduate research assistantships may be available, and are dependent on current grant funding. Additional support is available for members of under-represented minority groups.

Completed applications for fellowships are due Feb. 6. Completed applications for assistantships must be submitted by March 1, although late applications may be considered if positions are available.

Master of Arts

Admission Requirements

Admission is dependent upon a student having completed a minimum of 20 semester hours of mathematics including MTH 233 (multivariate calculus) or the equivalent, and one course in either linear or abstract algebra. A grade point average of 2.5 in mathematics is required.

Degree Requirements

The requirements are those that a student with minimal undergraduate preparation would have to fulfill.

Any student having satisfied any of the course requirements prior to entering the program may be excused from that course requirement. However, the 30-hour requirement will not be affected.

If the student elects to write a thesis, it shall be in mathematics.

If a student elects to follow non-thesis Plan B, one or two projects in two fields of mathematics must be completed under the direction of graduate faculty. More detailed information is available in the department office.

Courses (30 credit hours)

A. Analysis:
   MTH 533 (3) Advanced Calculus II
   MTH 632 (3) Introduction to Real Analysis and Its Applications
   MTH 636 (3) Introduction to Complex Variables

B. Algebra:
   MTH 525 (3) Modern Algebra II
   MTH 623 (3) The Theory of Groups

C. Computational Mathematics:
   One course from:
   MTH 520 (3) Optimization Theory
   CPS 525 (3) Simulation of Continuous Systems
   CPS 530 (3) Simulation of Discrete Event Systems
   MTH 578 (3) Combinatorics I
   MTH 638 (3) Theoretical Numerical Analysis

D. Statistics:
   Any statistics course offered by the mathematics department numbered STA 500 or higher.

E. Perspectives in Mathematics:
   One course from:
   MTH 671 (3) Introduction to the Axiomatic Method
   MTH 673 (3) History of Advanced Mathematics
   MTH 694 (3) Practicum in Mathematics

F. Research Requirements (6 credits)

Plan A (6 credits)
   Completion of a thesis (MTH 798), including an oral examination over the thesis, OR

Plan B (6 credits)
   1. MTH 693 (1) Graduate Seminar in Mathematics and its Applications
   2. MTH 698 (1) for Plan B paper 1.
   3. MTH 698 (1) for Plan B paper 2.
   4. Electives (3 credits). May be chosen from among all graduate level mathematics, statistics, and computer science courses. A student may select up to 3 hours from a department other than mathematics or computer science. Electives must be chosen with approval of the advisor.

Master of Arts in Teaching

NOTE: Applications are temporarily not being accepted for the Master of Arts in Teaching program.

Admission Requirements

Admission is dependent upon a student having completed a minimum of 20 semester hours of mathematics including MTH 233 (multivariate calculus) or the equivalent. A grade point average of 2.5 in mathematics is required.

Degree Requirements

The requirements are those that a student with minimal undergraduate preparation would have to fulfill.

Any student who has satisfied any of the course requirements prior to entering the program may be excused from these course requirements. However, the 20 hours of mathematics and the 30 hour total will not be affected.

If the student elects to write a thesis, it shall be in mathematics education.

(continued)
If the student elects to follow non-thesis Plan B, one of the two papers shall be in mathematics education and the other shall be in another field of mathematics.

**Courses (30 credits)**

With the prior approval of the advisor:

A. Two courses in mathematics education:
   MTH 658 (1-6 credits), 660, 661, 666

B. Two courses in algebra:
   MTH 523, 525, 623, 625, 671

C. One course in analysis:
   MTH 532, 533, 545, 632, 633, 636, 637, 645

D. One course in geometry:
   MTH 641

E. One course each from two of the following areas:
   Applied Mathematics: MTH 578, 586, 638
   History of Mathematics: MTH 573, 673
   Probability and Statistics: STA 580, 584

F. **Cognate Courses** (0-3 credits)

G. **Research Requirements** (6 credits)

   **Plan A** (6 credits)
   Completion of a masters thesis in mathematics education

   **OR Plan B** (6 credits)
   1. MTH 698 (1 credit) for Plan B paper 1.
   2. MTH 698 (1 credit) for Plan B paper 2.
   3. MTH 692 (1 credit) Graduate Seminar in Mathematics Education
   4. Electives (3 credits) courses to be chosen in consultation with advisor.

**Ph.D. in Mathematics**

**With a Concentration in the Teaching of College Mathematics**

**Admission Requirements**

1. Applicants must meet all College of Graduate Studies admission requirements.

2. Applicants with a Bachelor’s degree must have successfully completed 20 semester hours of mathematics including MTH233 (Multivariate Calculus) or equivalent, and one course in either linear or abstract algebra. A minimum GPA of 3.0 in mathematics is required. (A student entering with the minimum would likely have to take some prerequisite courses before taking the courses required for this program.)

3. Applicants with Master’s degrees in mathematics equivalent to the M.A. or M.A.T. degree at Central Michigan University must have a minimum GPA of 3.0 in their graduate work.

4. Applicants must submit GRE examination scores, however, this requirement may be waived by the Department in exceptional cases.
   
   Applicants from non-English speaking countries must achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL); a minimum score of 550 is required for applicants to the graduate college.

   The nature of previous coursework, grades, and GRE score will be used by the department in evaluation of candidates for admission. Awards of Graduate Assistantships and Fellowships are competitive, with evaluation based on courses, grades, GRE scores, and letters of recommendation.

**Degree Requirements**

Successful completion of the Ph.D. requires a minimum of 90 semester hours of graduate work beyond the bachelor's degree or 60 hours of graduate work beyond the master's degree. In order to obtain the Ph.D. degree the student must have a GPA of 3.0 (B) or better. A student with a bachelor’s degree must have earned at least 50 of the total 90 hours at the 600 level or above. Those entering with a master’s degree must have earned at least 35 of the 60 hours at the 600 level or above. At least 15 of the last 30 hours must be earned at the 700 level or above, excluding the dissertation and the internship credits.

1. **Coursework**
   
   The program requires a minimum of 69 hours of coursework exclusive of internship and the dissertation credit beyond the bachelor’s degree or 39 hours of such coursework after the master’s degree. These hours are distributed among core courses and courses in area of specialization as given below. The minimum hours that are required in each category is specified in parentheses. An advisor will assist a student in the selection of the courses. Courses in which a student earns or has earned a grade below C (2.0) do not count toward meeting any graduate degree requirements.

   Any student having satisfied any of the course requirements prior to entering the program may be excused from that course requirement. However, the total hour requirement of 69 (or 39) semester hours will not be affected.

   **Required core courses (27 credit hours)**

   A. **Algebra** (9 hours)
      MTH 525 (3) Modern Algebra II
      MTH 623 (3) The Theory of Groups
      MTH 625 (3) Theory of Associative Rings

   B. **Analysis** (12 hours)
      MTH 533 (3) Advanced Calculus II
      MTH 632 (3) Introduction to Real Analysis
      MTH 636 (3) Introduction to Complex Variables
      MTH 633 (3) Real Variables
      **OR MTH 637 (3) Complex Variable Theory**

   C. **Mathematics Education** (6 hours)
      MTH 761 (3) Methods for Teaching College Mathematics
      MTH 762 (3) Research in Collegiate Mathematics Education

   **Elective core courses (24 credit hours)**

   Each student is required to take two courses in each of the areas below:

   D. **Applied Mathematics**
      MTH 520 (3) Optimization Theory
      MTH 586 (3) Operations Research I
      MTH 634 (3) Fourier Analysis
      MTH 638 (3) Theoretical Numerical Analysis

   E. **Combinatorics**
      MTH 578 (3) Combinatorics I
      MTH 678 (3) Combinatorics II

   F. **Statistics**
      STA 580 (3) Applied Statistical Methods
      STA 584 (3) Mathematical Statistics I
      STA 684 (3) Theory of Statistical Inference

   G. **Topology and Foundations of Mathematics**
      MTH 641 (3) Topics in Geometry
      MTH 645 (3) Topology
      MTH 673 (3) History of Advanced Mathematics
Electives (3-9 credit hours)
Elective courses can be from outside the mathematics department. These elective courses are to be selected by each student in consultation with his/her advisor or dissertation supervisor.

Area of Specialization (9-15 credit hours)
Each student, in consultation with his/her dissertation supervisor, will select at least 9 semester hours of courses in the area of specialization. These courses can be from outside the mathematics department. The areas of specialization include the following: Algebra, Applied Mathematics, Approximation Theory, Combinatorics, Functional Analysis, Mathematics Education, Number Theory, Operator Theory, and Statistics.

2. Qualifying Examination
In addition to demonstration of competence in the coursework in the above mentioned areas, the student must pass a qualifying examination in three of the areas (A.) Algebra, (B.) Analysis and one from (C., D., E., F., or G.). The format of the exam (oral/written) for each student will be determined in consultation with an examination committee made up of Mathematics Department graduate faculty members. The committee will administer and grade these exams.

The student has a maximum time period of one year or until completion of 12 credit hours after the master's degree, whichever comes later (three years or until completion of 42 credit hours after the bachelor's degree, whichever comes later) to do one of the following: (1) attempt both Analysis and Algebra examinations or (2) pass at least one of the Algebra or Analysis exams. The student has a maximum time period of two years or until completion of 24 credit hours after the master's degree, whichever comes later (four years or until completion of 54 credit hours after the bachelor's degree, whichever comes later) to pass all three examinations. Two attempts in each area are allowed. A second failure in one area eliminates a student from the Ph. D. program.

3. Internship (6 hours)
Students are required to teach two courses in mathematics/statistics at the 200 level or above under the supervision of a graduate faculty member in the Department of Mathematics. The student must earn the credits by registering for MTH 766.

4. Dissertation (15 hours)
Upon successful completion of the qualifying examinations, the student will select a dissertation supervisor. A dissertation supervisor must be a graduate faculty member in the Mathematics Department. The student will form a dissertation committee in consultation with the dissertation supervisor. This dissertation committee will be chaired by the supervisor and must include at least three other graduate faculty members. Two members of the dissertation committee must be from the Mathematics Department. A completed doctoral dissertation must be approved by the dissertation committee, and by the College of Graduate Studies.

Students are required to register for 15 hours of MTH 898 (Dissertation). The dissertation must consist of original work and can combine scholarly, analytical, creative and expository skills. It could consist of research on a topic in mathematics, an expository or historical examination of a piece of mathematics, or research on a topic related to the teaching of collegiate mathematics. Before starting the dissertation work, the project to be undertaken must be approved by the dissertation committee, and by the College of Graduate Studies.

Upon completion of (1) through (4) the candidate for the Ph.D. degree must pass a final oral examination which is a dissertation defense in a colloquium format. The student's dissertation committee determines whether the student passes the examination.

The dissertation must be prepared according to the regulations prescribed in the College of Graduate Studies most recent edition of the Preparation Guide to Doctoral Dissertations, Theses, Field Studies, and Plan B Papers and must be submitted to Dissertations Abstracts International.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: MTH 591, 594, 595, 596, 597, 651, 658, 692, 693, 695, 696, 697, 796, 797; STA 596, 597.

Course Descriptions
Mathematics

MTH 520 Optimization Theory 3(3-0)
The theory of and computer methods in classical and modern optimization, using linear programming. Prerequisites: knowledge of FORTRAN, MTH 223, MTH 233 or permission of instructor.

MTH 521 Theory of Numbers 3(3-0)
Properties of integers, congruences, greatest common divisors and prime factorization, applications of number theory to computer science and cryptography. Prerequisite: MTH 332 or permission of instructor.

MTH 522 The Mathematics of Cryptology 3(3-0)
The mathematics and algorithms of classical and computer-age cryptography. Substitution, transposition, stream and block ciphers; DES, Rijndael and public key cryptography; cryptanalysis of cipher systems. Prerequisites: CPS 340 or MTH 532

MTH 523 Modern Algebra I 3(3-0) F, Sp
Groups, rings, integral domains, fields, and fundamental homomorphism theorems. Prerequisite: MTH 332 or graduate status.

MTH 525 Modern Algebra II 3(3-0)
Vector spaces, subspaces, bases and dimensions; linear transformations, their algebra, their representation by matrices, and linear functionals; eigenvalues, triangulizable and diagonalizable transformations; inner product spaces. Prerequisite: MTH 523.

MTH 532 Advanced Calculus I 3(3-0) F
Rigorous development of calculus for functions of one variable. Sequences, limits, continuity, differentiation, integration, exponential and logarithmic functions, arc length, series. Prerequisites: MTH 233 and MTH 332, or graduate status.

MTH 533 Advanced Calculus II 3(3-0) Sp
Continuation of MTH 532. Rigorous development of calculus for functions of several variables. Limits, continuity, differentiation, and integration. Prerequisite: MTH 532.

MTH 539 Mathematical Foundation of Actuarial Science 3(3-0) Sp
Develop a knowledge of fundamental mathematical tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. Does not count toward graduate degree. CR/NC only. Prerequisites: FIN 257 and STA 584.

MTH 545 Introduction to Point-Set Topology 3(3-0)
Development of elementary point-set topology. Sets, functions, metric spaces, topological spaces, quotient surfaces, compactness, and connectedness. Prerequisite: MTH 332 or graduate status.

MTH 551 Mathematical Structures for K-8 Mathematics Teachers 3(3-0)
Problem-solving, set theory, logic, number theory, algebra, consumer mathematics and mathematical systems. Credit will not apply toward a master's degree in mathematics. Prerequisites: MTH 351 and MTH 554.

(continued)
MTH 553 History of Elementary Mathematics for K-8
Teachers 3(3-0)
History of mathematical developments of western and non-western cultures for use in grades K-8. Credit can only be earned in one of the following: MTH 253 or MTH 553 and will not apply toward master's degree in mathematics. Prerequisites: MTH 351 and MTH 554.

MTH 554 Probability and Statistics for K-8 Mathematics
Teacher 3(3-0)
Examines experimental and theoretical probability and statistics suitable for elementary and middle school. Simulations, counting techniques, and data gathering, organization, analysis, and presentations. Credit will not apply toward Master's degree in mathematics. Prerequisites: MTH 256.

MTH 556 Microcomputers for Elementary Mathematics
Teachers 3(3-0)
Develops the use of microcomputers in elementary education with particular emphasis on mathematical applications. Computer literacy and BASIC Programming are included. Open only to those students pursuing a B.S. in Education, Elementary Emphasis. Prerequisite: MTH 107 and MTH 251 or equivalent.

MTH 565 Using Graphics Calculators in Mathematics
Education 1(1-0)
Course is designed for secondary mathematics education majors and minors. Emphasis will be on the classroom use of graphics calculators to teach mathematics. Prerequisites: MTH 132 with MTH 223 as a corequisite.

MTH 566 Microcomputers for Secondary Mathematics
Teachers 3(3-0)
Examines microcomputer use in secondary education with particular emphasis on mathematical applications. Open only to those students pursuing a B.S. in Ed., Secondary Emphasis. Prerequisite: MTH 223 or equivalent.

MTH 570 Mathematical Logic 3(3-0)
Logical connectives, truth tables, quantifiers, models, logical truth. Incompleteness and undecidability of elementary number theory. Prerequisite: MTH 332.

MTH 573 History of Mathematics 3(3-0) F, Sp
History of arithmetic, algebra, geometry, calculus. Prerequisites: MTH 332 or MTH 341 or graduate status.

MTH 578 Combinatorics I 3(3-0)
Construction of mathematical models, combinatorics and graph theory. Prerequisite: MTH 523.

MTH 586 Operations Research I 3(3-0)
Mathematical theory and applications of mathematical programming. Linear programming duality, integer programming, mixed integer programming, and dynamic programming. Prerequisites: MTH 133/137, knowledge of FORTRAN.

MTH 587 Operations Research II 3(3-0)
Continuation of MTH 586. Theory and application of stochastic models in operations research. Inventory models, queuing theory, Markov chains, stochastic programming. Prerequisites: STA 382, MTH 586, or equivalent.

MTH 591 Seminar in the Solution of Putnam Problems 1-3(Spec)
Problem-solving techniques demonstrated through solutions of the Putnam Examination problems. Designed particularly for those students interested in participating in the Putnam Examination. Prerequisites: MTH 233 and permission of instructor.

MTH 594 Seminar in Higher Mathematics 3(3-0)
Class presentation of results of independent study, and final comprehensive written report in an approved subject. Prerequisites: one year of calculus and permission of instructor.

MTH 595 Special Topics in Mathematics Education 1-6(Spec)
Subject matter not included in regular mathematics education course. May be taken for credit more than once, total credit not to exceed 6 hours. Does not count as one of two 400- or 500-level courses required on mathematics major. May not be counted toward a major or minor in mathematics except for students pursuing a B.S. in Ed. degree. Prerequisite: permission of instructor.

MTH 596 Special Topics in Mathematics 1-6(Spec)
Subject matter not included in regular course. May be taken for credit more than once, total credit not to exceed 6 hours. Prerequisite: permission of instructor.

MTH 597 Independent Study 1-6(Spec) F, Sp
Open to students with permission of instructor. May be taken for credit more than once, total credit not to exceed 6 hours.

MTH 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

MTH 623 The Theory of Groups 3(3-0)
Introductory topics from classical theory of groups including mappings on groups, structure theorems for groups. Prerequisite: MTH 523 or permission of instructor.

MTH 625 Theory of Associative Rings 3(3-0)
Theory of rings and ideals, including isomorphism theorems, unique factorization domains, and fields. Prerequisites: any two of MTH 523, MTH 525, and MTH 623, or permission of instructor.

MTH 632 Introduction to Real Analysis and Its Applications 3(3-0)
Development of integration theory with introduction to Lebesgue measure and integral on the real line. Elementary theory of normed spaces, bounded linear operators and linear functionals with applications. Prerequisite: MTH 532 or permission of instructor.

MTH 633 Real Variables 3(3-0)
A study of functional analysis. Consideration of Banach spaces, metric spaces, and compact spaces. General measure and integration theory. Prerequisite: MTH 532 or permission of instructor.

MTH 634 Fourier Analysis 3(3-0)

MTH 636 Introduction to Complex Variables 3(3-0)
Complex numbers, analytic functions, elementary functions, Cauchy’s theorem, Integral formula, Taylor and Laurent series, residue theorem and its applications, Rouche’s theorem. Prerequisite: MTH 532.

MTH 637 Complex Variable Theory 3(3-0)
Conformal mapping, Mobius transformations, harmonic functions, Dirichlet problem, entire and meromorphic functions, analytic continuation, Reimann surfaces, applications of complex analysis. Prerequisite: MTH 636.

MTH 638 Theoretical Numerical Analysis 3(3-0)
Numerical linear algebra with applications in linear and nonlinear systems. Interpolation and approximation and their applications to numerical differentiation, numerical integration, and differential equations. Prerequisite: MTH 532. Corequisite: MTH 533.

MTH 641 Topics in Geometry 3(3-0)
Advanced topics in geometry, foundations, non-Euclidean geometry. Prerequisite: MTH 341.

MTH 645 Topology 3(3-0)
A continuation of MTH 545. Topics include fundamental groups, product spaces, covering spaces, and homology. Prerequisite: MTH 523, MTH 545.
MTH 651 Basic Ideas and Procedures in Elementary School Arithmetic 3(3-0)
Mathematical concepts, fundamental processes, and mensuration formulas. Prerequisite: successful completion of the Elementary Teachers Proficiency Tests.

MTH 652 The Teaching of Measurement 3(3-0)
The history, concepts, and learning of measurement systems. The metric system and laboratory activities are emphasized. Prerequisite: teaching experience or permission of instructor.

MTH 656 Teaching & Learning Mathematics with Technology 3(3-0)
Use of instructional technology for teaching and learning mathematics and an introduction to related research literature in mathematics and mathematics education. Prerequisite: MTH 566 or permission of instructor.

MTH 658 Workshop in Teaching Mathematics 1-6(Spec)
Preparations and investigations for teaching mathematics in grades K-12. May be repeated, total credit not to exceed 6 hours. Prerequisite: permission of the instructor.

MTH 660 Laboratory: Construction and Use of Teaching Aids in Mathematics 2(1-2)
Multisensory aids produced and demonstrated. Devices and models constructed.

MTH 661 The Teaching of Middle School Mathematics 3(3-0)
Objectives of mathematics instruction in the middle school. Prerequisite: minor in mathematics or teaching experience in middle or senior high school mathematics.

MTH 666 Seminar: Problems in the Teaching and Supervision of Secondary Mathematics 3(3-0)
Current practices and significant research in secondary school mathematics.

MTH 667 Introduction to the Axiomatic Method 3(3-0)
Study of the foundations of mathematics. Axiomatic set theory, ordinal and cardinal arithmetic. The axiom of choice and continuum hypothesis. Prerequisites: MTH 521, MTH 523, or MTH 532, or permission of instructor.

MTH 673 History of Advanced Mathematics 3(3-0)
History of the development of modern mathematics from 1700 into the 20th century. Prerequisites: MTH 525 and MTH 532.

MTH 678 Combinatorics II 3(3-0)
Finite geometries, combinatorial designs, strongly regular graphs, and error correcting codes. Prerequisite: MTH 578. Corequisite: MTH 525.

MTH 692 Graduate Seminar in Mathematics Education 1-4(Spec)
Seminars will focus on current issues in mathematics education. May be taken for credit more than once, total credit not to exceed 4 hours. 3 credits needed before it counts as elective on any graduate degree in mathematics. Prerequisites: admission to graduate program in mathematics, or permission of instructor.

MTH 693 Graduate Seminar in Mathematics and Its Applications 1-4(Spec) F, Sp
One hour seminars in subfields of mathematics and its applications; 3 credits needed before it counts as elective on graduate degrees in mathematics. Prerequisites: Graduate standing in mathematics and permission of instructor.

MTH 694 Practicum in Mathematics 3(3-0)
To be taken during the last semester in the M.A. program. Experience in mathematics applications is gained by engaging in supervised consulting work in industry whenever possible. Prerequisites: MTH 623 and permission of instructor.

MTH 695 Special Topics in Mathematics Education 1-6(Spec)
Consideration of subject matter not included in regular course. May be taken for credit more than once, total credit not to exceed 6 hours. Prerequisite: permission of instructor.

MTH 696 Special Topics in Mathematics 1-6(Spec)
Consideration of subject matter not included in regular course. May be taken for credit more than once, total credit not to exceed 6 hours. Prerequisite: permission of instructor.

MTH 697 Independent Study 1-9(Spec) F, Sp
Open to graduate students in mathematics with permission of instructor. May be taken for credit more than once, total credit not to exceed 9 hours.

MTH 698 Plan B Project 1-2(Spec)
Plan B paper is normally an expository paper or research project on an area or problem related to but in addition to material covered in a course, written under the direction of graduate faculty. Each Plan B project is 1 credit hour. May be taken for credit more than once. Total credit not to exceed 2 hours. CR/NC only. Prerequisites: permission of advisor.

MTH 725 Topics in Algebra 3(3-0)
Advanced topics in abstract algebra. Designed to add breadth to the student's abstract algebra background and to open possible research areas. Prerequisites: MTH 625.

MTH 732 Functional Analysis 3(3-0)
Fundamentals of topological vector spaces, normed spaces, Banach and Hilbert spaces, functional on such spaces, operators on Banach and Hilbert spaces, spectral theorems, Banach algebras. Prerequisites: MTH 632 and MTH 636.

MTH 734 Partial Differential Equations and Applications 3(3-0)
Solutions of partial differential equations by analytic and numerical techniques using standard methods, including Fourier series and Laplace transforms, perturbation, finite elements and finite differences. Prerequisites: MTH 334 and MTH 636.

MTH 761 Methods for Teaching College Mathematics 3(3-0)
Methods in teaching undergraduate mathematics education including use of technology, cooperative learning, inquiry, and guided discovery. Students will create activities and debate issues surrounding undergraduate instruction. Prerequisites: completion of 30 hours of coursework required for the Doctoral program and at least one semester of teaching experience at the post secondary level (this may include a teaching assistantship).

MTH 762 Research in Collegiate Mathematics Education 3(3-0)
Introduction to the research literature in collegiate mathematics education including learning theories for mathematics, literature search strategies, issues in mathematics education, and writing about and debating such issues. Prerequisites: completion of 30 hours of coursework required for the Doctoral program and at least one semester of teaching experience at the post secondary level (this may include a teaching assistantship); MTH 761.

MTH 764 Qualitative Research Methods in Mathematics Education 3(3-0)
Introduction to the qualitative research in mathematics education including research design, development of protocols, fieldwork, collecting and analyzing data and techniques for interviewing. Prerequisite: MTH 762 or permission of instructor.

MTH 766 Internship: College Teaching 3-6(Spec)
Teaching of undergraduate mathematics or statistics courses 200 level or above. Students will conduct their teaching internship under the supervision of a graduate faculty member. CR/NC only. Prerequisites: MTH 761; successful completion of all qualifying examinations.
MTH 767 Seminar in Collegiate Mathematics Education I 3(3-0)
Use of a review of literature to focus research questions and to
develop a research proposal. Each student develops a proposal for
his/her dissertation research. This course requires a concurrent
enrollment in MTH 692. Prerequisites: MTH 764; EDU 660

MTH 768 Seminar in Collegiate Mathematics Education II 3(3-0)
Design and execution of a pilot study of student's proposed
dissertation research. This course requires a concurrent enrollment
in MTH 692. Prerequisite: MTH 767.

MTH 778 Topics in Combinatorics 3(3-0)
Advanced topics in combinatorics. Designed to add breadth to the
student's combinatorial background and to open possible research
areas. Prerequisite: MTH 678.

MTH 796 Special Topics in Mathematics 1-6(Spec)
Consideration of subject matter not included in regular courses.
May be taken for credit more than once; total credit not to exceed 6
hours. Prerequisite: completion of 30 hours of coursework required
for the Doctoral program.

MTH 797 Independent Study 1-9(Spec) F, Sp
Open to doctoral students in mathematics who have completed
30 hours of coursework required toward the Doctoral program, with
permission of the instructor. May be taken for credit more than once;
total credit not to exceed 9 hours.

MTH 798 Thesis 1-6(Spec)
CR/NC only. Prerequisite: permission of department.

MTH 898 Dissertation 1-30(Spec)
Doctoral Dissertation Research. CR/NC only. Prerequisite:
permission of department.

Statistics

STA 575 Introduction to Statistical Packages 3(3-0) F
Introduction to statistical packages for data management and
data analysis. SPSS, SAS and S-PLUS are introduced. Prerequisites:
STA 282, STA 382 or permission of instructor.

STA 580 Applied Statistical Methods I 3(3-0) F
Applications of statistical methods including the usage of computer
packages. Topics include forecasting, simple and multiple regres-
sion, and analysis of variance. Prerequisite: STA 282, STA 382.

STA 582 Experimental Designs 3(3-0)
Randomized block designs, Latin square designs, factorial de-
signs, fractional factorial designs, response surface methods. Pre-
requisite: STA 580 or equivalent.

STA 583 Nonparametric Statistics 3(3-0)
Theory and applications of nonparametric methods. Topics
include one-, two-, and several sample problems, rank correlation
and regression, Kolmogorov-Smirnov tests and contingency tables.
Prerequisite: STA 382

STA 584 Mathematical Statistics I 3(3-0) F
Probability defined on finite and infinite samples spaces, condi-
tional probability and independence, random variables, expectations,
moment-generating functions, probability models, limit theorems.
Prerequisite: MTH 233.

STA 585 Mathematical Statistics II 3(3-0) Sp
Introductory topics from mathematical theory of statistics: popu-
lation distributions, sampling distributions, point and interval estima-
tion, tests of hypotheses. Prerequisite: STA 584.

STA 586 Clinical Trials and Survival Analysis 3(3-0)
Simple and advanced statistical techniques used in the analysis
and interpretation of clinical research data. Emphasis on statistical
techniques commonly used in chronic disease analysis. Prerequi-
site: STA 382 or equivalent.

STA 587 Statistical Theory and Methods for Quality
Improvement 3(3-0)
Statistical theory and methods for optimizing quality and minimizing
costs: classical and recently developed on-line methods and
Taguchi's off-line quality and robust designs. Prerequisite: STA 580.

STA 588 Sampling Techniques 3(3-0)
Principles of sampling; simple random sampling; stratified random
sampling; systematic sampling; cluster sampling; sample size deter-
mination; ratio and regression estimates; comparisons among the
designs. Prerequisite: STA 382 or equivalent.

STA 591 Statistical Methods for Data Mining 3(3-0)
Introduction to statistical techniques for data mining, including an
overview of data mining and its applications, commonly used data
mining techniques such as clustering, classification, association and
predictive modeling techniques. Prerequisite: STA 580.

STA 596 Special Topics in Statistics 1-6(Spec)
Subject matter not included in regular courses. May be taken for
credit more than once, total credit not to exceed 6 hours. Prerequisite:
permission of the instructor.

STA 597 Independent Study 1-6(Spec)
Open to students with permission of instructor. May be taken for
credit more than once, total credit not to exceed 6 hours. Prerequisite:
permission of department chairperson and instructor.

STA 680 Statistical Data Analysis and Consulting 3(3-0)
Advanced data analysis techniques, including categorical data
analysis methods, logistic and loglinear models using statistical
software such as SAS, SPSS, and MINITAB. Principles and tech-
niques of statistical consulting. Prerequisite: STA 590 or permission
of instructor.

STA 682 Linear Models 3(3-0)
Theory and application of least squares method and hypothesis
testing for the linear regression models. Prerequisites: MTH525; STA
584.

STA 684 Theory of Statistical Inference 3(3-0)
Stochastic convergence and limiting theorems, sampling distribu-
tions, theory of point estimation and hypothesis testing, general linear
hypotheses, sequential probability ratio test. Prerequisites: MTH532
and STA 584.

STA 686 Multivariate Analysis 3(3-0)
Multivariate normal distributions, multivariate methods including
multivariate analysis of variance, multivariate regression, principal
component analysis, factor analysis, canonical correlation, discrimi-
nant analysis and cluster analysis. Prerequisites: STA 580, STA 584.

STA 782 Generalized Linear Models 3(3-0)
Theory and applications of generalized linear models, models for
continuous data, models for binary and polytomous data, log-linear
models, quasi-likelihood functions and model checking. Prerequisite:
STA 682.

STA 784 Theory of Estimation 3(3-0)
Theory of point estimation in Euclidean sample spaces. Topics
include unbiasedness, equivariance, global properties, large-sample
theory, and asymptotic optimality. Prerequisites: STA 684; MTH632.
Master of Music

The Master of Music degree is offered in five areas of concentration: (1) Performance, (2) Music Education, (3) Composition, (4) Conducting, and (5) Piano Pedagogy.

Admission Requirements

In addition to university requirements for graduate admission, applicants for the Master of Music degree must meet the following requirements in the School of Music.

1. Applicants must have an appropriate music degree of at least 40 semester hours and a grade point average of 3.0 or better in undergraduate music studies.
2. Applicants must submit three letters of recommendation to the School of Music. Forms are available in the School of Music office.
3. Master of Music in Performance, Composition, Conducting, and Piano Pedagogy candidates will demonstrate, through audition and interview, talent and ability levels which indicate promise of successful graduate study in music.
4. Master of Music in Music Education candidates must have a music education degree or a teaching major with at least 40 hours in music.
5. Any exceptions to the above requirements must be approved by the School of Music Graduate Committee.

Degree Requirements

1. Each candidate will develop a program of studies in consultation with a school graduate advisor.
2. Candidates for the Master of Music degree must pass a comprehensive examination. Comprehensive exams may be taken a maximum of three times.
3. Candidates for the Master of Music Education degree must elect to follow the Plan A (thesis) or Plan B (non-thesis) option.
4. Credit earned in courses taken to remove deficiencies will not apply toward the graduate degree.
5. Candidates for the Master of Music degree must complete the Music Core and the requirements of one of the concentrations.

Music Core (12 hours):

- MUS 791 (3) Introduction to Music Research
- 3-6 hours in Music Theory
- 3-6 hours in Music History/Literature

*Courses selected in consultation with an advisor.

Concentrations (18-24 hours):

Performance Concentration (18 hours)
- Applied Major Area (8 hours)
- MUS 799 Recital (including research paper) (4 hours)
- MUS 780 Performance Ensemble (1 hour)
- Music Electives (5 hours)
- Total hours for degree: 30 credit hours

Music Education Concentration (18 hours)
- MUS 731 (3) Organization of School Music (3 hours)
- MUS 732 (3) The Rationale and Principles of Music Education (3 hours)
- Pedagogy Electives (6 hours)
- Music Electives (participation in conducted or coached ensembles is recommended) (6 hours)
- Total hours for degree: 30 credit hours

Composition Concentration (18 hours)
- MUS 701 Advanced Composition (4 semesters) (8 hours)
- MUS 798 (Composition with analytical paper) (4 hours)
- Music Electives (participation in conducted or coached ensembles is recommended) (6 hours)
- Total hours for degree: 30 credit hours
Conducting Concentration (18 hours)
MUS 781 Choral Conducting (6 hours)
OR MUS 782 Instrumental Conducting (6 hours)
MUS 512 Choral Literature (2 hours)
OR MUS 784 Instrumental Rehearsal Techniques (3 hours)
MUS 799 Recital (including research paper) (4 hours)
Music Electives (participation in conducted or coached ensembles is recommended) (5-6 hours)
Total hours for degree:  30 credit hours

Piano Pedagogy Concentration (24 hours)
MUS 631 Advanced Piano Pedagogy I (3 hours)
MUS 632 Advanced Piano Pedagogy II (3 hours)
MUS 633 Class Piano Pedagogy (3 hours)
MUS 634 Internship in Piano Pedagogy (3 hours)
MUS 752 Piano (6 hours)
MUS 607 Basic Skills in Music Technology I (2 hours)
MUS 799 Recital (including research paper) (4 hours)
Total hours for degree:  36 credit hours

TOTAL HOURS FOR DEGREE: 36 credit hours

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: MUS 535, 597, 793, 797.

Course Descriptions

MUS 502 Form Analysis 2(2-0) D
Study and analysis of the melodic forms in music and the commonly used harmonizations found in the works of the early romantics. Prerequisite: MUS 201.

MUS 503 Advanced Counterpoint 2(2-0) D
Prerequisite: MUS 303.

MUS 504 Contemporary Compositional Techniques 2(2-0) Sp (Odd year)
Compositional techniques from 1945 to present, with particular attention paid to electronic music. Prerequisite: MUS 202, MUS 309; or permission of instructor.

MUS 505 Seminar in Analysis: Twentieth-Century Music 2-4(Spec) Sp

MUS 506 Advanced Scoring 2(2-0) Sp
Scoring for large ensembles. Prerequisites: MUS 304 or permission of instructor.

MUS 511 Choral Literature I 2(2-0) Sp (Odd year)
Detailed study of small choral forms of the Renaissance and Baroque eras.

MUS 512 Choral Literature II (Since 1750) 2(2-0) Sp (Even year)
Representative small choral forms suitable for secondary school. Special attention to style characteristics which contribute to interpretive techniques.

MUS 514 Survey of Keyboard Literature 2(2-0) F (Even Year)
Keyboard music from the sixteenth century to and including Beethoven.

MUS 516 Survey of Keyboard Literature II 2(2-0) Sp (Odd Year)
Piano music from Mendelssohn and Schubert to the present.

MUS 520 Basic Jazz Arranging 3(3-0) F
The study of basic arranging techniques used in writing music for small and large jazz ensembles. Prerequisite: admission to music candidacy or admission to the graduate music program.

MUS 521 Advanced Jazz Arranging 3(3-0) F
The study of modern advanced arranging techniques used in writing music for large jazz ensembles. Prerequisites: admission to music candidacy or admission the graduate music program; MUS 520.

MUS 531 Orff Techniques 2(1-2) Sp
Philosophy, techniques, and pedagogy of Orff’s "Music for Children." Prerequisites: MUS 131, MUS 132 or MUS 101; basic knowledge of music fundamentals.

MUS 532 Dalcroze Eurhythmics 2(1-2) D
Introduction to the music teaching concepts of Jaques-Dalcroze. Prerequisites: MUS 131, MUS 132, or MUS 101 or permission of instructor.

MUS 533 Kodaly Pedagogy 2(1-2) F
Theory, materials, and pedagogy of the Kodaly method of music education. Prerequisite: MUS 435 or MUS 333 or permission of instructor.

MUS 534 Music for Pre-School Children 2(2-0) D
Musical activities for the preschool child designed to nurture musical potential and promote musical awareness.

MUS 535 Workshop in Music Education 1-4(Spec) D

MUS 539 String Pedagogy Practicum 2(2-0) D
Firsthand experience in teaching beginning violin students using the latest and most successful methods. Prerequisite: MUS 246 or permission of instructor.

MUS 540 Organ Pedagogy Practicum 2(2-0) Sp (Even year)
Supervised experience in teaching the organ. Prerequisite: four semesters of private organ study, or permission of instructor.

MUS 581 Jazz Improvisation Laboratory 2(1-2) D
Prerequisite: permission of instructor.

MUS 597 Special Studies 1-6(Spec) D

MUS 607 Basic Skills in Music Technology I 2(2-0) D
Develop skills and strategies for using electronic instruments with notation and sequencing software in music teaching. Prerequisite: graduate status or permission of instructor.

MUS 608 Basic Skills in Music Technology II 2(2-0) D
Develop skills and methods using instructional software, digital media and the Internet in the music classroom. Prerequisite: graduate status or permission of instructor.

MUS 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

MUS 620 Jazz Harmony and Analysis 3(3-0) F
Advanced study of jazz harmony focusing on tonal and modal music. Prerequisite: graduate status.

MUS 621 Jazz Improvisation Pedagogy and Practicum 2(1-2) S
Develop the skills, methods, and materials necessary to teach jazz improvisation through observation, research and teaching. Prerequisites: graduate status, MUS 620.

MUS 622 Modern Jazz History 3(3-0) S
A course in modern jazz history designed for graduate music students that covers important styles and figures in the jazz genre since 1940. Prerequisite: admission to the graduate music program.

MUS 624 Jazz Pedagogy 3(2-2) D
A course designed to enhance skills in the teaching of jazz as a performing art and as a historically significant cultural event. Prerequisite: admission to the graduate music program or the permission of the instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 631</td>
<td>Advanced Piano Pedagogy I 3(3-0) F</td>
<td></td>
<td>Introduction to elementary through early intermediate piano teaching methods, materials, and technology for the independent piano instructor. Prerequisite: graduate status or permission of instructor.</td>
</tr>
<tr>
<td>MUS 632</td>
<td>Advanced Piano Pedagogy II 3(3-0) S</td>
<td></td>
<td>Intermediate to early advanced piano teaching methods and materials. Prerequisites: MUS 631 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 633</td>
<td>Class Piano Pedagogy 3(3-0) F</td>
<td></td>
<td>Materials and teaching techniques for group piano teaching at the pre-college and college levels. Prerequisites: MUS 631 and MUS 632 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 634</td>
<td>Internship in Piano Pedagogy 3(2-2) S</td>
<td></td>
<td>Supervised experience in teaching piano at the pre-college and college levels in both the private and group setting. Prerequisites: MUS 631, MUS 632, MUS 633 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 701</td>
<td>Advanced Composition 2-6(Spec) F, Sp</td>
<td></td>
<td>Creative work in handling the elements of rhythm, melody, harmony and tone color. Prerequisite: MUS 502.</td>
</tr>
<tr>
<td>MUS 707</td>
<td>Analytical Styles I: Medieval - Classical 3(3-0) D</td>
<td></td>
<td>Detailed analysis of selected representative works from the Medieval era through the Classical period. Prerequisite: admission to the graduate program or permission of the instructor.</td>
</tr>
<tr>
<td>MUS 708</td>
<td>Analytical Styles II: 19-20th Century 3(3-0) D</td>
<td></td>
<td>Detailed analysis of selected representative works from the Romantic period through the twentieth century. Prerequisite: admission to the graduate program or permission of the instructor.</td>
</tr>
<tr>
<td>MUS 711</td>
<td>Choral Literature from 1600 to 1750 3(3-0) D</td>
<td></td>
<td>Examination of selected topics in the history of music from the Medieval era through the Classical period. Prerequisite: admission to the graduate program or permission of the instructor.</td>
</tr>
<tr>
<td>MUS 713</td>
<td>The Development of Jazz Through 1945 3(3-0)</td>
<td></td>
<td>Early jazz history taught with emphases on musicians, cultural trends, music technology, the evolution of jazz styles, and related art forms. Prerequisite: admission to graduate program (music major status not required).</td>
</tr>
<tr>
<td>MUS 714</td>
<td>Wind Band Literature 3(3-0) D</td>
<td></td>
<td>A survey of wind band literature and its evolution from 1500 to present. Prerequisites: MUS 211, MUS 212, MUS 412 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 715</td>
<td>Rock 'n Roll Seminar 3(3-0)</td>
<td></td>
<td>Traces the roots of rock, surveys the various types of rock, and provides in-depth analysis of the music. Prerequisite: admission to graduate program (music major status not required).</td>
</tr>
<tr>
<td>MUS 717</td>
<td>Historical Topics I: Medieval - Classical 3(3-0) D</td>
<td></td>
<td>Examination of selected topics in the history of music from the Medieval era through the Classical period. Prerequisite: admission to the graduate program or permission of the instructor.</td>
</tr>
<tr>
<td>MUS 718</td>
<td>Historical Topics II: 19-20th Century 3(3-0) D</td>
<td></td>
<td>Examination of selected topics in the history of music from the Romantic period through the twentieth century. Prerequisite: admission to the graduate program or permission of the instructor.</td>
</tr>
<tr>
<td>MUS 719</td>
<td>Seminar in World Music 3(3-0)</td>
<td></td>
<td>A survey of selected musical cultures from around the world, with an emphasis upon the study of music in its cultural context. Prerequisite: admission to graduate program (music major status not required).</td>
</tr>
<tr>
<td>MUS 731</td>
<td>Organization of School Music 3(3-0) D</td>
<td></td>
<td>An overview of the comprehensive music program K-12 including contemporary curricular innovations, practices, and methods.</td>
</tr>
<tr>
<td>MUS 732</td>
<td>The Rationale and Principles of Music Education 3(3-0) D</td>
<td></td>
<td>An aesthetics-based philosophy ranging from referentialism to absolute expressionism; a rationale for today’s comprehensive music education programs.</td>
</tr>
<tr>
<td>MUS 733</td>
<td>Woodwind Pedagogy 3(3-0) D</td>
<td></td>
<td>Advanced study of pedagogical methodologies and materials for woodwind instruments. Prerequisite: MUS 335 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 734</td>
<td>Brass Pedagogy 3(3-0) D</td>
<td></td>
<td>Advanced study of pedagogical methodologies and materials for brass instruments. Prerequisite: MUS 335 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 735</td>
<td>Percussion Pedagogy 3(3-0) D</td>
<td></td>
<td>Advanced study of pedagogical methodologies and materials for percussion instruments. Prerequisite: MUS 335 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 736</td>
<td>String Pedagogy 3(3-0) D</td>
<td></td>
<td>Advanced study of pedagogical methodologies and materials for string instruments. Prerequisite: MUS 335 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 737</td>
<td>Pedagogy and Literature for Young Voices 3(2-2) D</td>
<td></td>
<td>Intense study of problems with adolescent voices and associated literature. Prerequisite: MUS 338 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 750</td>
<td>Voice 1-8(Spec) F, Sp</td>
<td></td>
<td>Audition required.</td>
</tr>
<tr>
<td>MUS 751</td>
<td>Organ 1-8(Spec) F, Sp</td>
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<td></td>
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<tr>
<td>MUS 752</td>
<td>Piano 1-8(Spec) F, Sp</td>
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<td></td>
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<tr>
<td>MUS 753</td>
<td>Violin and Viola 1-8(Spec) F, Sp</td>
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<td></td>
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<tr>
<td>MUS 755</td>
<td>Violoncello 1-8(Spec) F, Sp</td>
<td></td>
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<tr>
<td>MUS 760</td>
<td>Harpsichord 1-8(Spec) F, Sp</td>
<td></td>
<td>Study of solo harpsichord repertoire, continuo and ensemble playing, and figured bass. Prerequisite: acceptance as a graduate organ or piano student OR permission of instructor.</td>
</tr>
<tr>
<td>MUS 761</td>
<td>Flute 1-8(Spec) F, Sp</td>
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<td></td>
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<tr>
<td>MUS 763</td>
<td>Oboe 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 765</td>
<td>Clarinet 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 766</td>
<td>Bassoon 1-8(Spec) F, Sp</td>
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<td></td>
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<tr>
<td>MUS 769</td>
<td>Saxophone 1-8(Spec) F, Sp</td>
<td></td>
<td></td>
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<tr>
<td>MUS 771</td>
<td>Cornet or Trumpet 1-8(Spec) F, Sp</td>
<td></td>
<td></td>
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<tr>
<td>MUS 773</td>
<td>French Horn 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 775</td>
<td>Trombone 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 777</td>
<td>Euphonium 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 778</td>
<td>Tuba 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 779</td>
<td>Percussion 1-8(Spec) F, Sp</td>
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<tr>
<td>MUS 780</td>
<td>Performance Ensembles 1-2(Spec) F, Sp</td>
<td></td>
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<tr>
<td>MUS 781</td>
<td>Advanced Choral Conducting 3-6(Spec) D</td>
<td></td>
<td>Advanced rehearal and conducting techniques for the choral director. Prerequisite: MUS 381 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 782</td>
<td>Advanced Instrumental Conducting 3-6(Spec) D</td>
<td></td>
<td>Advanced score preparation and conducting techniques for instrumental music educators and conductors. Prerequisite: MUS 382 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 784</td>
<td>Instrumental Rehearsal Techniques 3(3-0) D</td>
<td></td>
<td>Pedagogical techniques for the musical preparation of instrumental ensembles. Prerequisite: MUS 381 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 791</td>
<td>Introduction to Music Research 3(3-0) D</td>
<td></td>
<td>An overview of scholarly research techniques in music. Prerequisite: admission to graduate program.</td>
</tr>
</tbody>
</table>
Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: PHL 597 and 598; REL 505 and 597.

Course Descriptions

(Philosophy)

PHL 518 Professional Ethics 3(3-0) D
An examination of the theories and methods used in ethical decision-making, with applications to common issues in law, journalism, technology, research, education, and the health professions. Prerequisite: junior status or permission of instructor.

PHL 525 Philosophical Problems of the Self 3(3-0)
Advanced study of central philosophical questions about persons, such as mind-body problem, the nature of personal identity, and the freedom of the will. Prerequisite: PHL 100 or permission of the instructor.

PHL 597 Special Topics in Philosophy 1-12(Spec)
Advanced study of selected topics using readings, discussions, lectures, and research as appropriate.

Religion (REL)

Courses in religion may be used as cognates or electives on various departmental graduate degree programs.

REL 501 Seminar in the Study of Religion 3(3-0) (Alternate Years)
The study of Religion as an academic discipline, including a selection of leading scholarly approaches to the investigation of religious phenomena. Prerequisite: 9 credit hours in Religion or permission of instructor.

REL 505 Research Seminar 3(3-0) Sp
A seminar supporting research projects in religion, primarily intended for seniors who are religion majors. Prerequisite: for undergraduates, a signed Religion major with completion of REL 501, or permission of instructor. For graduate studies, permission of instructor.

REL 597 Special Topics 1-6(Spec)
Advanced study of selected topics using readings, discussions, lectures, and research as appropriate.

REL 642 African-American Sacred Song 3(3-0)
Study of nature and function of African-American sacred singing from spirituals to contemporary gospel. Singing will be examined in historical context with varied theoretical approaches. Prerequisite: a Bachelor's Degree from an accredited college. No prior knowledge of music theory required.
Physical Education and Sport (PES)

James E. Hornak, Chairperson
SAC 194, (989) 774-6658
E-mail: James.E.Hornak@cmich.edu

H. Ray Allen, Ph.D., Pedagogy
Gary W. Arbogast, Ph.D., Pedagogy and Curriculum
Thomas A. Cappaert, Ph.D., Exercise Science, Research
Judy P. Chandler, Ph.D., Special Physical Education
Li Chen, D.P.E., Sport Management
Janet S. Helfrich, Ed.D., Motor Learning, Sport Psychology, Elementary Physical Education, Coaching
James E. Hornak, Ed.D., Statistics, Motor Learning
Marcia J. Mackey, Ph.D., Sport Management
Tracy W. Olrich, Ph.D., Motor Learning, Psychology of Sport
Barbara K. Peddie, Ph.D., Pedagogy
Rene R. Shingles, Ph.D., Psychosocial Aspects of Sport and Physical Education
Scott J. Smith, Ph.D., Sport Management

The Department of Physical Education and Sport offers a Master of Arts in Physical Education with concentrations in teaching, athletic administration, exercise science, and coaching and a Master of Arts in Sport Administration.

Master of Arts in Physical Education

Students pursuing this degree must complete a minimum of 30 credit hours.

Each option includes a required core of courses, specialization courses, and elective and cognate courses. The student must complete a required core. Credit hours in the core vary depending on whether a thesis (6 credits) or independent study (3 credits) is selected.

The Teaching Option (Option 1) is designed to further the preparation of the student interested in teaching physical education. Primary emphasis is placed on preparing the student to analyze and implement the teaching and curricular process in physical education.

The Athletic Administration Option (Option 2) is designed to prepare the student for a career in collegiate, high school, or community sport administration through theoretical and practical experiences. Practicum experiences and an off-campus internship with a local education agency, university or a sport organization of the student’s choice supplement student coursework.

The Exercise Science Option (Option 3) is designed to prepare students to be exercise specialists or provide a foundation for additional graduate study or both. The study of the physiology of work and exercise is the main emphasis of this program.

The Coaching Option (Option 4) is designed to prepare the student for a career in coaching athletics at the interscholastic or intercollegiate levels. The program is flexible and designed to provide both theoretical and practical experience.

Admission Requirements

To be considered for admission to the Master of Arts in Physical Education degree program, a student must meet the general requirements for admission to the CMU College of Graduate Studies. In addition, applicants for the MA in Physical Education must submit the official GRE results and a resume along with all other application materials. Based upon the undergraduate GPA, GRE results, resume, and professional experience, the candidate may be accepted as a regular or conditional student. For regular admission, the minimum undergraduate GPA must be 3.0 or higher on a 4.0 scale.

To be admitted to Option 1 of this program, a student must present 20 or more hours of physical education or related courses, of which 15 hours must be professional preparation physical education courses. To be admitted to Option 2 or 4 of this program, prior work in physical education is recommended but is not required. To be admitted to Option 3 of this program, the student must present 20 or more hours of exercise science, physical education, or health-related courses. To be assured consideration for admittance, all application materials must be received by the following deadlines: April 1 for fall semester, August 1 for spring semester, and February 1 for summer sessions.

OPTION 1. PHYSICAL EDUCATION - TEACHING

Degree Requirements

Required Core: 12-15 hours

PES 610 (3) Philosophy of Physical Education and Sport
PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation
PES 672 (3) Statistics for Physical Education and Sport, Health and Recreation
PES 691 (3) Independent Study
OR PES 698 (6) Thesis

Specialization Courses: 6 hours

PES 607 (3) Physical Education Curriculum Analysis
PES 615 (3) Analysis of Teaching in Physical Education

Electives and Cognates: 9-12 hours

To be selected in consultation with an advisor.

Total: 30 credit hours

OPTION 2. PHYSICAL EDUCATION - ATHLETIC ADMINISTRATION

Degree Requirements

Required Core: 12-15 hours

PES 610 (3) Philosophy of Physical Education and Sport
PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation
PES 672 (3) Statistics for Physical Education and Sport, Health and Recreation
PES 691 (3) Independent Study
OR PES 698 (6) Thesis

Specialization Courses: 12 hours

PES 603 (3) Administration of Sport and Physical Education
PES 640 (3) Sport and the Law
PES 650 (3) Sport Marketing
PES 699 (3) Internship in Sport Administration

Electives and Cognates: 3-6 hours

To be selected in consultation with an advisor.

Total: 30 credit hours

(continued)
**OPTION 3. PHYSICAL EDUCATION - EXERCISE SCIENCE**

**Required Courses:** 19-22 hours

- BIO 590 (3) Cardiovascular Physiology
- PES 606 (3) Motor Learning and Human Performance
- PES 631 (4) Physiology of Exercise
- PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation
- PES 672 (3) Statistics for Physical Education and Sport, Health and Recreation
  - OR HSC 544 (3) Biostatistics

- PES 691 (3) Independent Study
  - OR PES 698 (6) Thesis

**Electives and Cognates:** 8-11 hours

To be selected in consultation with an advisor.

**Total:** 30 credit hours

**OPTION 4. PHYSICAL EDUCATION - COACHING**

**Degree Requirements**

**Required Core:** 12-15 hours

- PES 610 (3) Philosophy of Physical Education and Sport
- PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation
- PES 672 (3) Statistics for Physical Education and Sport, Health and Recreation
- PES 691 (3) Independent Study
  - OR PES 698 (6) Thesis

**Specialization Courses:** 8-9 hours

- PES 560 (3) Principles and Foundations of Coaching
- PES 606 (3) Motor Learning and Human Performance
- PES 611 (3) Psychology of Sport
- PES 620 (3) Sport: An Interdisciplinary Study

**Electives and Cognates:** 6-10 hours

To be selected in consultation with an advisor.

**Total:** 30 credit hours

**Master of Arts in Sport Administration**

This is a 36-hour graduate program designed specifically for full-time on-campus students to meet the National Association for Sport and Physical Education-North American Society for Sport Management standards for accreditation.

The master’s degree in sport administration is designed to prepare the student for a career in administration in a sport-related field. The program is flexible and designed to provide both theoretical and practical experience that will meet the needs and interests of the individual.

Each student’s elective and cognate courses shall be selected in consultation with the faculty advisor. Special emphasis will be toward strengthening areas not included in the student’s undergraduate program. Students who lack the prerequisites for graduate courses will be expected to make up these deficiencies in addition to the normally prescribed coursework for the degree.

**Admission Requirements**

To be considered for admission to the Master of Arts in Sport Administration degree program, a student must meet the general requirements for admission to the CMU College of Graduate Studies. In addition, the applicants for the MA in Sport Administration must submit the official GRE results, three letters of recommendation, and a resume, along with all other application materials. Based upon the undergraduate GPA, GRE results, resume, professional experience, and the three letters of recommendation, the candidate may be accepted for regular or conditional admission. For regular admission, the minimum undergraduate GPA must be 3.0 or higher on a 4.0 scale. To be assured consideration for admittance, all application materials must be received by the following deadlines: April 1 for fall semester, August 1 for spring semester, and February 1 for summer sessions.

**Other Requirements**

Students must consult with an advisor prior to taking a 500-level course.

**Required Courses (30-36 hours)**

- PES 602 (3) Sport Management: Theory and Application
- PES 603 (3) Administration of Sport and Physical Education
- PES 625 (3) Facilities for Sport and Physical Education
- PES 640 (3) Sport and the Law
- PES 645 (3) Financial Management of Sport
- PES 650 (3) Sport Marketing
- PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation
- PES 672 (3) Statistics for Physical Education and Sport, Health and Recreation
- PES 691 (3) Independent Study
  - OR PES 698 (6) Thesis
- PES 699 (3-6) Internship in Sport Administration

**Electives and Cognates (0-6 hours)**

These courses will be selected from Educational Administration, Interpersonal and Public Communication, Management, Marketing, Physical Education and Sport, etc.

**Total:** 36 credit hours
Master of Science in Administration (MSA)

The Master of Science in Administration Program requires 36 Credit Hours of graduate study. The MSA program provides students with the fundamental principles required for successful sport administrative careers in the public, private, or nonprofit sectors.

The required core courses of the MSA program (15-21 Credit Hours) provide a comprehensive overview of organizational and human relationships and the administrative mechanisms through which to make sound analytical judgments and decisions.

The Sport Administration concentration (15-18 Credit Hours) provides specific skills required for administrators of college, professional, or commercial sport.

Please go to pages 192 (Core Classes) and 196 (Concentration Classes) or to www.grad.cmich.edu/msa/.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: PES 592, 595, 690, 693, 696, and specifics to make sound analytical judgments and decisions.

Course Descriptions

PES 508 Education on Sexual Aggression for School/Community 3(Spec)

This course addresses the realities of sexual aggression, and how schools, corporations, and communities can educate their respective populations on these topics. Identical to HSC 508. Credit may not be earned in more than one of these courses. Prerequisite: PES 143 or permission of the instructor.

PES 550 Sport Fundraising 3(3-0) F, Sp

Provides theoretical and practical applications of fundraising in the sport industry. Prerequisite: minimum 86 credit hours (senior status) or graduate status.

PES 560 Principles and Foundations of Coaching 3(3-0) F, Sp

Practical and relevant information that is appropriate for interscholastic coaches. Includes eligibility for Program for Athletic Coaches Education (P.A.C.E.) certification. Prerequisite: 56 hours of course credit.

PES 564 Sport Governance: Ethics, Morals, and Values 3(3-0)

Investigation of how ethics, morals, and values influence the interpretation of laws and adherence to rules governing sport competition by athletes, coaches, and administrators. Prerequisite: minimum 86 credits (senior status) or graduate status.

PES 570 Advanced Coaching in Basketball 2(2-0) Su

Study of most recent basketball trends and new techniques, methods, and philosophies in the coaching of basketball.

PES 572 Advanced Coaching in Baseball 2(2-0) Su

Coaching philosophy, new techniques and drills, practice organization, coaching duties, and strategy. Prerequisite: PES 372 or permission of instructor.

PES 574 Advanced Coaching of Football 2(2-0) Su

Study of recent changes and new trends in coaching of football.

PES 582 Current Applications of Athletic Training Techniques 2(1-2) D

Practical techniques in administering supportive wrapping, taping, and specified emergency procedures. Prerequisite: PES 280 or PES 597 (in Athletic Training). Not open to students enrolled in Athletic Training minor.

PES 592 Independent Reading 1(Spec) F, Sp, Su

Exploration of one or more aspects of the field of physical education by individual study. Prerequisite: permission of the Department chairperson and instructor required.

PES 595 Issues in Physical Education and Sport 1-6(Spec) D

Investigation of selective major issues in physical education and sport. Prerequisite: permission of the instructor.

PES 602 Sport Management: Theory and Application 3(3-0)

An introduction to the theoretical basis of sport management combined with supervised experiences in sport event management. Credit may not be earned in both PES 602 and PES 690. Prerequisites: graduate student accepted in the MA in Physical Education - Option 2: Athletic Administration; MA in Sport Administration; or MSA - Sport Administration concentration.

PES 603 Administration of Sport and Physical Education 3(3-0) D

A study of administrative techniques and administrative problems related to sport and physical education.

PES 606 Motor Learning and Human Performance 3(3-0) D

Factors that make for successful motor performance, including learning theory, distribution and type of practice, developmental factors, and psychological factors.

PES 607 Physical Education Curriculum Analysis 3(3-0) D

Students will be provided a framework for improving and analyzing K-12 programs. Planning, implementing, improving, and redesigning curricula will be emphasized. Prerequisite: PES 416 or equivalent.

PES 610 Philosophy of Physical Education and Sport 3(3-0) D

Philosophical foundations underlying physical education and sport with particular emphasis upon the development of a consistent and rational professional philosophy.

PES 611 Psychology of Sport 3(3-0) D

The psychological dimension in sport as it pertains to the athlete, the coach, and the spectator; the latest psychological findings dealing with the relationship between individuals and sport.

PES 615 Analysis of Teaching in Physical Education 3(3-0) D

A comprehensive review and analysis of teaching functions and processes with a particular emphasis on how to improve the instructional behaviors of physical educators. Prerequisite: PES 203 or PES 303 or PES 315 equivalent.

PES 619 Continuing Registration for Final Research Project 1(1-0) F, Sp, Su

A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PES 620 Sport - An Interdisciplinary Study 3(3-0) D

An interdisciplinary study in sport in America through an examination of the historical, sociological, and philosophical principles of play, sport, games, and athletics.

PES 625 Facilities for Sport and Physical Education 3(3-0) D

Basic planning principles from which guidelines to planning facilities can be established. Visitation to various state facilities. Prerequisite: none.

PES 631 Physiology of Exercise 4(3-2) D

Physiological basis of human movement and its application to physical training and performance. Identical to HSC 631. Credit may not be earned in more than one of these courses.

PES 640 Sport and the Law 3(3-0) D

Provides the entering professional with a practical and theoretical application of U.S. law to the sport industry. Prerequisite: PES 670 or HSC 670.

(continued)
PES 645 Financial Management of Sport 3(3-0)
Application of the fundamental concepts and theories of finance to the field of sport management. Prerequisites: none.

PES 650 Sport Marketing 3(3-0) D
Provides a practical and theoretical application of marketing science to all realms of the sport industry. It is also a basic course in a sequence of core courses taken to complete an MSA degree with a concentration in Sport Administration.

PES 660 Biomechanics 3(3-0) D
Study of biological and mechanical aspects of biomechanics including the techniques of visual and cinematographic analysis.

PES 670 Research Methods for Physical Education and Sport, Health and Recreation 3(3-0) F, Sp, Su
Basic research methods and techniques essential in performing and interpreting scientific studies. Recommended: 6 hours of graduate coursework completed prior to enrollment. Identical to HSC 670. Credit may not be earned in more than one of these courses.

PES 672 Statistics for Physical Education and Sport, Health and Recreation 3(3-0) D
Basic descriptive and inferential statistical concepts and techniques commonly encountered in professional literature and essential to teaching and research.

PES 690 Practicum 1-4(Spec) F, Sp, Su
To give the student professional experience of a supervisory or administrative nature in a public school, educational institution, or community agency. Master's degree candidates only. CR/NC only.

PES 691 Independent Study 3(Spec) F, Sp, Su
A topic is selected, researched and a scholarly paper prepared in consultation with an advisor. CR/NC only. Prerequisite: PES 670 or equivalent.

PES 693 Field Study in Physical Education and Sport 1-6(Spec) F, Sp, Su
An approved investigation, survey, study, or descriptive observation in some area of physical education or sport, performed off campus. CR/NC only.

PES 696 Seminar in Physical Education 2(2-0) D
Individual and group study of problems in physical education. Systematic analysis of individual and committee reports and research contributions on current problems.

PES 698 Thesis 1-6(Spec) F, Sp, Su
The student develops and completes a research study in a specific area of physical education. CR/NC only. Prerequisite: PES 670 or PES 672 or equivalent or either. 2 hours may be taken concurrently with PES 670.

PES 699 Internship in Sport Administration 3-6(Spec) F, Sp, Su
Practical experience in a professional, collegiate, high school, or commercial sport setting, supervised by a qualified sport administrator. CR/NC only. Prerequisite: 16 hours of completed graduate degree work.

PES 703 Advanced Independent Reading 1-2(Spec) F, Sp, Su
An in-depth, scholarly study of a selected phase of physical education or sport through individualized reading.

PES 791 Independent Study 2(Spec) D
A topic is selected, researched, and a scholarly paper prepared, in consultation with an advisor. CR/NC only. Prerequisite: PES 670 or equivalent.

Physics (PHY) (PHS) (AST)

Stanley Hirschi, Chairperson
Dow 203, (989) 774-3321

David H. Current, Ph.D., Condensed Matter Physics, Laser Spectroscopy, NMR

Joseph Finck, Ph.D., Nuclear Physics, Science Policy

Marco Fornari, Ph.D., Condensed Matter Physics, Ferroelectric Materials

Stanley Hirschi, Ph.D., Theoretical Physics, Polymer Physics

Mihai Horoi, Ph.D., Nuclear Physics, Computational Physics

Didarul Qadir, Ph.D., Condensed Matter Physics, Glassy Thin Films

Koblar A. Jackson, Ph.D., Condensed Matter Physics, Clusters, Point Defects

Wayne Osborn, Ph.D., Observational Astronomy, Variable Stars

Valeri Petkov, Ph.D., Materials, X-ray Diffraction

Frederick M. Phelps, Ph.D., Optics, Science Education

Andrzej Sieradzan, Ph.D., Atomic Physics, Laser Spectroscopy, Optics

Sudha Srinivas, Ph.D., Condensed Matter Physics, Clusters

Glen Williams, Ph.D., Astrophysics, Accretion Disks

The Central Michigan University Department of Physics offers the Master of Science in physics for students who are interested in careers in business, industry, and government as well as for those preparing to teach at the undergraduate level, or for those considering doctoral work in physics or a related area such as materials science or astronomy. Classes are small, and students have the opportunity for close supervision and individual attention. Graduate research assistantships and industrial internships are available in several research areas, in addition to the unrestricted graduate teaching assistantships and fellowships. In past years, most graduate students in the Department of Physics have received financial support.

Department faculty are active in the following areas of research: astrophysics, atomic physics, computational physics, condensed matter physics, nuclear physics, observational astronomy, and science education. Valuable collaborative research materials efforts exist with other CMU departments, local industries, and research centers at other universities. A biweekly seminar series brings experts with varied research interests to campus.

The department is housed in the Leon A. and Frances M. McDermott wing of the Dow Science Center. The laser laboratory is presently equipped to perform fluorescence lifetime studies and Doppler-limited spectroscopy. The polymer physics laboratory, part of CMU's Polymeric Materials Science and Technology Institute, has equipment to measure rheological properties of polymer fluids and melts. The condensed matter laboratory is designed to study the electrical and optical properties of inorganic glassy thin films. The X-ray diffraction laboratory is equipped to study the structure of both crystalline and amorphous materials. The Brooks Astronomical Observatory is equipped for photometric photometry, plate or film photography, and general visual observing. The department houses CMU's Center for High Performance Scientific Computing, currently a Beowulf cluster of Alpha-based workstations (40 processors). Support facilities include electronics and machine shops, both staffed by full-time technicians.
Master of Science

Admission, Retention, and Termination Standards

For admission to the physics graduate program, a bachelor’s degree in physics is required with a minimum grade point average in physics of 2.6. An applicant with minor deficiencies may be admitted with the understanding that coursework in addition to the usual 30 hours may be required. Students from non-English speaking countries are required to demonstrate proficiency in English via the TOEFL exam. Applicants for graduate assistantships are strongly urged to submit GRE General and Physics scores. A maximum of 24 credits earned during non-degree status may be applied toward a graduate degree in Physics.

Degree Requirements - Plan A

The requirements for the M.S. in Physics are based on a core of twelve semester hours in advanced mechanics, electricity and magnetism, and quantum mechanics. 3 hours of seminar are required, and 6 hours of credit are given for the thesis. In consultation with an advisor the student selects at least nine additional hours in areas of specific value to the student. The program is normally completed in two years. There is no qualifying examination, and no foreign language is required.

I. Courses in Physics (24-30 hours)

1. Required Courses:  PHY 624, 634, 643, and 644.
2. Seminars: 3 hours of PHY 685.
3. Research: 6 hours of PHY 798.
4. Electives: three to 9 hours of physics courses or AST 562 or 563.

II. Cognate courses (0-6 hours)

Cognate courses may be chosen to meet the individual needs of the student, but must be in a discipline closely related to the area of specialization.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: PHS 563, 565, 590; PHY 578, 580, 685, 780, 790; AST 590.

Course Descriptions

Physics

PHY 505 Teaching Chemistry and Physics in the Secondary School  3(3-0) Sp
Course surveys materials for the teaching of secondary chemistry/physics. For students on teaching curricula, the course must be completed prior to student teaching. Identical to CHM 505. Credit may not be earned in more than one of these courses. Prerequisites; junior standing; CHM 132 or CHM 161; PHY 131 or PHY 146 or equivalent.

PHY 507 Field Experience in Teaching Chemistry/Physics 1(Spec) Sp
Supervised experience in high school chemistry and/or physics classes. Experience will include observation, participation in instruction, and critical analysis of the experience. CR/NC only. Identical to CHM 507. Credit may not be earned in more than one of these courses. Corequisites: CHM/PHY 505 or equivalent.

PHY 517 Computational Physics 3(3-0) (Odd Year)
Introduction to standard numerical techniques applied to problems in physics, including numerical differentiation and integration, systems of differential equations, eigenvalues and eigenvectors, and Monte Carlo simulations. Prerequisites: PHY 312, PHY 322, and PHY 332, and a basic knowledge of a programming language such as FORTRAN. Corequisite or prerequisite: PHY 442.

PHY 533 Electromagnetic Waves 3(3-0) D
Maxwell’s equations and boundary value problems in electrostatics. Production and propagation of electromagnetic radiation. Prerequisite: PHY 332.

PHY 552 Nuclear Physics 3(3-0) Sp (Odd Year)
Radioactive transformations, detection of radiation, methods of producing high-speed particles, nuclear structure, fission, cosmic radiation and applications of radioactivity. Prerequisite: PHY 247.

PHY 554 Optics 3(3-0) F (Even Year)
Geometrical and physical optics; electromagnetic theory of light, interference and diffraction from the standpoint of Huygens’ principle, and polarized light. Prerequisite: PHY 247.

PHY 556 Solid State Physics 3(3-0) Sp (Even Year)
Atomic, molecular and crystal structure, energy levels of electrons, and binding energies in molecules and solids. Prerequisites: PHY 322 and PHY 332.

PHY 578 Experimental Physics 2-4(3-0) Sp
Selected experiments utilizing the techniques of modern experimental physics. May be retaken for up to 4 hours of credit. Prerequisite: PHY 277 or equivalent.

PHY 580 Special Topics 1-9(Spec) D
Topics not ordinarily covered in regular courses. Prerequisite: permission of instructor.

PHY 614 Methods of Theoretical Physics 3(3-0) D
Application of advanced mathematical techniques to physical theory. Prerequisite: PHY 313 or equivalent.

PHY 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PHY 624 Advanced Mechanics 3(3-0) F (Odd Year)
Special relativity, kinematics, and dynamics of rotational motion, coupled oscillations, canonical transformation, Hamilton-Jacobi theory, classical fields. Prerequisite: PHY 322 or equivalent.

PHY 634 Advanced Electricity and Magnetism 3(3-0) Sp (Even Year)
Boundary value problems, time-varying fields and the initial value problem. Covariant description of electrodynamics and radiation by point charges. Prerequisite: PHY 332 or equivalent.

PHY 643 Quantum Mechanics I 3(3-0) F (Even Year)
The scattering matrix formulation of quantum mechanics, symmetry groups in quantum mechanics, perturbation theory. Prerequisite: PHY 442 or equivalent.

PHY 644 Quantum Mechanics II 3(3-0) Sp (Odd Year)
Identical particles, the self-consistent field, theory of multiplets, semiclassical theory of radiation, atomic collisions. Prerequisite: PHY 643 or equivalent.

PHY 685 Seminar: Contemporary Physics 1-4(Spec) F, Sp
Discussion of recent research in various subfields of physics. Emphasis on oral presentation and literature searches. Offered in 1 hour blocks, but may be retaken three times. Prerequisite: graduate standing in physics.

PHY 780 Topics in Physics 1-9(Spec) D
Topics not ordinarily covered in regular courses. Prerequisite: one course at 500 or 600 level.

PHY 790 Independent Study 1-3(Spec) F, Sp
Individual study in an area not covered by regular courses. Prior permission of instructor must be obtained.

PHY 798 Thesis 1-6(Spec) F, Sp
Individual research, with thesis. Directed by a committee. CR/NC only.

(continued)
Physical Science

PHS 522 Workshop for Physical Science 3(2-2) D
Development of units for use in the teaching of physical science, including the preparation of simple equipment for science demonstrations. Course designed primarily for teachers K-9. Prerequisite: PHS 251 or equivalent.

PHS 551 History and Literature of Physical Science 3(3-0) D
Physical science in western civilization, emphasizing the scientific revolution and reaching back to the middle ages and the ancient world. Prerequisite: PHS 251 or equivalent.

PHS 563 Physical Science Practicum 2-6(Spec) F, Sp
Practical experience in observation and teaching of investigative approaches to physical science under supervision of an experienced instructor. Prerequisite: permission of instructor.

PHS 565 Selected Topics in Physical Science 1-6(Spec) D
Topics not ordinarily covered in regular courses.

PHS 590 Independent Study 1-6(Spec) D
Individual study in an area not covered by regular courses. Prior permission of the instructor must be obtained.

Astronomy

AST 511 Astronomy for Teachers 3(2-2) D
Teaching astronomy in the elementary, middle, and secondary schools. Appropriate subject matter, student activities, demonstrations, experiments, sources of astronomical materials, planetarium utilization. Prerequisite: AST 111.

AST 562 Observational Astronomy 4(3-2) F (Odd Year)
Celestial mechanics, astronomical instruments, and the techniques of astronomical direct imaging, photometry, and spectroscopy. Prerequisites: PHY 322 and either AST 260 or AST 261; or permission of the instructor.

AST 563 Astrophysics 3(3-0) Sp (Even Year)
Stellar atmospheres, stellar interiors, interstellar matter and topics of current interest. Prerequisites: AST 261 and PHY 332 or permission of instructor.

AST 590 Independent Study 1-6(Spec)
Individual study in an area not covered in regular courses. Prior permission of the instructor must be obtained. Prerequisites: AST 260 and permission of instructor.

Political Science

Won Paik, Chairperson
247 Anspach Hall, (989) 774-3442

Joyce A. Baugh, Ph.D., Constitutional Law

Edward Clayton, Ph.D., Normative Political Theory

John Dinse, Ph.D., Political Theory, Modern Ideologies

Moataz A. Fattah, Ph.D., Comparative Politics, Middle East

James P. Hill, Ph.D., Public Policy

David K. Jesuit, Ph.D., Comparative Politics, Western Europe

Sterling Johnson, Ph.D., American Foreign Policy

Rick Kurtz, Ph.D., Public Administration

Martha Logsdon, Ph.D., East and Southeast Asian Political Systems

Christopher Owens, ABD, American Political Parties, Political Behavior

Won Paik, Ph.D., International Relations

Orlando Perez, Ph.D., Comparative Politics, Latin America

Delbert Ringquist, Ph.D., Public Policy, Leadership and The Presidency

Vidu Soni, Ph.D., Human Resource Management

Lawrence Sych, Ph.D., State and Local Government and Public Administration

The Department of Political Science offers a Master of Arts degree in Political Science, a Master of Public Administration degree, and courses contributing to several other graduate programs at the university, including a concentration in Public Administration in the Master of Science in Administration. The department also offers courses which fulfill the requirements for the Political Science Concentration in Option 1, Teaching in the Senior High School in the Master of Arts in Secondary Education Unit in this Bulletin.

The department’s graduate level internship program provides working knowledge of and experience in public and non-profit agencies.

The specific requirements for the Master of Arts in Political Science and the Master of Public Administration are stated in separate sections below.

Master of Arts

Mission Statement

The Master of Arts (MA) program in Political Science at Central Michigan University is designed for students who are planning to pursue further graduate education and for students who, for reasons of career enhancement or of specialized training for employment, are seeking a Master’s degree as their ultimate goal. The Department provides students with rigorous academic training in the discipline and offers students the option to specialize either in the study of American Politics or Comparative Politics and International Relations. This preparation enables CMU graduates to be competitive when applying to Ph.D. programs, law schools or other graduate programs. In addition, CMU MA graduates will be well-prepared for a wide range of other careers, including federal, state and local government, the Foreign Service, teaching at the community college or high school level, and careers in the private sector.

Accordingly, the Master of Arts (MA) program in Political Science at Central Michigan University has the following goals:
• educating students about the diversity of models, approaches, and intellectual traditions within Political Science;
• training students in the appropriate research skills necessary to complete their research objectives;
• preparing students for entrance into Ph.D. programs in Political Science, entrance into law schools, entrance into public service, or for upgrading their credentials for careers in teaching, including primary and secondary education;
• developing students’ ability to critically analyze and evaluate scholarly work;
• fostering students’ ability to think critically and effectively express their thoughts in written and oral communication;
• encouraging and mentoring students’ professional growth through research and presentations at professional conferences;
• providing opportunities to network within the field of study through internships, honorary organizations and on-campus events.

Admission Requirements

1. An undergraduate grade point average of at least 2.8 (on a 4.0 point scale).
2. A minimum of 18 undergraduate hours in the social sciences of which at least 6 hours are in political science.
3. An essay (two or three pages, double-spaced) including a discussion of the applicant’s professional and/or educational goals and how completion of the program will facilitate his or her achievement of those goals. This essay replaces the written statement requested as part of the application to the College of Graduate Studies.
4. Two letters of recommendation from college faculty or other professionals who are familiar with the applicant’s abilities and can attest to the applicant’s potential to succeed in the program.
5. Evidence of successful completion of an undergraduate statistics or research methods course.
6. If the applicant is an international student for whom English is not the first language, a score of 213 on the computer-based (or 550 on the written-based) Test of English as a Foreign Language (TOEFL).
7. Per university policy, conditional admission may be considered for applicants with backgrounds or grade point averages that do not meet these requirements. Courses taken to meet these requirements may not be counted toward graduate degree requirements. Regular admission status should be requested upon completion of all conditional requirements.
8. Up to 9 semester hours of graduate credit may be transferred from another institution with approval of the advisor and the dean of the College of Graduate Studies.

Degree Requirements

A student must complete a minimum of 30 hours according to the plan of study below. At least 15 of the hours presented for the degree must be in courses at or above the 600 level.

The student must complete the required core courses (12 hours); either the Comparative/International Concentration or the American Concentration (12 hours); and the master’s thesis (6 hours).

Required Core (12 hours)
PSC 514 (3) American Public Policy Making
PSC 740 (3) Seminar in Comparative Politics
PSC 770 (3) Political Theory
PSC 780 (3) Research in Public Administration in Political Science

Comparative/International Concentration (12 hours)
PSC 515 (3) Comparative Public Policy
PSC 642 (3) Problems and Processes of International Development
PSC 551 (3) Seminar in International Relations
OR PSC 555 (3) International Law
Electives appropriate to the field (3)

American Concentration (12 hours)
PSC 520 (3) Seminar in American National Politics
PSC 556 (3) Intergovernmental Relations in the U.S.
Electives appropriate to the field (6)

Thesis (6 hours): required of all students

Total: 30 credit hours

Electives: any 500 to 700 level course in political science, history, economics, or geography selected with advisor. Students are reminded that they must take 15 hours of 600 and above level classes in their total program. Advisors may make substitutions to the course requirements noted above to fit the student’s focus and the availability of coursework.

Master of Public Administration

Mission Statement

The Master of Public Administration at Central Michigan University provides a professional degree to prepare students to assume careers in the public and non-profit sectors. The program focuses on developing critical thinking, analytical skills, and an appreciation for ethical decision making. The program maintains a commitment to the recruitment and education of a diverse student body.

Accordingly, MPA-CMU has the following goals:

• Graduating well qualified professionals who will assume careers in the public and non-profit sectors.
• Balancing practical learning with the current theories of management, leadership, and administration.
• Providing a systematic understanding of political, economic, and social issues facing public administrators.
• Developing quantitative, technological, and analytical skills appropriate to current and future work in the public and non-profit sectors.
• Offering students professional development opportunities through internships and applied research in the public and non-profit sectors.
• Develop core competencies in problem solving skills, policy analysis, legal and constitutional frameworks, and management of a diverse workforce.
• Growing the MPA program for an off-campus audience through traditional and non-traditional delivery modes; to non-profit professionals; through the use of information technology; and the development of an international program.

MPA Admission Requirements

MPA Admission Requirements include the following:

1. An undergraduate grade point average of at least 2.8 (on a 4.0 point scale).
2. A minimum of 18 undergraduate hours in social science.
3. Evidence of successful completion of an undergraduate statistics or research methods course is required.
4. An essay (two or three pages, double-spaced) including a discussion of the applicant’s professional goals and how completion of the program will facilitate his or her achievement of those goals. This essay replaces the written statement requested as part of the application to the College of Graduate Studies.

(continued)
5. Three letters of recommendation from former professors or professionals in the field of public service that attest to the applicant's potential to succeed in the program.

6. If the applicant is an international student for whom English is not the first language, a score of 550 on the written-based (or 213 on the computer-based) Test of English as a Foreign Language (TOEFL).

7. Per university policy, conditional admission may be considered for applicants with backgrounds or grade point averages that do not meet these requirements. Courses taken to meet these requirements may not be counted toward graduate degree requirements. Regular admission status should be requested upon completion of all conditional requirements.

8. Up to 9 semester hours of graduate credit may be transferred from another institution with approval of the advisor and the dean of the College of Graduate Studies.

Financial Assistance

Each year the Political Science Department awards a limited number of graduate assistantships to students who have been admitted to the MPA or MA in Political Science programs. Graduate assistants work 20 hours per week for the Department by assisting in faculty research and teaching activities. Graduate assistants receive tuition credit and a stipend as compensation. An application for a Political Science Graduate Assistantship is available from the Department. Applications are due by March 10th and selection for assistants for the following academic year (August - May) occurs in early April.

Graduate research fellowships and King/Chavez/Parks fellowships are offered by the College of Graduate Studies. Several former MPA students have also successfully competed for John L. Warnier scholarships from the College of Humanities and Social & Behavioral Sciences. (See Financial Aid section in the Bulletin.)

The College of Graduate Studies also offers three competitive small grants and awards for graduate students. These include Research Grants, Publication and Presentation Grants, and Outstanding Thesis and Dissertation Awards. (See Financial Aid section in the Bulletin.)

Barbara P. Green Scholarship in State and Local Government

Established in 2004 by family and friends for public administration and political science graduate students with an interest in state and local government.

Edward H. Potthoff Scholarship in Local Government Administration

Established in 1983 by family and friends for public administration graduate students demonstrating a career interest in local government.

Degree Requirements

The requirements for the MPA degree consist of 36 hours of coursework. First, completion of a set of core courses presents an understanding of essential components of the discipline. Then, with the approval of an advisor, the student creates a degree emphasis in one of three ways: a) by selecting a specific concentration in either Public Management or State and Local Government; b) by selecting a set of general elective courses; or c) by selecting a set of cognate courses focused on a particular subject area. Using this last method, MPA students have developed emphases in such areas as Planning and Land Use, Health Administration, and Recreation Management by incorporating courses from other departments, again with the approval of an advisor. The pre-service student will also complete an internship of 3 hours in place of an elective course. Before a student’s final semester, he or she forms a Plan B paper committee of three members and with their advice develops an approved research topic. The student will present his or her finished paper to the committee when completed. Advisors may make substitutions to the course requirements noted above to fit the student’s focus and the availability of coursework.

Core Courses (21 hours)

- PSC 514 (3) American Public Policy Making
- PSC 610 (3) Foundations of Public Administration
- PSC 711 (3) Public Personnel Administration Practice
- PSC 713 (3) Public Budgeting and Finance
- PSC 714 (3) Program Analysis and Evaluation
- PSC 775 (3) Organization Theory in Public Administration
- PSC 780 (3) Research in Public Administration in Political Science

Internship (0-3 hours)

- PSC 795 (3) Internship in Government and Politics

In-service students with experience are not required to take an internship. Students without experience will take 3 hours of internship.

Plan B Paper (3 hours)

- PSC 796 (3) Applied Research in Public Administration

Select One of the Following (9-12 hours):

1. Public Management Concentration (9-12 hours)

- PSC 522 (3) Regulatory Processes and Administrative Law
- PSC 565 (3) Managing Modern Local Government
- PSC 585 (3) Computer Applications for Public Administrators
- PSC 712 (3) Implementation and Reform of Public Programs
- PSC 774 (3) Strategic Planning for Public/Non-Profit Organization
- PSC 785 (3) Strategic Leadership

2. State and Local Government Concentration (9-12 hours)

- PSC 561 (3) American State Government and Administration
- OR PSC 761 (3) Seminar in American State Government
- PSC 563 (3) Politics and Policy in Urban Communities
- PSC 565 (3) Managing Modern Local Government
- PSC 566 (3) Intergovernmental Relations in the United States

3. General Electives (9-12 hours)

If no concentration or emphasis is selected, the student may choose from 9 to 12 hours from the following courses for a General Administration track.

- PSC 522 (3) Regulatory Processes and Administrative Law
- PSC 561 (3) American State Government and Administration
- OR PSC 761 (3) Seminar in American State Government
- PSC 565 (3) Managing Modern Local Government
- PSC 566 (3) Intergovernmental Relations in the United States
- PSC 583 (3) Survey Research
- PSC 585 (3) Computer Applications for Public Administrators
- PSC 712 (3) Implementation and Reform of Public Programs
- PSC 773 (3) Public Administration and Public Interest
- PSC 774 (3) Strategic Planning for Public/Non-Profit Organization
- PSC 785 (3) Strategic Leadership

4. Cognate Courses (9-12 hours)

With the approval of an advisor, a student may create an emphasis in a subject area by selecting from 9 to 12 hours of cognate coursework. A cognate course is one outside of but related to the principal discipline of Public Administration.

Total: 36 hours
Master of Science in Administration (MSA)

The Master of Science in Administration Program requires 36 Credit Hours of graduate study. The MSA Program provides students with the fundamental principles required for successful administrative careers.

The required core courses of the MSA program (15-21 Credit Hours) provide a comprehensive overview of organizational and human relationships and the administrative mechanisms through which to make sound analytical judgments and decisions.

The Public Administration concentration (15-18 Credit Hours) provides students with background and competency in five areas: 1) the political, social, and economic environment of public administration; 2) the public management process; 3) public policy analysis; 4) research and analytic methods; and 5) organizational theory and behavior.

Please go to pages 192 (Core Classes) and 195 (Concentration Classes) or to www.grad.cmich.edu/MSA/.

Certificate of Professional Development in Public Administration

The 15 credit hour certificate is designed for regularly admitted graduate students who desire advanced training in the field of public administration, but who are not seeking a master's degree at this time. Credits successfully earned with the certificate program can be transferred toward the MPA degree. Students may substitute courses only upon approval of the Public Administration Council. Admission is through the College of Graduate Studies. Students pursuing this certification program should have a background in political science, public administration, economics, social work, criminal justice or any other administration related field.

Required courses
- PSC 585 (3) Computer Applications for Public Administrators
- PSC 711 (3) Public Personnel Administration Practice
- PSC 713 (3) Public Budgeting and Finance
- PSC 714 (3) Program Analysis and Evaluation
- PSC 775 (3) Organizational Theory in Public Organization
  OR PSC 710 (3) Seminar in Public Bureaucracies and Policy Formation

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: PSC 590, 598, 770, 790, 795.

Course Descriptions

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: PSC 522, 551.

PSC 514 American Public Policy Making 3(3-0)
This course serves to integrate political institutions and levels of government in terms of policy development and implementation.

PSC 515 Comparative Public Policy 3(3-0)
Techniques of cross-national and other comparative policy analysis applied to social and economic policies of industrialized nations, especially Western Europe.

PSC 516 Environmental Politics and Policy 3(3-0)
Analysis of relationships between politics and public policy in the environmental arena. Emphasis upon policy making process, political strategies, and alternative decision modes. Prerequisites: complete minimum of 56 credit hours of university coursework, or permission of instructor.

PSC 520 American National Government and Politics 3(3-0)
This course will examine the major theoretical frameworks used in the study of American national government and politics and survey current research in the area. Prerequisites: a minimum of 9 hours of political science coursework, including PSC 105 or permission of instructor.

PSC 522 Regulatory Processes and Administrative Law 3(3-0)
Survey of the principles of administrative law and the politics of the U.S. regulatory processes.

PSC 540 Cultural Heritage and Politics of Eastern Europe 3(3-0)
Comparative study of political systems of Soviet bloc countries and Yugoslavia.

PSC 551 Seminar in International Relations 3(3-0)
Significant aspects of international relations on the basis of timeliness and importance.

PSC 555 International Law I 3(3-0)
Processes of international law; role in international relations and organizations; effects on individual rights in peacetime through cases, treaties, customs, and legal rules.

PSC 561 American State Government and Administration 3(3-0)
Political, legislative, executive, and judicial processes of American state government, with emphasis on the way they affect public policies in the states.

PSC 563 Politics and Policy in Urban Communities 3(3-0)
Examination of large and small city governments. Their political process, behavior and citizen participation. Emerging public policies and intergovernmental cooperation.

PSC 565 Managing Modern Local Government 3(3-0)
Covers all aspects of local government. Simulated problem solving in local administration. Prerequisite: a course in local government.

PSC 566 Intergovernmental Relations in the United States 3(3-0)
An analysis on the administrative and fiscal relationships between the national, state, and local governments, with emphasis on grants-in-aid and revenue sharing.

PSC 583 Survey Research 3(3-0)
Development and utilization of quantitative data, with emphasis on behavioral research, public opinion polling, and statistical analysis.

PSC 585 Computer Applications for Public Administrators 3(3-0)
To teach public administrators applied public sector information systems, and the role that computers play in the management of information in a democracy. Prerequisites: undergraduate computer skills, such as CPS/BIS 106 and CPS/BIS 107, and PSC 210 or permission of the instructor.

PSC 590 Independent Study 1-6(Spec)
Open to majors or minors who have completed at least 12 hours of political science with a B average. Arrange with department chairperson and instructor.

PSC 598 Special Topics in Political Science 1-12(Spec)
Subject matter not included in courses currently listed in Bulletin.

PSC 610 Foundations of Public Administration 3(3-0)
Overview of major subfields of modern public administration including administrative theories and processes, democratic environments, administrative functions and activities and analytical tools and concepts.
PSC 615 Politics and Regulation of Health Care Policy 3(3-0)
Explore external environments in which health care systems operate, political determinants of health care policy, politics of bureaucracy, social and economic demands placed upon the system.

PSC 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PSC 642 Problems and Processes of International Development 3(3-0)
Impact of modernization and industrialization upon emergent countries and nation-building processes.

PSC 651 Comparative Political & Economic Systems 3(3-0)
An introduction to comparative political and economic systems. How politics and economics interact in theory, as well as in concrete political-economic interactions of nations. Prerequisite: PSC 351.

PSC 701 Seminar on Public Bureaucracies and Policy Formation 3(3-0)
Selected topics in bureaucratic policy-making, including science and public policy, liberalism and the bureaucratic states, and street-level bureaucracies.

PSC 710 Public Personnel Administration Practice 3(3-0)
Emphasizes skill development in selected areas of public personnel administration, including: personnel evaluation, collective bargaining, affirmative action, and human resource planning and development.

PSC 712 Implementation and Reform of Public Programs 3(3-0)
Methodology of implementing public programs. Examination of administrative reforms and their implementation. Prerequisite: admission to MPA program or permission of instructor.

PSC 713 Public Budgeting and Finance 3(3-0)
Advanced study of public budgets and processes. Emphasizes political nature of budget preparation, adoption, administration and evaluation at various levels of government.

PSC 714 Program Analysis and Evaluation 3(3-0)
Methodology of analyzing and evaluating public programs. Design and use of quantitative and qualitative techniques for predicting and measuring performance. Prerequisite: admission to MPA program or permission of instructor.

PSC 715 Program Analysis and Evaluation 3(3-0)
Examination of the specific approaches and methods of comparative political analysis.

PSC 716 Seminar in American State Government 3(3-0)
Study and research in the problems and the process of state government. Content varies. Recommended: PSC 561.

PSC 770 Seminar in Political Theory 3(3-0)
Intensive study of the primary texts of Western political philosophy from ancient Greece to the present day. Prerequisites: none.

PSC 773 Public Administration and Public Interest 3(3-0)
Normative theoretical inquiry into the ethical dimensions of public administration through a variety of sources in political thought and administrative theory.

PSC 774 Strategic Planning for Public/Non-Profit Organizations 3(3-0)
Study of strategic planning process and documents in public and non-profit organizations. Develop and critique strategic plans, goals, and information processes. Prerequisite: PSC 713 or PSC 714, or permission of instructor.

PSC 775 Organization Theory in Public Administration 3(3-0)
A systems approach to studying the appropriate design structures for administering complex organizations in the public sector. Emphasis on diverse strategies in decision making, planning, and coordination.

PSC 780 Research in Public Administration in Political Science 3(3-0)
Conceptual frameworks within which policy is studied, and relationship between theory and empirical research.

PSC 785 Strategic Leadership 3(3-0)
The study of leadership within public and not-for-profit organizations or agencies. Examines major theories of leadership, analyzes case studies involving leaders in various settings, and explores how to lead and manage change in organizations.

PSC 790 Advanced Readings I 1-6(Spec)
Prerequisite: permission of advisor and department chairperson.

PSC 795 Internship in Public Administration 1-6(Spec)
An integrative learning experience where students apply textbook knowledge to public administration and public affairs work experience. CR/NC only. Prerequisite: permission of instructor.

PSC 796 Applied Research in Public Administration 3(3-0)
Work experience in administration in a public agency is utilized in the course for an applied research project to integrate the practical and theoretical contributions.

PSC 798 Thesis 1-6(Spec)
CR/NC only. Prerequisite: written permission of advisor and department chairperson.

Psychology (PSY)

Hajime Otani, Chairperson
101 Sloan Hall (989) 774-3001

Renee Babcock, Ph.D., Georgia Institute of Technology. Adult development and aging, age differences in memory.

Richard Backs, Director, Experimental Psychology, Ph.D., University of Southern California. Engineering Psychology, Psychophysiology.

Terry Beehr, Ph.D., University of Michigan. Job stress, retirement, leadership, promotions.

Sharon Bradley-Johnson, Ed.D., Western Michigan University. Low incidence disabilities, educational diagnosis, infant assessment.

Neil Christiansen, Director, Industrial/Organizational Psychology, Ph.D., Northern Illinois University. Personnel testing and selection, organizational uses of personality inventories.

Stephen Colarelli, Ph.D., New York University. Personne psychology, evolutionary psychology, organizational psychology of personnel programs, human resource policy.

Gary Dunbar, Ph.D., Clark University. Behavioral neuroscience, neurodegeneration, pharmacological treatment of brain damage.

Rachel Foster-Lifson, Ph.D., University of Washington. Self-concept, psychology of women and of religion, social cognition.
Bryan Gibson, Ph.D., University of Utah. Self presentation, smoker-nonsmoker interaction, gambling.

Kyunhee Han, Ph.D., University of Minnesota. Scientific study of culture, statistical evaluation of the cross-cultural equivalence of measures of personality and psychopathology, quantitative methods.

Timothy Hartshorne, Director, School Psychology, Ph.D., University of Texas at Austin. Therapeutic interventions, parent-professional relationships, loss, genetic disorders, deafblindness.

Michael Hixson, Ph.D., Western Michigan University. Curriculum-based measurement, reading direct instruction, precision teaching, applied behavior analysis, behavior development.

Susan Jacob, Ph.D., Michigan State University. Ethical and legal issues in school psychology, child development, sexual minority youth.

Melvyn Jaffa, Ph.D., Columbia University. Social cognition, emotionality, interpersonal behavior, eating.

Carl Johnson, Ph.D., Michigan State University. Organizational behavioral management, behavior analysis, behavioral medicine.

Terry Libkuman, Ph.D., University of Oklahoma. Cognition, motivation, sport psychology.

Elizabeth Meadows, Ph.D., State University of New York at Albany. Anxiety disorders, trauma, prevention of psychopathology, psychological and medical problem interactions.

John Monahan, Ph.D., Duke University. Perception, attention, illusions, computers, perceptual structure.

Sandra Morgan, Ph.D., Central Michigan University. Infant feeding and sleeping, pediatric consultation, academic interventions.

Larissa Niec, Ph.D., Case Western Reserve University. Children’s interpersonal function, impact of out-of-home care on children, child maltreatment, attachment.

Justin Oh-Lee, Ph.D., University of California Los Angeles. Behavioral neuroscience, behavioral pharmacology, neurodegenerative disorders.

Hajime Otani, Ph.D., University of Georgia. Human memory and cognition, eyewitness memory, sex differences in cognitive processes, experimental, cognitive.

Tamara Penix Sbraga, Ph.D., University of Nevada Reno. Sexual deviance and self-control, sex offender treatment, suppression of cognition and emotion, acceptance and commitment therapy.

Debra Poole, Ph.D., University of Iowa. Basic language/cognitive/social development in children related to social issues.

Stuart Quirk, Undergraduate Director, Ph.D., Case Western Reserve University. Emotional response (with a general focus upon psychopathology), emotional regulation through substance use.

Mark Reilly, Ph.D., West Virginia University. Experimental analysis of behavior, operant/respondent conditioning, animal learning, quantitative models, behavioral pharmacology, substance abuse.

Katrina Ryhmer, Ph.D., Mississippi State University. Academic, behavioral, and social/emotional interventions, curriculum-based measurement and single-subject design research.

George Ronan, Ph.D., Fairleigh Dickinson University. Personal problem solving, anger/aggression, psychological assessment.

Michael Sandstrom, Ph.D., Ohio State University. Brain plasticity, compensatory neuronal activity, and behavior associated with deteriorative diseases such as Parkinson's and Huntington's using animal models.

Sonya Sheffert, Ph.D., University of Connecticut. Cognitive Psychology, Psycho-linguistics, Voice Identification

Reid Skeel, Director, Clinical Psychology, Ph.D., University of Florida, Neuropsychology.

K. Roger Van Horn, Ph.D., Iowa State University. Human development, developmental changes in cognitive and psycho-social processes.

Stephen Wagner, Ph.D., Northern Illinois University. Work-related attitudes, the psychology of employee ownership, group dynamics in organizations.

Nathan Weed, Ph.D., University of Minnesota. Assessment of personality and psychopathology, psychometric methods in personality assessment.

The Programs

The first graduate degree awarded in psychology at CMU was the Master of Arts in General Psychology in 1967. Since then the department has expanded its programs to include, along with the Master of Science in Experimental Psychology, a Master of Arts in Industrial/Organizational Psychology, a Specialist in Psychological Services in School Psychology, and Doctor of Philosophy degrees in Industrial and Organizational Psychology, Clinical Psychology, School Psychology and Applied Experimental Psychology. These programs have been, and continue to be, successful, with some of its graduates attaining national and international recognition in psychology. To acknowledge program excellence and as an expression of university support of programs, the department has maintained its status as a Graduate Center For Excellence since the inception of this designator in 1992.

The Department of Psychology maintains a variety of facilities that are used in the education of graduate students. Following is a brief description of those most frequently used within the department and university.

Computer Facilities. A computer lab for graduate students is located in Sloan Hall. This lab is equipped with six latest Pentium® computers networked to a printer and university servers. Sloan Hall also houses another computer lab for research and teaching purposes. This lab includes 16 networked computers, which are available for testing research participants. Computers are also available at the Health Professions Building for students who are working at the Psychological Training and Consultation Center as well as at the neuroscience and psychophysiology laboratories. Further, each faculty maintains a lab with a computer, which is used for research purposes.

Human Subjects Laboratories. Space is reserved in Sloan Hall for research with human subjects. Special apparatus permits studies in neuropsychology, social psychology, biofeedback, discrimination learning, and perception. A minicomputer with appropriate interfacing helps provide flexibility in instruction and research. The use of closed-circuit TV monitoring in some rooms is also possible.

Brain Research and Integrative Neuroscience (BRAIN) Center. The BRAIN Center is a compilation of four state-of-the-art neuroscience laboratories located in the Health Professions Building, adjoined by fully-equipped shared core facilities for cellular/molecular neurobiology, behavioral assessments, image analysis and microscopy lab, and computer lab. A fully-equipped animal care facility with surgical suites and necropsy room is adjoined to the BRAIN Center. In addition, a radioisotope room, cold room, and darkroom are available for specialized procedures.
Behavior Analysis and Pharmacology Laboratory. The Behavior Analysis and Pharmacology Laboratory is located in rooms 201-204 of Rowe Hall. The facilities include both rodent and avian colonies and state-of-the-art environmental control equipment and behavioral testing apparatuses. Experimental chambers are fully equipped with multiple response manipulanda and reinforcer delivery systems, including syringe pumps for drug delivery. There is a surgery room and a spacious conference area with computer workstations for data analysis. There is also a student laboratory equipped with 13 operant conditioning stations.

Psychological Training and Consultation Center. This facility, located in the Health Professions Building, provides training, service, and research functions. The Center provides a full range of services to children, parents, and professional personnel from the Central Michigan area. Equipped with closed-circuit television, some faculty use the Center to demonstrate their own clinical work. Space and resources are typically made available for faculty and students wishing to conduct research.

Engineering Psychophysiology Laboratory. This laboratory, located in the Health Professions Building, conducts research on the psychophysiology of attention in human performance. The current focus of the laboratory is on attention, distraction, and the use of advanced telemetric devices during driving across different populations of drivers (e.g., young vs old adults, patients with sleep or neurologic disorders). A variety of central and autonomic nervous system measures can be collected during driving simulation in this laboratory, including electroencephalographic (dense-array EEG and event-related brain potentials), cardiovascular (electro- and impedance cardiography, blood pressure), and pulmonary responses.

Graduate Student Offices. Graduate Assistants and Fellows have office space available to them in Sloan Hall.

Deadlines for application for admission are listed with each degree program. Prospective applicants need to contact the Psychology Department directly for information and application material.

Master of Science in Experimental Psychology

Application Deadline: February 1

The Master of Science in Experimental Psychology program at Central Michigan University is a broad yet flexible program designed to develop individual scholarship. Students are exposed to a variety of content areas, while concentrating on a major area of study. Throughout their program, all students are expected to be actively involved in research with a faculty member. The program’s primary emphasis is to prepare students for doctoral study or research positions in the public or private sector.

Admission, Retention, and Termination Standards

The Master of Science degree in Experimental Psychology is based upon the satisfactory completion of a minimum of 36 semester hours of graduate work. The application deadline for receipt of all materials is February 1.

When applying for the Master of Science degree in Experimental Psychology, applicants must send three letters of reference and official GRE scores directly to the Department of Psychology. Fifteen semester hours of undergraduate psychology or the equivalent as determined by the department, and a 3.0 grade point average, are required for admission. Students who are deficient in certain subject areas such as statistics (PSY 211) or methodology (PSY 285, PSY 385) will be expected to make up these deficiencies in addition to the normally prescribed graduate coursework for the degree. A maximum of 9 credit hours earned during non-degree status may be applied toward the MS degree.

I. Courses in Psychology (30-36 hours)

Required Courses (14 hours)
8 hrs - PSY 511, 609, 690
6 hrs - PSY 798 (Thesis)

Select at least one course from each of the following groups: (12 hours)
3 hrs - PSY 611, 612, 613
3 hrs - PSY 587, 687
3 hrs - PSY 589, 680, 681
3 hrs - PSY 624, 630

Additional courses: (4-10 hours)
To be chosen in consultation with an advisor.

II. Cognate Courses (0-6 hours)

III. In addition to coursework a student must complete an oral examination over the thesis.

Information concerning additional requirements can be obtained by contacting the Experimental MS program director.

Accelerated Master of Science in Experimental Psychology

Advanced undergraduate students majoring in psychology who want to obtain additional training in experimental psychology may want to consider an option by which they can obtain their Bachelor of Science with the General Major in Psychology and their Master of Science in Experimental Psychology in five years. The accelerated program requirements are identical to the General Major in Psychology and to the Master of Science in Experimental Psychology, but allows the student to apply 12 credit hours of graduate coursework toward both their Bachelor of Science and Master of Science degrees.

The accelerated Master of Science in Experimental Psychology program is a 12-month program. Students will complete the Bachelor of Science degree requirements and the first year of coursework for the Master of Science by the end of the summer term of their fourth year. Students will complete the coursework for the Master of Science and conduct and defend their thesis by the end of the summer term of their fifth year.

A sample curriculum for a student who has completed 84 credit hours of undergraduate coursework is given below. Undergraduate coursework completed beyond 84 credit hours would lead to conferral of the Bachelor of Science degree prior to the end of the summer term in Year Four.

Admission

To be eligible for the accelerated program, students must meet all of the admissions requirements for regular admission to the Master of Science in Experimental Psychology program and have completed at least 84 credit hours of undergraduate coursework, including all General Education, University Program, and competency requirements. It is expected that students will already be engaged in research with a faculty member prior to admission to the accelerated program.

Sample Curriculum

Year Four

Fall
PSY 511 - 3 hours*
Graduate Requirement - 3 hours*
PSY 690 - 1 hour**
Undergraduate Courses - 9 hours
Total: 16 hours
Doctor of Philosophy in Applied Experimental Psychology

Application Deadline: February 1

The objective of the Ph.D. program in Applied Experimental Psychology is to develop individuals with strong applied experimental research skills for positions in business, industry, allied health, or government agencies and in academia. The program is designed to provide advanced training in psychological processes (e.g., biological, cognitive, behavioral, social, personality) and quantitative-methodological procedures (e.g., statistics, experimental design, computer applications) and their utilization in an applied setting. The program will provide students with specialized applied training, including a predoctoral internship. The program uses a mentor system, matching students with faculty members who have interest in closely related areas. The current areas of training include: human factors (ergonomics, psychophysiology, attention and perceptual processes); behavioral medicine (with emphasis on developmental disabilities and infant disorders); applied cognitive science (with special emphasis on memory, cognitive modeling, decision making, forensic psychology); applied social psychology (social cognition, personality judgments, individual differences, and attitudes); applied developmental psychology (with emphasis on adjustment in adolescent and aged individuals); and applied behavioral neuroscience (with special emphasis on testing potential pharmacotherapies for neurodegenerative diseases, such as Huntington's and Parkinson's diseases); and behavior analysis (with special emphasis on applied behavior analysis, behavior pharmacology, behavioral pediatrics, organizational behavior management and the experimental analysis of behavior).

Admission, Retention, and Termination Standards

Applicants to the Program are expected to have a baccalaureate degree, a minimum 3.00 GPA, and at least 15 hours of psychology. The foundation of the program is the M.S. Program in General/Experimental Psychology. The first two years of the program are identical to those of the M.S. Program in General/Experimental Psychology. Students accepted into the program must complete all of the requirements of the M.S. Program in General/Experimental Psychology or its equivalent. The emphasis in third and fourth years is on advanced specialized training, including generating high quality applied research and gaining practical experience through internships.

Third and Fourth Years

Required Courses

- PSY 789 (3-9) Seminar in Applied Experimental Psychology
- PSY 800 (12) Research in Applied Experimental Psychology (with Major Paper and Oral Examination)
- PSY 990 (3-6) Internship A: Professional Services
  OR PSY 991 (3-6) Internship B: Professional Services
- PSY 898 (3-12) Doctoral Dissertation: Design
- PSY 899 (3-12) Doctoral Dissertation: Implementation (with oral defense)

(A minimum of 15 credit hours from the combination of PSY 898 and PSY 899 is required.)

(A minimum of 6 credit hours from PSY 990 and 991 is required.)

Electives: 18 Credit Hours

Total (minimum hours for third and fourth years): 54 Credit Hours

Clinical Psychology

Application Deadline: January 15

Master of Arts

A Master of Arts degree in Clinical Psychology can only be awarded to students who have been accepted and matriculated in the Ph.D. program in Clinical Psychology. Students must complete the first two years of the Clinical Psychology program and defend a master thesis prior to petitioning for the M.A. degree.

Doctor of Philosophy (Ph.D.) in Clinical Psychology

Admission

The deadline for receipt of all application materials is January 15 for the Clinical program. Admission requirements and a detailed description of the Clinical Ph.D. program can be obtained from the Department of Psychology. In addition to grades and GRE scores, the Admissions Committee is attentive to letters of recommendation, personal statements, and relevant professional experiences. Admissions criteria select students who have general academic preparation in psychology and psychology-related research methodology.

Model

The Ph.D. program in clinical psychology follows a scientist-practitioner model in training graduates to function as ethical clinical psychologists who have breadth and depth in assessment and intervention, as well as the ability to conduct clinical research. Graduates function successfully in the modern professional contexts and demonstrate an investment in lifelong learning. The clinical faculty represent various clinical and research interests.
The program endorses the criteria for training set forth by the Committee on Accreditation of the American Psychological Association and is listed as an accredited program. The curriculum reflects recent developments in scientific psychology, while imparting to students the skills needed to respond to contemporary clinical concerns. Our training model endorses practice based on sound theoretical and empirical foundation in the science of psychology. The doctoral program includes four years of intensive didactic preparation and applied experience plus a yearlong, full-time internship.

**Curriculum**

Students are accepted into the program on a full-time basis. Before arriving on campus, each student is assigned a clinical faculty mentor. This faculty member aids the student in his or her passage through the program. Students entering with a BA/BS degree are required to complete approximately 108 graduate credit hours. Although some courses may be waived based on prior graduate work, no more than 30 credit hours can be transferred. The current curricular requirements are listed below by year of completion.

**Year 1: 24 credits**
- PSY 510 (3) Principles of Psychological Measurement
- PSY 642 (3) Clinical Research Methods
- PSY 609 (3) History and Systems of Psychology
- PSY 653 (3) Intervention I: Adult
- PSY 657 (3) Assessment I: Adult
- PSY 658 (3) Assessment II: Child and Adolescent
- PSY 660 (3) Intervention II: Child and Adolescent
- PSY 751 (3) Psychopathology

**Year 2: 30 credits**
- PSY 611 (3) Research Design
- PSY 624 (3) Advanced Development Psychology
- PSY 630 (3) Advanced Social Psychology
- PSY 641 (3) Personality Assessment
- PSY 687 (3) Psychological Foundations
- PSY 785 (3) Seminar: Cognitive Behavioral Theory
- PSY 798 (6) Thesis
- PSY 790 and PSY 791 (6) Practicum I

**Year 3: 24 credits**
- PSY 589 (3) Cognitive Psychology
- PSY 612 (3) Applied Multiple Regression and Correlation
- PSY 661 (3) Neuropsychological Assessment
- PSY 765 (3) Ethics and Professional Issues
- PSY 850 (3) Ethnic and Minority Issues in Therapy
- PSY 890 and PSY 891 (6) Practicum II
- One elective (3)

**Year 4: 24 credits**
- PSY 892 and PSY 893 (6) Practicum III
- PSY 896 (6) Doctoral Dissertation Design
- PSY 899 (6) Doctoral Dissertation Implementation
- Two electives (6)

**Year 5: 6 credits**
- PSY 990 and PSY 991 (6) Internship

**Total Credits: 108**

Admission to doctoral candidacy is based on satisfactory grades, completion of thesis requirements, and passing a Clinical Qualifying Examination at the end of the third year. Before applying for predoctoral internship training, students must have a doctoral dissertation proposal accepted by their dissertation committee. The doctoral degree is awarded upon successful completion of a predoctoral internship, as well as the successful defense of a doctoral dissertation.

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1Committee on Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
202-336-5500
202-336-6123 TDD

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**Industrial and Organizational (I/O) Psychology**

**Application Deadline: January 22**

The Department of Psychology offers a terminal master’s degree (M.A.) and a doctor of philosophy degree (Ph.D.) in industrial and organizational (I/O) psychology. Both degrees are oriented toward training students for careers in research, university, or business settings. Graduates of the programs are typically involved in research, and in planning, design, delivery, or evaluation of psychological programs in organizations. Examples of such programs include employee testing and selection, performance appraisal, training, stress management, job and organizational design, and organizational change and development.

Both the M.A. and Ph.D. programs are designed for full-time students. It is helpful if students have taken introductory courses in general psychology, I/O psychology, research methodology, and statistics.

**Master of Arts**

**Admissions**

When applying for the M.A. degree in Industrial/Organizational Psychology, applicants must send three letters of reference and official GRE scores directly to the psychology department, and send the graduate college application materials to the College of Graduate Studies. The M.A. degree in Industrial/Organizational Psychology is based on the satisfactory completion of a minimum of 36 semester hours of graduate work, including a master’s thesis. The M.A. is oriented toward training students for careers in business, government, consulting, or going on to Ph.D. programs. The application deadline for receipt of all materials is January 22.

I. Required Courses (24 credit hours)

A. Industrial/Organizational psychology content courses, 12 credits; PSY 535, 536, and 636; 736 or 537.

B. Quantitative (three of the following) 9 credits: PSY 510, 611, 612, 613.

C. Applications, 3 credits: PSY 790 or PSY 791.

II. Electives (9 credit hours)

A. Psychology electives to be chosen in consultation with the advisor, 9 credits.

III. Masters Thesis (6 credit hours)

A. PSY 798 (6) Thesis

**Total: 39 credit hours**

**Doctor of Philosophy**

The Ph.D. curriculum in I/O psychology involves approximately four years of intensive academic preparation. The curriculum has been designed to reflect classic and current developments in applied psychology and to provide skills needed in the resolution of organizational problems. Students take courses in foundation areas of psychology. Training in I/O Psychology emphasizes theory, research, and practice in personnel psychology and organizational psychology.

Progress through the program is based upon satisfactory grades (a B average overall and a B or better in each class) plus the passage of a comprehensive exam, and successful completion of coursework, a master’s thesis, and a doctoral dissertation. Students must take a minimum of 12 hours of dissertation credits, and may take up to 24 hours. Students entering the Ph.D. program are expected to complete the program within seven (7) years. The time limit for students entering with a graduate degree or graduate work will be prorated. Extension of the time limit to complete degree requirements will be granted rarely and only if steady progress toward the degree is evident.
An internship is optional. Before accepting an internship, I/O students must pass their comprehensive exams and have a doctoral dissertation proposal accepted by their dissertation committees.

Students entering with a bachelor’s degree will be required to complete approximately 96 credit hours; those entering with a master’s degree will be required to complete approximately 70 graduate credit hours. Some courses are offered in accordance with a planned sequence.

Students enrolled in the Ph.D. program in I/O Psychology will be eligible for the Master of Arts degree after successful completion of a planned sequence.

When applying for the Ph.D. in I/O Psychology, applicants must submit three letters of reference and official GRE scores. The application deadline for receipt of all materials is January 22.

I. Required Courses (66 credit hours)

A. Foundations of Psychology Courses (9 hours)

Any 3 of the following 6 choices in consultation with the student’s advisor:

- PSY 609 (3) History and Systems of Psychology
- PSY 583 (3) Human Motivation
- PSY 587 (3) Physiological Psychology
- OR PSY 687 (3) Physiological Foundations
- PSY 589 (3) Cognitive Psychology
- OR PSY 680 (3) Learning
- OR PSY 681(3) Sensation and Perception

B. Industrial/Organizational Psychology Content Courses (21 hours)

- PSY 535 (3) Organizational Psychology
- PSY 536 (3) Personnel Psychology
- PSY 636 (3) Organizational Applications of Personnel Psychology
- PSY 736 (3) Interventions in Social Systems
- PSY 737 (9) Seminar in I/O Psychology

C. Research Courses (12 hours)

- PSY 510 (3) Principles of Psychological Measurement
- PSY 611 (3) Research Design
- PSY 612 (3) Applied Multiple Regression and Correlation
- PSY 613 (3) Multivariate and Correlational Methods

D. Experience-Based Courses (6 hours)

- PSY 790 (3) Practicum A: Professional Services
- PSY 791 (3) Practicum B: Professional Services

E. Masters Thesis (6 hours)

- PSY 798 (6) Thesis

F. Doctoral Dissertation (12-24 hours)

Twelve (12) hours are required, 6 in PSY 898 and 6 in PSY 899. Students may take an additional 12 dissertation credits as electives.

PSY 898-899 (12) Doctoral Dissertation: Design and Implementation

II. Electives (30 hours)

A. At least twenty-one (21) hours of Psychology, which may include up to 12 dissertation credits beyond the required 12.

B. At least nine (9) hours from outside Psychology

Total: 96 credit hours

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**School Psychology**

*Application Deadline: January 15*

Admission is competitive with approximately 8 to 10 students accepted each year.

**Training Model: Scientist-Practitioner Model**

The training model is based on the scientist-practitioner tradition emphasizing the application of behavioral science in educational systems and the larger community. Training emphasizes practice guided by scientific knowledge. Students are taught to use scientific principles to inform their practice (including consultation, intervention, and diagnostic services) and to evaluate their practice in order to improve services as well as contribute to the field of school psychology. The program is committed to fostering in its students sensitivity to, appreciation for, and understanding of ethnic diversity. Similarly, the program strives to promote understanding of, and responsiveness to, the special needs of individuals with disabilities.

**Specialist in Psychological Services**

This is a three-year, full-time, 70-hour graduate program, designed specifically to meet NASP/NCATE accreditation standards, leading to the Master of Arts degree in Psychology and the Specialist in Psychological Services. Students complete coursework that prepares them to be knowledgeable in the following core content areas: Psychological and Educational Foundations, Research Methods, Psychological and Educational Assessment, Intervention Strategies, and Professional School Psychology. A full-time internship is completed during the third year of the program. The program is designed to be completed in three years. Students are expected to take no more than five years to finish.

Although this is a three-year graduate degree, applications will be accepted from students who already have taken graduate work, including the master’s degree, at Central Michigan University or at other approved institutions. Credit will be given for such work in accordance with university regulations, provided it is consistent with the School Psychology curriculum.

This program meets the Michigan requirements for certification as a School Psychologist as defined by the State Board of Education. In addition, this program will permit certification as a School Psychologist in the majority of states.

An acceptable master’s degree or 15 semester hours of graduate psychology or the equivalent as determined by the department, a 3.0 overall grade point average, and scores from the Graduate Record Examination taken within the last five years are required for admission. Students who are deficient in certain subject areas will be expected to make up these deficiencies in addition to the normally prescribed graduate coursework for the degree.

**Required Courses for Masters Degree (34 credit hours)**

- PSY 511 (3) Statistics in Psychology
- OR PSY 611 (3) Research Design
- PSY 605 (3) Assessment of Affective & Behavioral Disorders for Children & Youth
- PSY 655 (2) Introduction to Intelligence Testing
- PSY 656 (2) Advanced Intellectual Assessment
- PSY 667 (3) Assessment of Learning Disorders
- PSY 767 (3) Assessment and Intervention for Developmental Disabilities
- PSY 798 (6) Thesis

One course from each of the following areas also is required (3 credits each)*:

(continued)
Area A Social Basis of Behavior:
- PSY 531 (3) Group Dynamics
- OR PSY 533 (3) Psychology of Racism
- OR PSY 630 (3) Advanced Social Psychology
- OR SPE 550 (3) Teaching the Culturally Diverse

Area B Human Development
- PSY 624 (3) Advanced Developmental Psychology
- OR PSY 682 (3) Psychology of Child Development

Area C Cognitive Basis of Behavior
- PSY 589 (3) Cognitive Psychology
- OR PSY 680 (3) Learning

Area D Biological Basis of Behavior
- PSY 587 (3) Physiological Psychology
- OR PSY 687 (3) Physiological Foundations

*Course substitutions can be made with the approval of the student’s advisor and program director.

Additional Required Courses for the Specialist Degree (36 credit hours)
- PSY 562 (3) Therapeutic Interventions: Foundations
- PSY 586 (3) Applied Behavioral Analysis in Education
- OR PSY 780 (3) Behavior Therapy
- PSY 662 (3) Advanced Therapeutic Interventions
- PSY 677 (3) Education of Children With Learning Disabilities
- PSY 760 (3) Seminar A: School Services
- PSY 766 (3) Seminar: Consultation Skills
- PSY 790 (3) Practicum A: Professional Services
- PSY 791 (3) Practicum B: Professional Services
- PSY 795 (3) Internship in School Psychology A
- PSY 796 (3) Internship in School Psychology B

Six additional hours of coursework are chosen with the approval of the student’s advisor.

Additional Requirements

- Progress through the program is based on satisfactory grades (a grade point average of "B" or better overall) and satisfactory evaluations of pre-professional functioning (e.g., appropriate interpersonal skills, ethical and professional conduct). Serious and persistent difficulties in preprofessional functioning may result in dismissal from the program (see Student Handbook, School Psychology Program).

- For admission to 790, a student must have earned a "B" or better grade in each of the following courses: PSY 655, 656, 667, 767. In addition, a student must earn a "B" or better grade in PSY 791 and have an approved thesis proposal prior to admission to PSY 795.

- At the master’s degree level, a thesis and oral exam over the thesis are required. At the specialist degree level, the student must demonstrate professional competencies in working with students, parents, and school personnel. This requirement will be met by the student’s satisfactory completion of a supervised internship (PSY 795, Internship A; PSY 796, Internship B).

Doctor of Philosophy (Ph.D.) in School Psychology

The Doctor of Philosophy curriculum in School Psychology is designed to extend the training of the specialist level school psychologist so that he or she is prepared to serve educational systems and the larger community. The program prepares school psychologists who are flexible enough to assume a variety of roles in the delivery of mental health services; who can assume a leadership role in the development of comprehensive and effective educational and psychological services to children, families, and schools; and who are able to supervise, coordinate, and direct the activities of others in the delivery of school psychological services.

The program of study typically includes four years of intensive academic preparation and field experience plus a one-year, full-time internship. At least 500 hours of supervised experience shall be in a school setting. The curriculum is designed to reflect recent developments in school psychology.

Students are accepted into the program on a full-time basis, and normal progress through the program requires a course load of about 12 credit hours per semester. Students are expected to take at least 6 credit hours per semester. For at least one year of the program, students must be in full-time residence at Central Michigan University.

Admissions, Retention, and Termination Standards

Minimum admission requirements include an undergraduate major in psychology or at least 15 semester hours of psychology and a 3.0 overall grade point average. A background in scientific psychology and basic research methodology including statistics and experimental psychology is strongly weighted to assure that students will be conversant with research. Students who do not meet the required 15 semester hours of basic psychology courses, but appear qualified for doctoral study, are required to remedy deficiencies as part of their initial coursework. The Doctoral Admissions Committee will identify what coursework is necessary and inform the student about remediation.

In addition to grades and GRE scores (taken within five years of application), the Doctoral Admissions Committee is very attentive to letters of recommendation, personal statements, and relevant professional experiences. Work history, professional goals, capacity for relating to and working with other people, emotional maturity and stability, and motivation also are considered. GRE scores are viewed as one predictor of the likelihood of success in graduate study. Consequently, for applicants who already hold a graduate degree in school psychology or a related field, greater weight is given to prior graduate school performance than GRE scores.

Progress through the program is based upon satisfactory grades (a B average overall; a B or better in all assessment, practica, and internship courses; and a B- or better in all other classes) and satisfactory evaluations of pre-professional functioning (e.g., appropriate interpersonal skills, ethical and professional conduct). Serious and persistent difficulties in pre-professional functioning may result in dismissal from the program (See Student Handbook, School Psychology Program).

Successful completion of the thesis and comprehensive exam and approval of the dissertation proposal are required before taking the internship. The Ph.D. degree will be awarded upon successful completion of coursework, a thesis, a doctoral dissertation, and an internship.

Students entering with a BA/BS degree will be required to complete 106 credit hours, those entering with appropriate advanced degrees may be able to waive some coursework in consultation with their advisor. Courses are offered in accordance with a planned sequence designed to meet individual needs in terms of professional goals, academic background, and attained skills of each candidate.

I. Required Courses (100 credit hours)

A. Foundations of Psychology Courses (18 hours)
- History and Systems of Psychology
  - PSY 609 (3) History and Systems of Psychology
- Human Development
  - PSY 624 (3) Advanced Developmental Psychology
  - OR PSY 682 (3) Psychology of Child Development
- Biological Aspects of Behavior
  - PSY 687 (3) Physiological Foundations
- Cognitive and Affective Aspects of Behavior
  - PSY 589 (3) Cognitive Psychology
  - OR PSY 680 (3) Learning

Area A Social Basis of Behavior:
- PSY 531 (3) Group Dynamics
- OR PSY 533 (3) Psychology of Racism
- OR PSY 630 (3) Advanced Social Psychology
- OR SPE 550 (3) Teaching the Culturally Diverse

Area B Human Development
- PSY 624 (3) Advanced Developmental Psychology
- OR PSY 682 (3) Psychology of Child Development

Area C Cognitive Basis of Behavior
- PSY 589 (3) Cognitive Psychology
- OR PSY 680 (3) Learning

Area D Biological Basis of Behavior
- PSY 587 (3) Physiological Psychology
- OR PSY 687 (3) Physiological Foundations

*Course substitutions can be made with the approval of the student’s advisor and program director.
Course Descriptions

PSY 500 Special Issues: Title to be listed 1-12 (Spec)
Subjects of contemporary psychology not covered by regular curriculum. Prerequisite: permission of instructor.

PSY 501 Workshop: Title to be listed 1-18 (Spec)
Study of problem-oriented subjects for persons already working in psychological services with the intent of continuing their professional growth. Prerequisite: permission of instructor.

PSY 502 Teaching Assistant in Psychology 1-3 (Spec)
Development of practical skills for effective teaching of psychology. No more than 3 hours of PSY 502 may be applied to a student's psychology major or minor. Prerequisite: permission of instructor.

PSY 503 Principles and Applications of Sign Language and Manual Systems 3(3-0)
Focused study in the principles of the application of signed and manual communication with Deaf and other populations for educational, clinical, and human service settings. Prerequisite: none.

PSY 510 Principles of Psychological Measurement 3(3-0)
Problems and procedures in scaling and in correlational methods related to testing reliability, validity, and measurement error. Prerequisites: PSY 310 and PSY 211 or equivalents.

PSY 511 Statistics in Psychology 3(3-1)
An extension of topics introduced in PSY 211, with emphasis upon hypothesis testing and statistical inference. Prerequisite: PSY 211 or equivalent.

PSY 531 Group Dynamics 3(3-0)
Conceptual and empirical background in the dynamics of face-to-face groups and related interpersonal areas. Emphasis is cognitive-theoretical rather than experiential. Prerequisite: PSY 330 or equivalent.

PSY 532 Ethical Issues in Psychology 3(3-0)
Etiology of the major ethical issues in psychology from a normative viewpoint. The process of ethical decision-making is examined. Prerequisite: 1 credit hour of psychology or permission of instructor.

PSY 533 Psychology of Racism 3(3-0)
This course explores racism from a cognitive-social psychological viewpoint. The processes involved in the development, maintenance, and change of racist attitudes are considered. Prerequisites: junior or higher standing, and PSY 330 or SOC 201, and a social science methods class, or permission of instructor.

PSY 534 Psychology and the Courtroom 3(3-0)
The application of psychological principles and theories to the courtroom. Prerequisites: coursework in Basic Statistics (e.g., PSY 211) and Research Methods (e.g., PSY 285), graduate standing, or permission of instructor.

PSY 535 Organizational Psychology 3(3-0)
The study of organizations as complex social systems with analyses of individual and group behavior in organizations and responses of organizations to their environment. Prerequisite: PSY 336 or graduate standing or permission of instructor.

PSY 536 Personnel Psychology 3(3-0)
This course examines the identification, measurement, and development of individual differences and job systems related to individual differences within organizations to improve job performance and satisfaction. Topics include job analysis, criterion development, personnel selection, training, and performance evaluation. Prerequisites: PSY 336 or permission of instructor, or graduate standing; PSY 211 is recommended.

PSY 537 Organizational Behavior Management 3(3-0)
Behavior analysis in business, industry, and human service settings. Applied research in organizations is emphasized. Empirical rather than theoretical approach. Prerequisites: PSY 336 or PSY 370 or PSY 384 or graduate standing or permission of instructor.

PSY 544 Theories of Personality 3(3-0)
Theories regarding the structure and functions of personality. Prerequisite: PSY 250 or equivalent.

PSY 555 Psychopathology of Children 3(3-0)
Problems of children deviating from the norm in behavior and adjustment. Recommended: PSY 220 and PSY 250 or equivalent.

PSY 559 Rehabilitation Psychology 3(3-0)
Psychological concepts in understanding physical disability from the perspectives of the individual, family and society will be emphasized. Designed for advanced students in health professions. Prerequisites: PSY 100 and PSY 220 or graduate standing.

PSY 562 Therapeutic Intervention: Foundations 3(3-0)
Foundational skills for therapeutic intervention including theory and technique. Prerequisite: PSY 350 or graduate standing or permission of instructor.

PSY 575 Autism Spectrum Disorder: Characteristics and Etiology 3(3-0)
This course will review the behavioral and educational characteristics of students with autism spectrum disorders. Known causes of this disorder will also be examined. Identical to SPE 530. Credit may not be earned in more than one of these courses. Prerequisite: senior or graduate status.
PSY 579 Behavioral Medicine 3(3-0)
Applications of behavior analysis and social learning in medicine, dentistry, and physical health. Prevention, treatment, and long-term maintenance are all considered. Prerequisite: PSY 370 or PSY 384 or permission of instructor or graduate standing.

PSY 583 Motivation and Emotion 3(3-0)
Survey of the theories, systems, and concepts of motivation and emotion. Prerequisite: 15 hours of psychology, graduate standing, or permission of instructor.

PSY 584 Cognitive Neuroscience 3(3-0)
Converging evidence from human neuroanatomy and neurophysiology, cognitive psychology, neuropsychology, and neuroimaging research will be examined for topics in attention, perception, memory, language, and emotion. Prerequisite: PSY 387 or permission of instructor or graduate standing.

PSY 585 Psychophysiology 3(3-0)
Introduction to psychophysiology methods, measures, and applications. Topics include: basic neuroanatomy and neurophysiology; electrophysiological recording; inference using brain, cardiovascular, somatic measures; biofeedback; ergonomic, and other applications. Prerequisite: PSY 387 or permission of instructor or graduate standing.

PSY 586 Applied Behavior Analysis in Education 3(3-0)
Behavior modification techniques in the areas of motivation, elimination of undesirable behaviors, promotion of academic participation, and definition of behavioral objects. Prerequisites: PSY 100 or equivalent, and upper-division or graduate standing.

PSY 587 Physiological Psychology 3(3-0)
Physiological events which underlie human and animal behavior. Prerequisite: PSY 387 or graduate standing.

PSY 588 Functional Neuroanatomy 3(3-0)
Function of the nervous system in behavior. Includes a laboratory analysis of current research topics and procedures. Prerequisites: PSY 100 or graduate standing.

PSY 589 Cognitive Psychology 3(3-0)
Introduction to cognitive processes; survey of theory and research in memory, thinking, concept formation, problem-solving, and language. Prerequisite: PSY 383 or permission of instructor.

PSY 600 Special Issues: Title to be listed 1-12(Spec)
Subjects of contemporary psychology not covered by regular curriculum. Prerequisite: permission of instructor.

PSY 605 Assessment of Affective and Behavioral Disorders of Children and Youth 3(3-0) S
Assessment measures and procedures for emotional and behavioral disorders of children and adolescents will be addressed with an emphasis on linking assessment to intervention. Prerequisite: matriculation in the School Psychology program or the Clinical Psychology program or permission of the instructor.

PSY 609 History and Systems of Psychology 3(3-0)
Modern psychology is analyzed by tracing its historical roots and early systems. Emphasis is on the influence of historical systems on current areas of specialization.

PSY 611 Research Design 3(3-0)
Common types of analysis of variance, multiple comparisons tests, the analysis of covariance. Prerequisite: PSY 511 or equivalent.

PSY 612 Applied Multiple Regression and Correlation 3(3-0)
A study of the general linear model as applied to multiple regression and the analysis of variance. Prerequisites: PSY 211 or equivalent and permission of instructor.

PSY 613 Multivariate and Correlational Methods 3(3-0)
A survey of multivariate statistical procedures, including multiple regression and correlation, canonical and discriminant analysis, multivariate analysis of variance, and factor analysis. Prerequisites: PSY 612 or permission of instructor.

PSY 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PSY 624 Advanced Developmental Psychology 3(3-0)
Basic theory and principles of life-span developmental psychology. Prerequisite: matriculation in psychology graduate program or permission of instructor.

PSY 630 Advanced Social Psychology 3(3-0)
Intensive examination of the major theories and experiments of social psychology. Prerequisite: matriculation in psychology graduate program or permission of instructor.

PSY 636 Organizational Applications of Personnel Psychology 3(3-0)
This course examines major ideas, assumptions, and technologies in personnel psychology, the implementation and utilization of personnel technologies, and selected current topics. Prerequisites: graduate standing and PSY 536 or permission of instructor.

PSY 641 Objective Personality Assessment 3(2-2)
Survey of concepts, procedures, and issues in personality assessment. Prerequisites: PSY 544 or equivalent, matriculation in the School of Clinical psychology graduate programs, or permission of instructor.

PSY 642 Clinical Research Methods 3(3-0)
Provides a conceptual framework for clinical research and acquaints students with behavioral assessment and single subject research designs.

PSY 651 Projective Assessment 3(3-0)
Intelectual and personality assessment of children and adolescents. Prerequisites: matriculation in Psychology Department graduate programs and permission of instructor.

PSY 653 Intervention I: Adult 3(3-0)
Survey of different therapeutic approaches and techniques. Prerequisite: admission to the Doctoral Program in Clinical Psychology or permission of the instructor.

PSY 655 Introduction to Intelligence Testing 2(2-2)
Administration and interpretation of individual intelligence scales. Lab fee prorated among class members after registration. Prerequisite: permission of instructor.

PSY 656 Advanced Intellectual Assessment 2(2-2)
Report writing, interpretation of intelligence tests, and integration of testing with other assessment devices used in diagnosis of emotional and learning problems. Prerequisites: PSY 655 and permission of instructor.

PSY 657 Assessment I: Adult 3(3-1)
Administration and interpretation of intelligence scales, report writing, and integration of intellectual testing with other assessment devices. Prerequisite: matriculation in Clinical Psychology program.

PSY 658 Assessment II: Child and Adolescent 3(3-1)
Intellectual and personality assessment of children and adolescents. Prerequisite: admission to the doctoral program in Clinical Psychology or permission of the instructor.

PSY 660 Intervention II: Child and Adolescent 3(3-0)
Introduction to therapeutic interventions for children and adolescents. Prerequisite: admission to the doctoral program in Clinical Psychology or permission of the instructor.
PSY 661 Neuropsychological Assessment 3(3-0)
Introduction to neuropsychological assessment of behavior with emphasis on instruments, research, and interpretation. Prerequisite: PSY 587 or PSY 687 or permission of instructor.

PSY 662 Advanced Therapeutic Interventions 3(3-1)
The practice and application of therapeutic intervention with children, birth through high school. Takes a developmental perspective on children's problems. Prerequisites: PSY 662 and concurrent enrollment in PSY 791 or permission of instructor.

PSY 667 Assessments of Learning Disorders 3(3-0)
Administration and interpretation of special diagnostic testing of children with learning difficulties. Lab fee. Prerequisite: PSY 577 or permission of instructor.

PSY 677 Education of Children with Learning Disabilities 3(3-0)
Principles underlying development and evaluation of academic interventions and critique of current programs and procedures designed to improve academic performance of K-12 children. Prerequisite: matriculation in Psychology graduate program or permission of instructor.

PSY 680 Learning 3(3-0)
Theory and research in basic learning phenomena including classical, operant, and complex behavior. Prerequisite: permission of instructor.

PSY 681 Sensation and Perception 3(3-0)
Data on sensory systems and perceptual responses, with primary emphasis upon vision and audition. Prerequisite: permission of instructor.

PSY 682 Psychology of Child Development 3(3-0)
Identical to EDU 682. Credit may not be earned in more than one of these courses.

PSY 686 Engineering Psychology 3(3-0)
An overview of the discipline of engineering psychology including the topics of human error and applications of perception and cognition in human-machine systems. Prerequisite: graduate standing in Psychology or permission of instructor.

PSY 687 Physiological Foundations 3(3-0)
Extensive survey of knowledge of the physiological, anatomical, and hormonal events underlying human behavior, emphasizing brain function and neurochemical factors.

PSY 690 Research Seminar in General Psychology 1-3(Spec)
Study of problems and issues in general psychology under faculty guidance via lecture and/or seminar format. CR/NC only.

PSY 696 Directed Research 1-12(Spec)
For students who desire to investigate some research problem in psychology. Prerequisite: must file written proposal approved by faculty sponsor in departmental office prior to registration.

PSY 697 Independent Study 1-8(Spec)
For students who accept responsibility for studying a psychological problem of their own. Prerequisite: must file written proposal approved by faculty sponsor in departmental office prior to registration.

PSY 700 Special Issues: (title to be listed) 1-12(Spec)
Special topics in contemporary psychology. May be repeated to a maximum of 12 hours, but no more than 3 hours may be taken per semester. Prerequisite: admission to doctoral candidacy in psychology or permission of the instructor.

PSY 724 Psychology of Aging 3(3-0)
This course examines theories of adult development and how those theories are related to important issues affecting older adults. Prerequisite: graduate standing or permission of instructor.

PSY 727 Developmental Neuropsychology 3(3-0)
Introduction to neuropsychological assessment of children with emphasis on instruments, research and interpretation. For advanced graduate students. Prerequisites: PSY 661 or PSY 655 or PSY 657 or permission of instructor.

PSY 736 Strategies for Interventions in Social Systems 3(Spec)
Study of various social technologies of intervention, and the evaluation of a range of these methods. Prerequisite: matriculation in professional psychology doctoral program or permission of instructor.

PSY 737 Seminar in I/O Psychology 3-12(Spec)
Exploration of specialized areas in the field of I/O Psychology. May be repeated to a maximum of 12 hours. Prerequisite: admission to masters or doctoral programs in I/O Psychology or permission of instructor.

PSY 751 Psychopathology 3(3-0)
A course in descriptive psychopathology with an emphasis on understanding the manifestations of disordered functioning within a variety of cultural and contextual constraints. Prerequisite: admission into a graduate program in psychology or permission of instructor.

PSY 760 Seminar: School Services 3(3-0)
Philosophical rationale for development of school psychology as major discipline. Role of school psychologist, and legal and ethical issues that affect the role are discussed. Prerequisite: permission of instructor.

PSY 765 Seminar: Ethics and Professional Issues 3(3-0)
Problems and issues in the practice of professional psychology. Prerequisite: matriculation in school psychology subdoctoral program or professional psychology doctoral programs or permission of instructor.

PSY 766 Seminar: Consultation Skills 3(Spec)
Objectives of and strategies in consultation are studied with practice and evaluation of methods in actual work settings. Prerequisite: matriculation in school psychology subdoctoral program or professional psychology doctoral program, or permission of instructor.

PSY 767 Assessment and Intervention for Developmental Disabilities 3(3-0)
Procedures and background issues for psychoeducational assessment and intervention for infants, children, and adolescents who are emotionally-, visually-, hearing-, motorically-, or mentally-impaired or autistic. Prerequisite: PSY 667 or permission of instructor.

PSY 780 Behavior Therapy 3(2-2)
Assumptions and principles of behavioral analysis and the strategies used in a variety of behavioral disorders. Prerequisite: matriculation in psychology graduate program or permission of instructor.

PSY 781 Seminar: Perception 4(Spec)
Detailed treatment of selected research areas in perception. Emphasis is on physiology and psychophysics. A major paper is required. Prerequisite: permission of instructor.

PSY 785 Seminar: Cognitive-Behavior Theory 3(3-0)
A graduate seminar focusing on the development and implementation of cognitive-behavioral interventions for the remediation of a variety of psychiatric disorders. Prerequisite: permission of instructor.

PSY 789 Seminar in Applied Experimental Psychology 1-9(Spec)
Exploration of specialized areas in the field of Applied Experimental Psychology through the review of the primary literature. May be repeated to a maximum of 9 hours, but no more than 3 hours may be taken per semester. Prerequisite: permission of instructor.
PSY 790 Practicum I A: Professional Services 3(Spec)
Practice needed to function as a competent psychologist within a variety of professional settings. Prerequisites: matriculation in Clinical Psychology, Industrial/Organizational or School Psychology doctoral or subdoctoral programs, and permission of instructor.

PSY 791 Practicum I B: Professional Services 3(Spec)
Continuation of 790. Prerequisite: a grade of B or better in PSY 790 or permission of instructor.

PSY 792 Supplemental Supervision 1-3(Spec)
Supplemental supervision arranged with clinical or school supervising faculty. For students with special interests. Prerequisites: matriculation in clinical or school psychology graduate programs, enrollment in one of the practica, and permission of the instructor.

PSY 795 Internship in School Psychology A 3(Spec)
The first semester of a 1200 hour full-time experience in a school setting supervised by an approved school psychologist and on-campus faculty. Prerequisites: PSY 790 and PSY 791; permission of instructor.

PSY 796 Internship in School Psychology B 3(Spec)
Continuation of 795. The second semester of a 1,200 hour full-time experience in a school system. Prerequisite: PSY 795.

PSY 798 Doctoral Dissertation: Design 3-12(Spec)
Continuation of PSY 990 as a full-time, year-long experience. CR/NC only. Prerequisites: matriculation in psychology doctoral program.

PSY 890 Internship A: Professional Services 3-6(Spec)
Continuation of PSY 990. Prerequisite: a grade of B or better in PSY 990. CR/NC only.

PSY 891 Internship B: Professional Services 3-6(Spec)
Continuation of PSY 990 as a full-time, year-long experience. CR/NC only. Prerequisites: PSY 990 and permission of instructor.

PSY 990 Internship A: Professional Services 3-6(Spec)
Continuation of 795. The second semester of a 1200 hour full-time experience in a school system. Prerequisite: PSY 795.

PSY 991 Internship B: Professional Services 3-6(Spec)
Continuation of PSY 990 as a full-time, year-long experience. CR/NC only. Prerequisites: PSY 990 and permission of instructor.

PSY 998 Doctoral Dissertation: Design 3-12(Spec)
Design of a doctoral dissertation. CR/NC only. Prerequisite: matriculation in psychology doctoral program.

PSY 999 Internship A: Professional Services 3-6(Spec)
Continuation of PSY 990 as a full-time, year-long experience. CR/NC only. Prerequisites: PSY 990 and permission of instructor.

Recreation, Parks, and Leisure Services Administration (RPL)
Roger Coles, Chairperson,
115 Finch, (989) 774-3858
Roger Coles, Ed.D., Recreation Administration
Lynn Dominguez, Ph.D., Recreation Administration
Al Ellard, Re.D., Recreation Administration
Robert Frost, M.A., Therapeutic Recreation
Patricia Janes, Ph.D., Commercial Recreation
Todd Paxton, Ph.D., Outdoor Recreation
Dean Pybus, Ph.D., Recreation Administration
Mary Lou Schilling, Ph.D., Therapeutic Recreation

The Department of Recreation, Parks, and Leisure Services Administration offers a Master of Arts degree in Recreation, Parks, and Leisure Services Administration, with options in Recreation and Parks Administration and Therapeutic Recreation. The department also offers a concentration on the Master Science in Administration program, an interdisciplinary degree.

The graduate programs in Recreation, Parks, and Leisure Services Administration are strengthened by the diverse academic and professional background of the faculty. The faculty members provide information, suggest areas of study and research, and furnish expertise in the areas of administration (community, commercial, travel, and tourism) including personnel management, financing and marketing; and therapeutic recreation including administration, programming, federal regulations, and advocacy.

Graduates of the department have been well accepted in the professional fields as well as at doctoral level programs at other institutions. Over 750 graduates of these master’s programs are now located throughout the United States.

Graduate assistantships are available in the RPL Department. Opportunities may involve research, teaching assignments, climbing wall supervision, and/or assisting in the management of the undergraduate internship programs.

The graduate program continues to evolve to meet the changing needs in the profession of recreation, parks, and leisure services.
## Master of Arts

### Admission Requirements

The student must meet the general requirements for admission to the College of Graduate Studies. In addition, applicants for admission to the RPL programs must:

A. Have a bachelor's degree with:
   1. a major in Recreation, Parks, and Leisure Services Administration on campus (or similarly titled program) with appropriate concentration, or
   2. a degree in another area with attained competencies commensurate with a RPL degree.

B. Have a grade point average of 3.0 over the last 60 hours of undergraduate work.

C. Submit two references for academic potential and two references for human service abilities.

D. Submit a written candidate's paper, discussing professional/career goals.

Forms are available from the RPL graduate coordinator or on the department website: rpl.cmich.edu.

### Conditional Admission

A. If the student has insufficient background in RPL, that applicant must complete 3-12 credits of coursework in RPL, which is determined by the student and advisor.

B. If the last 60 hour GPA is below 3.0, the student must attain a GPA of 3.00 in the first 12 semester hours of graduate courses.

### Core Courses (9-12)

(depending on entry-level competencies)

- RPL 605 (3) Administration of Leisure Service System
- RPL 611 (3) Evaluation in Recreation and Leisure Services
- RPL 618 (3) Issues in Leisure
- PES 670 (3) Research Methods for Physical Education and Sport, Health and Recreation

### Recreation and Park Administration Concentration (6-9)

(hours from the following):

- RPL 508 (3) Budgeting for Leisure Service Agencies
- RPL 511 (3) Liability and Risk Management in Leisure Services
- RPL 521 (3) Financial Assistance for Recreation and Parks
- RPL 545 (3) Promoting Leisure Service Agencies and Programs
- RPL 552 (3) Environmental Interpretation
- RPL 620 (3) Planning Park and Recreation Facilities
- PES 672* (3) Statistics for Physical Education and Sport, Health, and Recreation

Other courses may be selected in consultation with advisor.

### Therapeutic Recreation Concentration (6-9)

(select from courses below)

- RPL 511 (3) Liability and Risk Management in Leisure Services
- RPL 521 (3) Financial Assistance for Recreation and Parks
- RPL 580 (3) Programming for Therapeutic Recreation
- RPL 581 (3) Therapeutic Recreation: Issues and Trends
- PES 672* (3) Statistics for Physical Education and Sport, Health and Recreation

Other courses may be selected in consultation with advisor.

### Scholarly Option (6 hours - select one of the following):

- Plan A: RPL 798 (6) Thesis
- Plan B: RPL 699 (6) Project
- Plan C: RPL 698 (1-6) Graduate Internship

### Required Core Hours: 12

## Master of Science in Administration (MSA)

The Master of Science in Administration Program requires 36 Credit Hours of graduate study. The MSA Program provides students with the fundamental principles required for successful Recreation and Parks Administrative careers in the public, private, or nonprofit sectors.

The required core courses of the MSA program (15-21 Credit Hours) provide a comprehensive overview of organizational and human relationships and the administrative mechanisms through which to make sound analytical judgments and decisions.

The Recreation and Parks Concentration (15-18 Credit Hours) is designed to provide students with administrative and management background and competencies associated with local parks and recreation agencies including organizational structure, strategic planning, personnel management, evaluation, risk management, budgeting and finance, marketing, local, state and federal regulations, advocacy, and current issues.

Please go to pages 192 (Core Classes) and 195 (Concentration Classes) or to www.grad.cmich.edu/MSA/.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: RPL 600, 603, 791.

## Course Descriptions

**RPL 508 Budgeting for Leisure Service Agencies 3(3-0) F, Sp**

Basic budgetary principles and procedures for leisure service agencies. Prerequisites: RPL 204 or RPL 210, or RPL 216 or RPL 261.

**RPL 511 Liability and Risk Management in Leisure Services 3(3-0)**

Situational analysis of the legal systems impacting the delivery of recreation and leisure services. Emphasis on applied legal understanding and loss control strategies. Prerequisites: one of: RPL 210, RPL 307, RPL 405, RPL 430, RPL 470.

(continued)
RPL 518 Philosophy of Recreation and Leisure 3(3-0) F, Sp
This course integrates recreation into larger human and societal concerns and explores the cultural, social, psychological, and economic aspects of leisure. Take semester before internship. Prerequisites: RPL 118; RPL 204; or RPL 210, RPL 218 or RPL 261; or permission of instructor.

RPL 521 Financial Assistance for Recreation and Parks 3(3-0) Sp
Working with federal, state, and private funding sources for leisure services. Prerequisites: RPL 405 or RPL 508; senior or graduate status.

RPL 545 Promoting Leisure Service Agencies and Programs 3(3-0)
Provides a basis for applying marketing principles and techniques to the provision of leisure service products and programs. Prerequisites: completion of RPL 204 or RPL 210 or RPL 216 or RPL 261 or permission of instructor.

RPL 552 Environmental Interpretation 3(3-0) Sp
Develop an understanding of and skills to produce and implement interpretive programs in parks, camps, museums, visitor and nature centers, and urban and rural areas. Prerequisites: RPL 358 or permission of instructor.

RPL 580 Programming for Therapeutic Recreation 3(3-0) F, Sp
Programming techniques for Therapeutic Recreation. Prerequisite: RPL 210.

RPL 581 Therapeutic Recreation Issues and Trends 3(3-0) F, Sp
Current issues and trends related to therapeutic recreation service delivery, including: professional credentialing, reimbursement, quality assurance, accreditation standards, managed care, private practice, and others. Prerequisites: RPL 210; two of: RPL 340, RPL 341, RPL 342, RPL 344, RPL 345.

RPL 600 Advanced Issues in Recreation 1-6(Spec) D
Advanced concentration study of a current recreation or park administration problem or issue.

RPL 603 Advanced Independent Reading in Recreation 1(Spec) F, Sp, Su
Student develops a reading list in consultation with advisor and explores one or more aspects of the field of recreation or park administration by individual study.

RPL 605 Administration of Leisure Services Systems 3(3-0)
Relates to the Administrative aspects of operating recreation, park and leisure services systems. Emphasis is placed on advanced administrative principles, practices, methods and issues. Prerequisites: RPL 405, RPL 508 or equivalent course, or permission of instructor.

RPL 610 Leisure Research 1(1-0) D
Introduction to research methodology.

RPL 611 Evaluation in Recreation and Leisure Services 3(3-0) Sp
Specific evaluation techniques for the recreation, therapeutic recreation, parks and leisure services field. Investigates the plan, the process, and the product of evaluation. Prerequisites: RPL 430 or RPL 580; and RPL 610, or permission of instructor.

RPL 615 Practicum in Recreation Supervision and Administration 6(Spec) F, Sp, Su
Supervised and practical experience in some facet of recreation or park administration or supervision. Not applicable for RPL Masters candidates, except to fulfill deficiency requirements.

RPL 618 Issues in Leisure 3(3-0) F
Theories of leisure behavior and current issues and trends in leisure. Topics discussed are dependent upon interests of students enrolled in class. Prerequisites: RPL 518 or permission of instructor.

RPL 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

RPL 620 Planning for Parks and Recreation Facilities 3(3-0) F
Principles and procedures in the planning, development, and maintenance of park and recreation areas and facilities.

RPL 652 Outdoor Recreation 3(3-0) D
Examination of local, state, and national agencies, areas, and problems involved in outdoor recreation. Particular attention to parks and forests. Related activities and skills.

RPL 698 Graduate Internship 1-6(Spec) F, Sp, Su
An option within the culminating scholarly experience in MA program. An in-depth, administrative work experience performed under a certified or trained professional in recreation/leisure. Prerequisites: completion of 80% of M.A. coursework and internship proposal accepted by graduate faculty committee.

RPL 699 Project 1-6(Spec) F, Sp, Su
An option within the culminating scholarly experience in M.A. program. Student proposes, implements, and evaluates an in-depth administrative or supervisory level applied project. Prerequisites: completion of 80% of M.A. coursework; acceptance of project proposal by graduate faculty committee.

RPL 754 Seminar in Recreation 2(2-0) Su
Individual and group study of problems arising in the field of recreation and park administration. CR/NC only.

RPL 791 Independent Study 2(Spec) F, Sp, Su
A research project. Not open to students taking RPL 798.

RPL 798 Thesis 1-6(Spec) F, Sp, Su
CR/NC only. Prerequisites: student must have completed 26 hours of M.A. coursework and thesis proposal must have been accepted by graduate committee.
School of Rehabilitation and Medical Sciences  (PHA) (PTH)

Herman Triezenberg, Chairperson
HPB 1232, (989) 774-2347
Elaine Betts, P.T., P.Ph.D.
George Bottomley, DVM, PA-C
Gail Capehart, P.T., MSA
Michael Davis, MS, PA-C
Nancy Epstein, P.T., M.A., PCS
Karen Grossnickle, P.T., M.S.
Ahmad Hakemi, M.D.
Peter Loubert, P.T., Ph.D.
Elizabeth Mostrom, P.T., Ph.D.
Jan Perkins, P.T., M.Sc.
Allan Riggs, PA-C, MS
Deb Silkwood-Sherer, P.T., M.S.
Laurie Swan, P.T., MPT, NCS
Herman Triezenberg, P.T., Ph.D.
Diane Visich, PA-C, MS
J. Tim Zipple, P.T., M.S., OCS, OM

Master of Science in Physician Assistant Program

Physician Assistant Program
HPB 1236, 774-2478

The Physician Assistant Program is a 27-month program designed for full-time students. A new class of students will begin its studies each summer.

Admission

The Physician Assistant Program uses CASPA, the Centralized Application Service for Physician Assistants. Please go to www.caspaonline.org to apply. The application deadline is October 1, 2005 for the 2006 entering class. GRE scores must be submitted directly to CMU College of Graduate Studies, Foust Hall 100, Mount Pleasant, MI 48859. Admission to the program is competitive. For more information, contact The Herbert H. and Grace A Dow College of Health Professions Admissions Office at 989-774-1730, or e-mail us at chpadmit@cmich.edu or see the website at http://www.chp.cmich.edu/pa/.

To be eligible for admission, a prospective student must:
1. Complete a minimum of 100 hours of volunteer or paid work in a patient care setting.
2. Complete a bachelor’s degree from a college or university with recognized standing. There is no restriction on the applicant’s undergraduate field of study.
3. Complete the prerequisite courses listed below.
4. Obtain a minimum of 2.8 in all prerequisite courses.
5. Obtain an overall, undergraduate GPA of at least 2.8.

6. Submit GRE scores.
7. Submit a completed application, 3 letters of recommendation, personal statements, and information about relevant professional experiences to CASPA.

Listed below are the prerequisite courses that must be completed before beginning the Physician Assistant program. Students completing the prerequisites at other universities are encouraged to contact CMU’s Undergraduate Academic Services (196 Warriner Hall) to determine if their courses are comparable to the CMU courses listed as satisfying the prerequisites. The final decision regarding whether a course satisfies a prerequisite will be determined by the program director of the Physician Assistant Program.

Prerequisite Courses for Physician Assistant Program

Biology/Health Sciences Courses
At CMU this prerequisite is met by:

Anatomy:
BIO 337 OR HSC 214

Physiology:
BIO 392 OR HSC 215

Pathophysiology:
HSC 411 (which requires HSC 211 as a prerequisite)

Microbiology:
BIO 208

Chemistry Courses:
General Chemistry CHM 120 AND 127 OR CHM 131 AND 132

Organic Chemistry CHM 342

Biochemistry CHM 421

Psychology Courses:
Introductory Psychology PSY 100
Developmental Psychology PSY 220

Statistics Courses:
Biostatistics HSC 544 OR BIO 500

Like all programs that have competitive admissions, students meeting the admission criteria are not guaranteed admission to the program.

The curriculum for the professional portion of the program is:

Summer Semester-First Year
HSC 582 (5) Regional Anatomy (3-4)
PHA 620 (3) Infectious Diseases (3-0)
PHA 624 (3) Issues in Practice 3(3-0)
PHA 660 (2) History/Physical Exam I 2(1-3)
PHA 672 (2) Applied Ethics for Physician Assistants (2-0)
Total: 15 credit hours

Fall Semester-First Year
HSC 650 (3) Analysis and Interpretation of Research and Literature (3-0)
PHA 608 (4) Clinical Medicine I (4-0)
PHA 625 (3) Clinical Pharmacology (3-0)
PHA 640 (3) Clinical Problem Solving I (0-11)
PHA 650 (1) Diagnostic Tests I (1-0)
PHA 661 (2) History/Physical Exam II (1-2)
PHA 671 (3) Preventive Medicine (3-0)
Total: 19 credit hours

(continued)
Spring Semester-First Year
- PHA 609 (4) Clinical Medicine II (4-0)
- PHA 614 (3) Pediatrics (3-0)
- PHA 626 (3) Clinical Pharmacology II (3-0)
- PHA 641 (3) Clinical Problem Solving II (0-11)
- PHA 630 (1) Clinical Procedures I (0-2)
- PHA 651 (1) Diagnostic Tests II (1-0)
- PHA 662 (2) History/Physical Exam III (1-3)
- PHA 673 (3) Psychiatry (3-0)
Total: 20 credit hours

Summer Semester-Second Year
- PHA 610 (3) Clinical Medicine III (3-0)
- PHA 612 (3) Obstetrics/Gynecology (3-0)
- PHA 616 (3) Surgery (3-0)
- PHA 618 (3) Emergency Medicine (3-0)
- PHA 631 (2) Clinical Procedures II (0-6)
- PHA 642 (3) Clinical Problem Solving III I (0-11)
- PHA 652 (1) Diagnostics Tests III (1-0)
Total: 18 credit hours
Total year: 72 credit hours

Fall Semester-Second Year
- PHA 690 Clinical Education I (16 week rotation)
Total: 16 credit hours

Spring Semester-Second Year
- PHA 691 Clinical Education II (16 week rotation)
Total: 16 credit hours

Summer Semester
- PHA 692 Clinical Education III (16 week rotation)
Total: 16 credit hours
Total year: 48 credit hours
TOTAL PROFESSIONAL: 120 credit hours

Course Descriptions

Physician Assistant (PHA)

PHA 608 Clinical Medicine I 4(4-0)
A comprehensive survey course that studies prioritized medical topics within organ systems. The systems covered are otolaryngologic, ophthalmologic, cardiovascular and respiratory systems. Prerequisites: admittance to the Physician Assistant program.

PHA 609 Clinical Medicine II 4(4-0)
A comprehensive survey course that studies prioritized medical topics within organ systems. The systems covered are gastrointestinal, hepatobiliary, genitourinary, endocrine, hematological systems and oncology. Prerequisites: admittance to the Physician Assistant program and PHA 608.

PHA 610 Clinical Medicine III 3(3-0)
Comprehensive survey course that studies prioritized medical topics within organ systems. The topics covered are the immunologic, musculoskeletal and neurologic systems and geriatrics. Prerequisites: admittance to the Physician Assistant program and PHA 609.

PHA 612 Obstetrics/Gynecology 3(3-0)
Prioritized instruction in normal function and selected medical conditions in women’s health including pregnancy, childbirth, neonatal and endocrine changes. Prerequisites: admittance to the Physician Assistant program.

PHA 614 Pediatrics 3(3-0)
A survey course of growth, development and diseases from birth to adolescence. It prepares students for the primary care clinical setting. Prerequisites: admittance to the Physician Assistant program.

PHA 616 Surgery 3(3-0)
Survey course that focuses on pre-, peri- and postoperative care and medical considerations of the surgical patient and prepares the student for the clinical setting. Prerequisites: admittance to the Physician Assistant program.

PHA 618 Emergency Medicine 3(3-0)
Survey course that familiarizes the student with common emergency and occupational medicine problems and injuries utilizing a priority system. Prerequisites: admittance to the Physician Assistant program; PHA 609 and PHA 616.

PHA 619 Continuing Registration for Final Research Project 1(1-0)
An on-site clinical course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

PHA 620 Infectious Diseases 3(3-0)
A comprehensive survey course on the diagnosis and treatment of infectious diseases seen in primary care medicine and organized by organ system. Prerequisites: admittance to Physician Assistant program or permission of the instructor.

PHA 624 Issues in Practice 3(3-0)
Several topics germane to physician assistant practice. Subjects covered are: medico-legal issues, practice management, patient education, research and literature review. Prerequisites: admittance to Physician Assistant program.

PHA 625 Clinical Pharmacology I 3(3-0)
Survey clinical course that emphasizes principles of pharmacology, pharmacokinetics and pharmacotherapy as they relate to drugs in the treatment of common primary care conditions. Prerequisites: admittance to Physician Assistant program or permission of the instructor.

PHA 626 Clinical Pharmacology II 3(3-0)
This clinical survey course continues instruction in pharmacology of select drugs, prescription essentials general pharmacology resources for the primary care practitioner. Prerequisites: admittance to Physician Assistant program, PHA 625 or permission of the instructor.

PHA 630 Clinical Procedures I 1(0-3)
Integrated didactic and laboratory course which develops medical procedural diagnostic and therapeutic skills. This prepares the student for the clinical setting. CR/NC only. Prerequisite: admission to the Physician Assistant program.

PHA 631 Clinical Procedures II 2(0-6)
Two-module course consisting of Advanced Trauma Life Support and Pediatric Advanced Life Support. These prepare the student for the clinical setting. CR/NC only. Prerequisites: admission to the Physicians Assistant program; successful completion of PHA 630.

PHA 640 Clinical Problem Solving I 3(0-11)
Onsite interactive group problem solving sessions and offsite patient/student/preceptor clinical interactions. Both modes develop clinical diagnostic reasoning by focusing on a hypothetic-deductive approach. Prerequisites: admission to the Physician Assistant program; successful completion of the didactic portion of the curriculum.

PHA 641 Clinical Problem Solving II 3(0-11)
Onsite interactive problem solving sessions and offsite patient/student/preceptor clinical interactions. Both modes develop clinical diagnostic reasoning by focusing on a hypothetic-deductive approach. Prerequisites: admission to the Physician Assistant program; successful completion of PHA 640.

PHA 642 Clinical Problem Solving III 3(0-11)
Onsite interactive problem solving sessions and offsite patient/student/preceptor clinical interactions. Both modes develop clinical diagnostic reasoning by focusing on a hypothetic-deductive approach. Prerequisites: admission to the Physician Assistant program; successful completion of PHA 641.
PH 650 Diagnostic Tests I 1(1-0)
First course of a comprehensive three-semester series integrating test selection, execution and interpretation for appropriate, efficient and cost effective decision making. Prerequisites: admission into the Physician Assistant program.

PH 651 Diagnostic Tests II 1(1-0)
A comprehensive survey course that continues to integrate diagnostic tests selection, execution and interpretation for appropriate, efficient and cost effective decision making in clinical medicine. Prerequisites: admission into the Physician Assistant program and PHA 650.

PH 652 Diagnostic Tests III 1(1-0)
Comprehensive survey course that completes the integration of diagnostic tests selection, execution and interpretation for appropriate, efficient and cost effective decision making in clinical medicine. Prerequisites: admission into the Physician Assistant program and PHA 651.

PH 660 History and Physical Examination I 2(1-3)
Integrated didactic/laboratory course. This course teaches assessment via the medical history with focus on interviewing skill and technique. It prepares students for the clinical setting. Prerequisites: admission to the Physician Assistant program.

PH 661 History and Physical Examination II 2(1-3)
Integrated didactic/laboratory series that teaches patient assessment through the complete medical history and physical examination. It prepares students for the clinical setting. Prerequisites: admission to the Physician Assistant program; successful completion of PHA 660.

PH 662 History and Physical Examination III 2(1-3)
Integrated didactic/laboratory series that teaches patient assessment through the complete medical history and physical examination. It prepares students for the clinical setting. Prerequisites: admission to the Physician Assistant program; successful completion of PHA 661.

PH 671 Preventive Medicine 3(3-0)
This course introduces the principles of preventive medicine and methods for their incorporation into primary care on an individual, family and community basis. Prerequisites: admission to the Physician Assistant program.

PH 672 Applied Ethics for Physician Assistants 2(2-0)
This course enables the student to examine the principles of medical ethics, develop an organized process to resolve clinical dilemmas, and to explore future professional roles. Prerequisites: admission to the Physician Assistant program.

PH 673 Psychiatry 3(3-0)
The course includes the identification and management of psychiatric disorders, with an emphasis on the pharmacological management of mood disorders. Prerequisites: admission to the Physician Assistant program.

PH 690 Clinical Education I 16(0-40)
This course consists of a full-time clinical internship. CR/NC only. Prerequisites: admission to the Physician Assistant program; successful completion of didactic coursework for Physician Assistant program.

PH 691 Clinical Education II 16(0-40)
This course consists of a full-time clinical internship. CR/NC only. Prerequisites: admission to the Physician Assistant program; PHA 690.

PH 692 Clinical Education III 16(0-40)
This course consists of a full-time clinical internship. CR/NC only. Prerequisites: admission to the Physician Assistant program; PHA 691.

Doctor of Physical Therapy (DPT)
Herm Triezenberg, Director
HPB 1232, 774-2347

The Program
The professional curriculum in physical therapy is three years in length. Students are eligible to apply for admission to the Doctoral Program in Physical Therapy following the completion of undergraduate coursework. Students must complete both the requirements for their undergraduate major and the physical therapy prerequisite courses before entering the program. At the completion of the professional program, the student will receive a Doctor of Physical Therapy (D.P.T.). In the undergraduate preparation phase, the student can enroll in one of a number of appropriate undergraduate majors. Some suggested undergraduate majors include health fitness in preventive and rehabilitation programs, athletic training, health administration, biology, psychology, child development, and therapeutic recreation. Students must contact an advisor from their chosen undergraduate major during their first semester to identify the coursework that is needed for their undergraduate degree. Students also need to incorporate into their undergraduate program a series of prerequisite courses that are required to prepare them for the coursework in the graduate program in physical therapy.

Prerequisite Courses for Physical Therapy

Biology/Health Science: 12 credits are required including courses in anatomy (recommended courses at CMU include HSC 214 OR BIO 337), physiology (recommended courses at CMU include HSC 215 OR BIO 392), and genetics (recommended courses at CMU include BIO 315 OR 326). Laboratories required for both anatomy and physiology.

Chemistry: 8 credits are required. Recommended sequences at CMU include CHM 131 and 132 OR 120, 127 and 342. Laboratory experience required for all courses.

Psychology: 9 credits are required including a course in developmental psychology. A course in rehabilitation or health psychology is strongly recommended.

Physics: 8-10 credits are required including a laboratory experience. Recommended course sequences at CMU include either PHY 130, 170, 171 OR PHY 145, 146, 175, 176.

Mathematics: A background in algebra and trigonometry sufficient for success in chosen physics sequence. (MTH 106 is a prerequisite for PHY 130 at CMU).

Statistics: An introductory course in statistics is required. Recommended courses at CMU include BIO 500, PSY 211, or HSC 514.

NOTE: The recommended prerequisite courses have been chosen to provide students with the appropriate background to be successful in the professional DPT curriculum. For students transferring from other institutions, the specific courses may vary. The equivalency of the content in those courses to meet prerequisite requirements will be determined by the faculty of the Physical Therapy Program. Under special circumstances students may be admitted who have not completed all of the recommended prerequisites but who can demonstrate that they possess an academic background that provides them an equivalent preparation. The faculty of the physical therapy program determines whether a student has received an equivalent preparation.
Admission to the Professional Curriculum

The professional physical therapy curriculum is three years in length. To gain admittance into the professional portion of the program students need to complete a secondary application. To be eligible for admission students must fulfill the following requirements:

1. Complete secondary application form as described in application packet. Application packet is available in The Herbert H. and Grace A. Dow College of Health Professions Admissions office.
2. Complete a minimum of 50 hours of volunteer/career exploration or paid work in a physical therapy clinic; experience in more than one clinical setting is required.
3. Complete all prerequisite courses before semester of admittance into the graduate program.
4. A minimum GPA of 2.7 in all prerequisite courses with no grades below a C (2.0).
5. Completion of their undergraduate degree.
6. Students must submit scores on GRE.

Review of applications will begin December 1. Applications that are postmarked after that date will be considered only if positions remain unfilled.

Admission into the professional doctoral program in physical therapy is competitive and students should contact The Office of Admissions for The Herbert H. and Grace A. Dow College of Health Professions or Physical Therapy Office for specific information on this process.

Retention and Dismissal

Students will be placed on probation for:

1. Any grade below a C (2.0) or NC (NC) in any course required in the PT professional curriculum will result in a student being placed on probation.
2. A semester GPA below 3.0 for courses required in the PT curriculum will result in a student being placed on probation.
3. A cumulative GPA below 3.0 for any semester will result in a student being placed on probation.

Students may be dismissed from the program for:

1. Two consecutive semesters of probation.
2. Failure to satisfactorily complete remedial work required to be taken off probation.
3. Failure to satisfactorily complete a repeated course at a level of CR (credit) or C or above.
4. Student shows multiple academic or clinical deficits to a degree that makes it unlikely the student will be able to succeed in the remainder of the curriculum.
5. A cumulative GPA below 3.0 (graduate) in the professional portion of the physical therapy curriculum for two semesters.
6. Failure (N/C) of clinical affiliation/internship courses.
7. Students who display a lack of professional conduct and/or any behavior patterns that may jeopardize the safety or well-being of patients or others; this includes students who do not demonstrate satisfactory performance or progress in Generic Abilities in academic or clinical courses.
8. Students who participate in unethical or illegal activity including, but not limited to, academic dishonesty or violations of the APTA Code of Ethics and Guide for Professional Conduct.

Physical Therapy Doctoral Program Curriculum

First Year - Summer (8 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 582</td>
<td>Regional Human Anatomy</td>
</tr>
<tr>
<td>PTH 615</td>
<td>Principles of Pharmacology</td>
</tr>
<tr>
<td>PTH 618</td>
<td>Human Development</td>
</tr>
</tbody>
</table>

First Year - Fall (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 631</td>
<td>Physiology of Exercise</td>
</tr>
<tr>
<td>PTH 617</td>
<td>Clinical Pathophysiology I</td>
</tr>
<tr>
<td>PTH 635</td>
<td>Examination and Diagnosis I</td>
</tr>
<tr>
<td>PTH 645</td>
<td>Patient Care I</td>
</tr>
<tr>
<td>PTH 665</td>
<td>PT Seminar I</td>
</tr>
<tr>
<td>PTH 626</td>
<td>Neuroanatomy in Physical Therapy</td>
</tr>
</tbody>
</table>

First Year - Spring (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PTH 622</td>
<td>Clinical Pathophysiology II</td>
</tr>
<tr>
<td>PTH 633</td>
<td>Clinical Education I</td>
</tr>
<tr>
<td>PTH 646</td>
<td>Patient Care II</td>
</tr>
<tr>
<td>PTH 666</td>
<td>PT Seminar II</td>
</tr>
<tr>
<td>PTH 672</td>
<td>Clinical Anatomy and Kinesiology of Human Joints</td>
</tr>
<tr>
<td>PTH 636</td>
<td>Examination &amp; Diagnosis II</td>
</tr>
</tbody>
</table>

Second Year - Summer (12 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HSC 670</td>
<td>Research Methods for Health, Phys. Ed. &amp; Sport</td>
</tr>
<tr>
<td>PTH 634</td>
<td>Clinical Education II</td>
</tr>
<tr>
<td>PTH 655</td>
<td>Teaching and Learning in PT</td>
</tr>
<tr>
<td>PTH 661</td>
<td>Manual Therapy I</td>
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</tbody>
</table>

Second Year - Fall (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 623</td>
<td>Clinical Pathophysiology III</td>
</tr>
<tr>
<td>PTH 690</td>
<td>Motor Learning Theory</td>
</tr>
<tr>
<td>PTH 732</td>
<td>Clinical Education III</td>
</tr>
<tr>
<td>PTH 745</td>
<td>Patient Care III</td>
</tr>
<tr>
<td>PTH 765</td>
<td>PT Seminar III</td>
</tr>
<tr>
<td>PTH 735</td>
<td>Examination &amp; Diagnoses III</td>
</tr>
<tr>
<td>PTH 621</td>
<td>Clinical Pediatric</td>
</tr>
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</table>

Second Year - Spring (16-17 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PTH 624</td>
<td>Clinical Pathophysiology IV</td>
</tr>
<tr>
<td>PTH 662</td>
<td>Manual Therapy II</td>
</tr>
<tr>
<td>PTH 695</td>
<td>Ethics in PT</td>
</tr>
<tr>
<td>PTH 620</td>
<td>Clinical Management of Geriatric Patients</td>
</tr>
<tr>
<td>PTH 746</td>
<td>Patient Care IV</td>
</tr>
<tr>
<td>PTH 766</td>
<td>PT Seminar IV</td>
</tr>
<tr>
<td>PTH 736</td>
<td>Examination &amp; Diagnoses IV</td>
</tr>
<tr>
<td>PTH</td>
<td>(2-3) Elective</td>
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</tbody>
</table>

Third Year - Summer (14 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PTH 850</td>
<td>Research Evidence Based Practice</td>
</tr>
<tr>
<td>PTH 710</td>
<td>Principles in Clinical Management</td>
</tr>
<tr>
<td>PTH 860</td>
<td>Health Informatics for Physical Therapists</td>
</tr>
<tr>
<td>PTH 870</td>
<td>Rehabilitation Care Management</td>
</tr>
<tr>
<td>PTH 825</td>
<td>Health Promotion in Physical Therapy Practice</td>
</tr>
<tr>
<td>PTH</td>
<td>(2) Elective</td>
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</tbody>
</table>

Third Year - Fall (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PTH 832</td>
<td>Clinical Education IV</td>
</tr>
<tr>
<td>PTH 790</td>
<td>Clinical Research I</td>
</tr>
</tbody>
</table>

Third Year - Spring (16 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTH 932</td>
<td>Clinical Education V</td>
</tr>
<tr>
<td>PTH 890</td>
<td>Clinical Research II</td>
</tr>
</tbody>
</table>

TOTAL PROFESSIONAL PROGRAM: 118-131 credit hours*
Additional Program Requirements:

Doctoral Research Project: Students must complete a Doctoral Research Project in Clinical Research I and II (PTH 790 and 890).

To fulfill the requirements for PTH 790 and 890 the student must complete either (a) a prospective research project or (b) clinical case report. Students must submit final manuscripts in publication form according to program guidelines.

At the completion of the professional curriculum, students will receive a Doctor of Physical Therapy (DPT) degree.

Accreditation

The physical therapy program at Central Michigan University is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Course Descriptions

Physical Therapy (PTH)

**PTH 525 Clinical Measurement in Physical Therapy 1(0-2)**
Theory and concepts central to credible clinical measurement procedures. Extensive laboratory practice of the most frequently used clinical measurement techniques. Prerequisite: admission to the Physical Therapy program.

**PTH 615 Principles of Pharmacology 1(1-0)**
Provides students with an introduction to the principles of pharmacology with an emphasis on understanding how drug therapy is utilized in rehabilitation. Prerequisites: admission to Physical Therapy Program.

**PTH 617 Clinical Pathophysiology I 1(1-0)**
Study of the body's physiological responses to disease states with emphasis on the clinical management pertinent to physical therapy practice. Prerequisite: admission to the physical therapy program or permission of instructor.

**PTH 618 Human Physical Development 2(2-0)**
Examination of life stages and their relationship to patient conditions seen in physical therapy. The developmental foundations of therapeutic procedures are discussed. Prerequisite: admission to the Physical Therapy program.

**PTH 619 Continuing Registration for Final Research Project 1(1-0)**
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

**PTH 620 Clinical Management of Geriatric Patients 2(2-0)**
Study of clinical management of geriatric patients. Physiological aspects of aging musculoskeletal, neurological, and cardiopulmonary systems are emphasized. Prerequisite: admission to the Physical Therapy program or permission of instructor.

**PTH 621 Clinical Pediatrics 2(2-0)**
Students will learn evaluation procedures and strategies for clinical management of the pediatrics patient. Prerequisites: PTH 618, admission to the Physical Therapy program; or permission of instructor.

**PTH 622 Clinical Pathophysiology II 1(1-0)**
Study of physiological responses to disease states associated with the musculoskeletal system. Emphasis is placed on the clinical management pertinent to physical therapy practice. Prerequisites: PTH 617, admission to the Physical Therapy program; or permission of instructor.

**PTH 623 Clinical Pathophysiology III 1(1-0)**
Study of physiological responses to disease states associated with the nervous system. Emphasis is placed on the clinical management pertinent to physical therapy practice. Prerequisites: PTH 622, admission to the Physical Therapy program; or permission of instructor.

**PTH 624 Clinical Pathophysiology IV 1(1-0)**
Study of physiological responses to cancer and to diseases of the endocrine, cardiovascular, and respiratory systems. Physical therapy clinical management is emphasized. Prerequisites: PTH 623, admission to the Physical Therapy program; or permission of instructor.

**PTH 625 Neuroanatomy in Physical Therapy 3(3-0)**
An introduction to functional neuroanatomy as it relates to physical therapy. Case studies are used to relate implications of neurological lesions with physical therapy intervention. Prerequisites: admission to the Physical Therapy program or permission of instructor.

**PTH 633 Clinical Education I 3(1-4)**
A mock clinic format is utilized to introduce the student to specific clinical situations and case studies. Problem-solving, interaction and technical skills analyzed. CR/NC only. Prerequisites: admission to the Physical Therapy program. Concurrent enrollment in PTH 646.

**PTH 634 Clinical Education II 6(Spec)**
This course provides one six-week full-time clinical experience for physical therapy students in physical therapy practice settings. Focus of experience is orthopedic disorders. CR/NC only. Prerequisites: PTH 633 and permission of instructor.

**PTH 635 Examination and Diagnosis I 2(1-2)**
Theory, concepts, and procedures central to examination and diagnosis of patients with dysfunctions or disabilities involving the musculoskeletal system, with laboratory practice in selected measures. Prerequisite: admission to the Physical Therapy Program; Corequisite: PTH 645.

**PTH 636 Examination and Diagnosis II 2(1-2)**
Theory, concepts, and procedures central to examination and diagnosis of patients with dysfunctions or disabilities involving the musculoskeletal system, with laboratory practice in selected measures. Prerequisite: PTH 635; Corequisite: PTH 646.

**PTH 645 Patient Care I 5(3-4)**
An introduction to the skills and techniques needed in the care of patients. Problem-solving, communication, general patient care and safety will be emphasized. Prerequisites: admission to the Physical Therapy program.

**PTH 646 Patient Care II 5(3-4)**
Continuation of PTH 645. Orthopedic case studies, preventive care, emergency procedures, differential diagnosis and referral will be emphasized. Prerequisites: admission to Physical Therapy program, PTH 645, concurrent enrollment in PTH 633.

**PTH 655 Teaching and Learning in Physical Therapy 2(2-0)**
Theory and research on learning development and instruction as it relates to the role of physical therapists as teachers and learners in a variety of situations/settings. Prerequisites: admission to the Physical Therapy program or permission of instructor.

**PTH 661 Manual Therapy I 1(0-2)**
Lab demonstration/participation is used to study foundational manual therapy techniques used in physical therapy for the treatment of extremity dysfunctions and associated painful postures. Prerequisites: PTH 646; admission to the Physical Therapy program; or permission of instructor.
PTH 662 Manual Therapy II 2(0-4)
The study of manual techniques used in physical therapy for the treatment of spine dysfunction and associated painful posture. Prerequisites: PTH 661, admission to the Physical Therapy program; or permission of instructor.

PTH 663 Proprioceptive Neuromuscular Facilitation 2(2-0)
This course introduces the treatment techniques and procedures that are integral to proprioceptive neuromuscular facilitation in treating neuromuscular or musculoskeletal problems. Prerequisites: PTH 745, admission to the Physical Therapy program; or permission of instructor.

PTH 665 Physical Therapy Seminar I 1(1-0)
The study of professional issues in physical therapy. Course will focus on health care delivery and practice issues. CR/NC only. Prerequisites: admission to the Physical Therapy program.

PTH 666 Physical Therapy Seminar II 1(1-0)
The study of professional issues in physical therapy. Course will focus on practice, political and demographic issues. CR/NC only. Prerequisites: admission to the Physical Therapy program.

PTH 670 Critical Analysis and Interpretation of Research 1(1-1)
Reading, discussion, analysis, and interpretation of research literature with application to physical therapy. Prerequisites: HSC 670, admission to the Physical Therapy program; or permission of instructor.

PTH 672 Clinical Anatomy and Kinesiology of Human Joints 4(3-3)
Anatomical and kinesiological overview of joints in the human body. Includes anatomy, histology of musculo-skeletal tissue, joint biomechanics, arthrokinematics, osteokinematics and study of human gait. Prerequisites: HSC 582 and admission to the Physical Therapy program.

PTH 690 Motor Learning in Neurorehabilitation 2(2-0)
Students will examine the current theory on motor learning and make applications to case studies in rehabilitation. Prerequisites: admission to the Physical Therapy program.

PTH 692 Clinical Biomechanics 2(1-2)
Addresses advanced topic areas in clinical biomechanics. Areas include special cases for gait, kinetic chain activities, and the mechanical bases of clinical practice.

PTH 695 Ethics in Physical Therapy 3(3-0)
The course introduces biomedical ethics principles to students in physical therapy education programs. Students are instructed in ethical theories and decision-making strategies. Prerequisites: admission to the Physical Therapy program.

PTH 710 Principles of Clinical Management 3(3-0)
Study of administrative and organizational activities needed in a physical therapy clinic. Personnel, quality assurance, reimbursement, and legal issues are examined. Prerequisites: admission to the Physical Therapy program.

PTH 732 Clinical Education III 4(1-4)
A mock clinic format is utilized to introduce students to specific clinical situations. Patient management skills for complex clinical case studies are emphasized. CR/NC only. Prerequisites: admission to the Physical Therapy program, PTH 634.

PTH 735 Examination and Diagnosis III 2(1-2)
Theory, concepts, and procedures central to examination and diagnosis in neurological physical therapy practice, with laboratory practice in the application of selected measures. Prerequisite: PTH 636; Corequisite: PTH 745.

PTH 736 Examination and Diagnosis IV 2(1-2)
Theory, concepts, and procedures central to examination and diagnosis of patients with dysfunctions or disabilities involving selected multiple systems, with laboratory practice in selected measures. Prerequisite: PTH 735; Corequisite: PTH 745.

PTH 745 Patient Care III 5(3-4)
Students are instructed in skills for the care of patients. Neurologic case studies, standardized testing, education and management issues are emphasized. Prerequisites: PTH 626, PTH 646; admission to the Physical Therapy program.

PTH 746 Patient Care IV 4(3-2)
Students are instructed in skills for the care of patients. Cardiopulmonary oncology, burn care, chronic pain and chronic conditions are emphasized. Prerequisites: admission to the Physical Therapy program, PTH 745 or permission of instructor.

PTH 765 Physical Therapy Seminars III 1(1-0)
The study of professional issues in physical therapy. Course will focus on social, business and government issues. CR/NC only. Prerequisites: admission to the Physical Therapy program.

PTH 766 Physical Therapy Seminars IV 1(1-0)
The study of professional issues in physical therapy. Course will focus on ethical, educational and practical issues. CR/NC only. Prerequisites: admission to the Physical Therapy program.

PTH 790 Clinical Research I 4(4-0)
First of two courses sequence to satisfy the doctoral project requirements for physical therapy program. Students complete either (a) a prospective research project or (b) clinical case report. CR/NC only. Prerequisites: admission to the Physical Therapy program.

PTH 791 Independent Study 1-3(Spec)
Students engage in independent study on a topic related to physical therapy. Students work with a faculty sponsor to outline the project requirements and complete the activities. Prerequisites: admission into the Graduate Program in Physical Therapy and a written proposal approval by the Physical Therapy Program Director.

PTH 792 Special Topics in Physical Therapy 1-9(Spec)
Exploration of current special topics in physical therapy examination and intervention. May be repeated to a maximum of 9 credits. Prerequisites: admission to Physical Therapy program or permission of instructor.

PTH 798 Thesis 1-6(Spec)
Students will define, plan and conduct research project. They are required to make written presentation and oral defense of thesis. Projects require approval of thesis committee.

PTH 825 Health Promotion in Physical Therapy Practice 2(2-0)
Overview of health promotion in physical therapy practice. Focus on health needs assessment, implementing health promotion interventions, and evaluating program effectiveness with individuals and groups. Prerequisites: admission to the Physical Therapy Program or permission of instructor.

PTH 832 Clinical Education IV 12(Spec)
This course consists of a full-time clinical internship. The student will have 16 weeks of clinical experience. Students will be affiliated with various clinical sites throughout Michigan and the U.S. CR/NC only. Prerequisites: admission to the Physical Therapy program, and permission of instructor. Concurrent enrollment for students selecting PTH 790.

PTH 850 Evidence Based Practice in Physical Therapy 2(2-0)
Principles of evidence based practice applied to the physical therapy profession. Students will learn to gather and evaluate evidence and incorporate it into clinical practice. Prerequisites: HSC 670, admission to the Physical Therapy Program.
Sociology, Anthropology, and Social Work (SOC) (ANT) (SWK)

Mary S. Senter, Chairperson
142 Anspach Hall (989) 774-3160

G. Frederick Allen, Ph.D., Criminology, Social Work
Mensah Adinkrah, Ph.D., Criminology, Homicide
Brigitte H. Bechtold, Ph.D., Research Methods, Political Economy, Population Studies, Social Policy
Tracy Brown, Ph.D., Native American Cultures, Gender
Sergio Chavez, Ph.D., Archaeology
Joseph W. DeBolt, Ph.D., American Society, Russian Society, Social Problems
Michael Dover, Ph.D., Social Work, Aging, Comparative Social Welfare, Occupations and Professions, Urban Affairs
Susan Grettenberger, Ph.D., Social Work, Social Welfare Policy, Non-Profit Organizations
Angela Haddad, Ph.D., Work and Occupations, Social Inequality, Methods
Nancy J. Herman-Kinney, Ph.D., Symbolic Interactionism, Social Psychology, Qualitative Methods
David A. Kinney, Ph.D., Sociology of Education, Research Methods
Rodney C. Kirk, Ph.D., Latin American Cultures, Peasants, Microcomputer Applications
Nancy B. Leis, Ph.D., (Emerita), Africa, Anthropology of Religion, Educational Anthropology
Leonard Lieberman, Ph.D., (Emeritus) Sociology of Knowledge, Physical Anthropology
Alice L. Littlefield, Ph.D., (Emerita) Economic Anthropology, Native Americans, Gender Roles, Latin America
Athena McLean, Ph.D., Medical Anthropology, Aging, Social Production of Knowledge
Bernard N. Meltzer, Ph.D., (Emeritus), Symbolic Interactionism, Minorities, Criminology

Harry Mika, Ph.D. Crime and Social Justice, Alternative Dispute Resolution
Gil Richard Musolf, Ph.D., Sociological Theory, Symbolic Interactionism
Robert G. Newby, Ph.D., Racism and Inequality, Social Psychology, Educational Sociology
John W. Petras, Ph.D., (Emeritus) Sexuality, Symbolic Interactionism, Sociology of Knowledge
Larry T. Reynolds, Ph.D., (Emeritus), Symbolic Interactionism, Theory, Sociology of Knowledge
Joanne Rieschleger, Ph.D., Social Work, Mental Health
Katherine Rosier, Ph.D., Youth Services, Family
Mary S. Senter, Ph.D., Stratification, Gender, Applied Sociology
Richard H. Senter, Jr., Ph.D., Complex Organizations, Sociology of Science, Industrial Sociology
Brian Smith, Ph.D., Juvenile Justice
Blaine W. Stevenson, Ph.D., Social Organization, Social Movements
Larry L. Tifft, Ph.D., Criminology, Social Justice, Violence
Carmen White, Ph.D., Educational Anthropology, Ethnicity and Ethnic Relations, Oceanic Cultures

Master of Arts

Admission Requirements

The application deadline for admission to the graduate program in Sociology is April 1 for the following academic year. Admissions decisions are made by the department’s Graduate Program Committee. The Committee may request additional information from a candidate who does not meet the requirements for Regular Admission status.

To receive regular admission status for the M.A. in Sociology, the student must have completed all of the following:

- Twenty (20) semester hours in sociology with a grade point average of 3.25;
- A 3.25 overall grade point average in undergraduate coursework or a score of 1.000 or better on the Graduate Record Examination (verbal and quantitative scores combined);
- A grade of 3.0 (B) or better in both (a) SOC 300 Introduction to Research Methods or equivalent, and (b) SOC 301 Sociological Theory or equivalent; and
- A 500-word statement of interest, describing career goals and needs.

An applicant who does not satisfy the foregoing requirements may be eligible for conditional admission. Where minimum grade point averages are not met in either sociology and/or overall for undergraduate work, the conditionally admitted student must achieve a minimum grade point average of 3.0 or better in each of the first three SASW graduate courses attempted (two of which must be core courses), in order to be eligible for admission to a fourth graduate course. Where one or both of the SASW equivalent undergraduate theory and methods courses have not been taken or the grades are less than 3.0, the conditionally admitted student must satisfy the deficiency by taking SOC 300 and/or SOC 301 (depending on the deficiency) and receiving a grade of at least 3.0. Neither course can count for graduate credit.
Financial Assistance

Each year the Department awards a limited number of graduate teaching assistantships to students who have been admitted to the Master of Arts program in Sociology. Graduate assistants spend 20 hours per week assisting faculty in teaching-related activities. Applications for graduate assistantships are available from the Department.

Graduate research fellowships and King/Chavez/Parks fellowships are offered by the College of Graduate Studies (see Financial Aid section of the Bulletin). Students who qualify are encouraged to apply to these fellowships through Graduate Studies.

In exceptional circumstances, some tuition support may be available from the department for graduate students conditionally admitted who are both required to take remedial courses and have unmet financial need.

Degree Requirements

In addition to the coursework specified below, either of the following two programs will satisfy the masters degree requirements.

Plan A: Thesis and oral examination

Plan B: One paper and written comprehensive examination.

Admission to thesis candidacy (Plan A) shall be by positive vote of the Graduate Program Committee, upon submission of a formal application that includes a current transcript, a writing sample, a Plan A advisor letter of support and agreement, human subjects review and approval, and a statement providing a general overview of the thesis topic, methods, and time frame. The decision of the Graduate Program Committee on thesis candidacy may be appealed to the department faculty as a whole. Students planning to study for the Ph.D. in sociology are strongly advised to pursue the Plan A option on their masters program. Furthermore, students should be aware that the department strongly recommends that faculty members of the Department of Sociology, Anthropology, and Social Work abstain from writing letters of recommendation for any graduate student seeking admission to and/or financial support from Ph.D. degree institutions until admission to Plan A candidacy.

Plan B involves passing comprehensive examinations based on graduate coursework, involving a minimum of three tested areas, read by no fewer than three members of the SASW graduate faculty. Retakes of one or more areas of the comprehensive examinations shall be allowed at the discretion of the student's Plan B supervisor, but under no circumstance will more than one retake be allowed without formal graduate course remediation approved by the Graduate Program Committee. In addition, Plan B requires a substantial paper that must be approved by two members of the SASW graduate faculty.

Graduate students enrolled in courses numbered below 600 are expected to perform, as defined by the course instructor, at a higher level than the undergraduate students in such courses.

It is possible to transfer up to 9 credit hours of graduate work from another institution into the Sociology graduate degree program. It is possible that some transfer credit may substitute for course requirements. The Graduate Program Committee must approve the request for graduate transfer credit.

The department offers graduate courses on a two-year rotation. Students should be aware that the minimum time to complete an M.A. is two years.

M.A. in Sociology

I. 

Courses in Sociology (18-30 credit hours)

Each student's overall grade point average for SOC 501, SOC 601, SOC 607, SOC 631, and SOC 632 must be at least 3.00.

Required Courses (15 credit hours)

- 501 (3) Development of Sociological Theory
- 601 (3) Contemporary Sociological Theory
- 607 (3) Methodology of Sociological Research
- 631 (3) Workshop on Qualitative Research
- 632 (3) Techniques of Sociological Research

Required on Plan A (9 credit hours)

- 602 (3) Professional Seminar
- 798 (6) Thesis

II. 

Elective courses in Sociology to be selected in consultation with advisor.

Plan A: 0-6 hours

Plan B: 3-15 hours

III. 

Cognate Courses (0-12 credit hours)

To be selected with the approval of the student's sociology advisor.

Total: 30 hours

CONCENTRATION IN SOCIAL AND CRIMINAL JUSTICE

Note: CMU is not presently accepting students into this program.

Requirements for admission to the Concentration in Social and Criminal Justice are identical to those of the general sociology degree, except that applicants must have taken 18 semester hours or more in social and criminal justice-related areas with a minimum grade point average of 3.25 in these courses, in place of the requirement of 20 semester hours of general sociology.

The requirement for social and criminal justice-related coursework may be partially waived by the Graduate Program Committee for relevant career experience. Conditional admission to the Concentration in Social and Criminal Justice, as well as requirements for Plan A and Plan B, are identical to those described above for the general sociology degree.

M.A. in Sociology with a Concentration in Social and Criminal Justice

Note: CMU is not presently accepting students into this program.

I. Sociology Core (15 hours)

To complete the degree, each student's overall grade point average for SOC 501, SOC 601, SOC 607, SOC 631, and SOC 632 must be at least 3.00.

Required Courses (15 credit hours)

- 501 (3) Development of Sociological Theory
- 601 (3) Contemporary Sociological Theory
- 607 (3) Methodology of Sociological Research
- 631 (3) Workshop on Qualitative Research
- 632 (3) Techniques of Sociological Research

II. Justice Core (12 hours)

- 621 (3) Social Control and Justice Systems
- 623 (3) Violence, Victims, and Social/Justice Responses
- 624 (3) Social Justice
- 625 (3) Field Consultation

III. Required on Plan A (9 credit hours)

- 602 (3) Professional Seminar
- 798 (6) Thesis
Course Descriptions

SOC 501 Development of Sociological Theory 3(3-0) F
Contributions to sociological theory by Smith, Comte, Spencer, Marx, Durkheim, Weber, Mead, and others. Relation of sociological thought to prevailing social and intellectual conditions. Prerequisite: SOC 100 or SOC 201 or SOC 221; or permission of instructor.

SOC 502 Theories of Race Relations in Sociology 3(3-0) F (Odd year)
Contributions to sociological theories of race relations by major theorists including Dubois, Frazier, Cox, and others. Prerequisites: SOC 300, SOC 301, SOC 323; or SOC 323, signed American Ethnic Studies minor; or regular admission to the Sociology Graduate program.

SOC 504 Seminar in the Community 3(3-0)
Theories of the nature, types, functions, and processes of the community. Methodology of community study. Prerequisites: SOC 100, SOC 200, and SOC 201 or permission of instructor.

SOC 506 Comparative Cultural Systems 3(3-0)
Explores theories of cultural development, with particular emphasis on urban and post-industrial cultures. Students investigate cultures different from their own. Identical to ANT 506. Credit may not be earned in more than one of these courses. Prerequisites: introductory anthropology and/or sociology course or equivalent.

SOC 507 Class and Poverty in America 3(3-0)
Examination of theories of social class and their application to American society. Review of empirical literature on class and poverty in the U.S. Prerequisites: 12 hours of sociology or permission of instructor.

SOC 512 Industrial Sociology 3(3-0)
Characteristics of industrial societies. Relationship of the organization of industrial work to that of nonwork culture, institutions, and roles. Prerequisites: SOC 300, SOC 301; or regular admission to the Sociology Graduate program.

SOC 513 Society and Sex 3(3-0)
Ways in which society defines the various aspects of sexuality and ways in which changes in society affect definitions. Identical to WST 513. Credit may not be earned in more than one of these courses. Prerequisite: SOC 213 or HEV 213 or WST 213.

SOC 515 Custodial Institutions 3(3-0)
The structural, organizational, and functional dimensions of custodial institutions in American society, emphasizing social processes of jails, prisons, training schools, mental hospitals, and nursing homes. Prerequisites: SOC 300 or PSC 280; SOC 301; or regular admission to the Sociology Graduate program.

SOC 521 Advanced Study of Deviant Behavior 3(3-0)
Contemporary issues in deviance theory and research. Prerequisites: SOC 300, SOC 301, SOC 321; or regular admission to the Sociology Graduate program.

SOC 523 Community Corrections and Alternative Sentencing 3(3-0)
Philosophies and practice of community corrections and alternative sentencing, including probation, parole, restitution, and victim-offender reconciliation. Prerequisites: SOC 300, SOC 301; 9 hours of social and criminal justice coursework; or regular admission to the Sociology Graduate program.

SOC 524 Sociology of Law 3(3-0)
The association of law with stratification, culture, social organization, and social control. Current issues of justice and law. Prerequisites: SOC 300, SOC 301; or regular admission to the Sociology Graduate program.

SOC 525 Internship in Social and Criminal Justice 6(Spec)
Supervised practical experience in a criminal or social justice organization. CR/NC only. Prerequisites: SOC 523; permission of course instructor.

SOC 526 Police and Community Relations 3(3-0)
Community and police perceptions of police role in democratic society, police discretion, use of force, community policing, and related topics. Prerequisites: SOC 300, SOC 301; or regular admission to the Sociology Graduate program.

SOC 527 Alternative Dispute Resolution in Justice Systems 3(3-0)
Citizen action through community-based alternatives to institutionalization of adults and juveniles in the justice systems. Prerequisites: SOC 300, SOC 301; or regular admission to the Sociology Graduate program.

SOC 530 Capstone Experience in Youth Studies 3(3-0)
Capstone course which provides field experience for students enrolled in the Youth Studies Minor. Students spend time working with youth in various community settings and meet periodically on campus to systematically reflect on practical field experience. Prerequisites: SOC 411, SOC 412, SOC 425. Concurrent enrollment in SOC 411, SOC 412, and/or SOC 425 is possible.

SOC 535 Sexual Orientation 3(3-0)
Examination of the development of sexual orientation, its roots, what it is, and how it has been defined scientifically and popularly. Identical to WST 535. Credit may not be earned in more than one of these courses. Prerequisites: SOC 100, and SOC 213 or WST 213.

SOC 590 Gender, Culture & Society 3(3-0)
Analysis of gender roles in various cultures; theoretical approaches to explaining gender role variation. Identical to ANT 590 and WST 590; credit may not be earned in more than one of these courses. Prerequisites: 6 hours of anthropology and/or sociology and/or women’s studies; or permission of instructor.
SOC 599 Special Topics in Sociology 1-10 (Spec)
Consideration of subject matter not included in courses currently listed in catalog. Prerequisite: permission of instructor.

SOC 601 Contemporary Sociological Theory 3(3-0) Sp (Odd year)
Analysis of functionalism, interactionism, structuralism, radical sociology, critical theory, exchange theory and other sociological theories of contemporary relevance. Prerequisite: 15 hours of sociology or permission of instructor.

SOC 602 Professional Seminar 3(3-0) F (Odd Year)
Techniques of thesis writing; development of thesis prospectus. Research of departmental faculty presented and discussed. Prerequisites: permission of instructor.

SOC 604 Sociology of Education 3(3-0)
Schooling in socio-cultural contexts, response of schools to diversity, and processes promoting inequality and/or progressive social change. Prerequisites: graduate standing in the social sciences or education.

SOC 605 Sociology of Knowledge 3(3-0)
Relationship of ideas to social life. The intellectual in society; relationship of empirical knowledge to cultural values and ideologies; objectivity in sociology. Prerequisite: SOC 301 or SOC 501 or permission of instructor.

SOC 607 Methodology of Sociological Research 3(3-0) F
Exploration and critique of various epistemological approaches to sociological inquiry. Research design, concept development, nature of data, introduction to qualitative and quantitative methods. Prerequisite: SOC 300 or permission of instructor.

SOC 611 Human Diversity Within and Between Families 3(3-0)
Diverse backgrounds of families/individuals based on ethnicity, religion, sexual orientation, class and disabilities will be studied. Models to explore the diverse nature will be applied. Identical to HEV 603. Credit may not be earned in more than one of these courses. Prerequisites: none.

SOC 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

SOC 621 Social Control and Justice Systems 3(3-0)
Formal and informal responses to crime and delinquency, analyzed in terms of criminology theory and research and with reference to concepts of social control. Prerequisites: SOC 300, and SOC 301 or SOC 501; or permission of instructor.

SOC 623 Violence, Victims and Social/Justice Responses 3(3-0)
Theories and research on victims and perpetrators of interpersonal violence are explored, including formal and informal processes of societal response to violence and victimization. Prerequisites: graduate standing, SOC 621, and SOC 501 or SOC 601.

SOC 624 Social Justice 3(3-0)
Social justice is explored from a sociological perspective. Conceptualization differences, social structural contexts, and social control and “crime” control policies are analyzed. Prerequisites: graduate standing, SOC 621, and SOC 501 or SOC 601.

SOC 625 Field Consultation 3(3-0)
Individual or collective technical assistance project for community-based criminal justice or social/human client organization. Prerequisites: SOC 501, SOC 601, SOC 607, SOC 621, SOC 623, SOC 624, SOC 632 and significant applied experience in criminal or social justice settings.

SOC 631 Workshop on Qualitative Research 3(3-0) Sp (Even year)
This course is designed to introduce students to the various qualitative research methods in the social sciences. Prerequisites: SOC 607.

SOC 632 Techniques of Sociological Research 3(3-0) Sp (Odd year)
Analysis of quantitative social science data. Hypothesis testing and descriptive methods. Prerequisite: SOC 607.

SOC 690 Social Aspects of Health Care and Illness 3(3-0)
Major health problems in America. Socialization, skills, and work of health care practitioners. Health care organizations. Systems of health care, emphasizing the American system. Prerequisites: matriculation in Physicians’ Assistant program or permission of instructor.

SOC 699 Special Topics in Sociology 1-10 (Spec)
Subject matter not included in courses currently listed in catalog. Prerequisite: permission of instructor.

SOC 795 Independent Reading 1-6 (Spec)
Open to students who have obtained the permission of the department chairperson and an instructor to read intensively on an approved topic.

SOC 796 Independent Research 1-6 (Spec)
Open to students who have obtained the permission of the department chairperson and an instructor to conduct research on an approved topic.

SOC 798 Thesis 1-6 (Spec)
Credit is earned in this course through successful completion of a thesis in sociology. Advisor’s permission is required. CR/NC only.

Anthropology (ANT)

ANT 500 Field School in Archaeology 6 (Spec)
Intensive practical experience in field survey, excavation, and laboratory analysis of resulting materials. Prerequisite: ANT 174 or ANT 175 or ANT 240 or instructor’s permission.

ANT 505 Applied Anthropology 3(3-0)
Applying anthropological methods and understandings of cultural diversity to human services research, programs, and policies in multicultural settings. Prerequisites: 15 credit hours of social sciences.

ANT 506 Comparative Cultural Systems 3(3-0)
Explores theories of cultural development, with particular emphasis on urban and post-industrial cultures. Students investigate cultures different from their own. Identical to SOC 506. Credit may not be earned in more than one of these courses. Prerequisites: introductory anthropology and/or sociology course.

ANT 520 Medical Anthropology 3(3-0)
Transcultural variations in conceptions of health and healing, cultural practices that encourage or inhibit disease, and the effects of social institutions on health and illness. Prerequisites: 6 hours of cultural anthropology and/or sociology, or permission of instructor.

ANT 588 Special Topics in Anthropology 1-10 (Spec)
Consideration of subject matter not included in courses currently listed in catalog. Prerequisite: permission of instructor.

ANT 590 Gender, Culture, & Society 3(3-0)
Analysis of gender roles in various cultures; theoretical approaches to explaining gender role variation. Identical to SOC 590 and WST 590; credit may not be earned in more than one of these courses. Prerequisites: 6 hours of anthropology and/or sociology and/or women’s studies; or permission of instructor.

ANT 698 Independent Studies in Anthropology 1-12 (Spec)
Directed reading and/or research on an approved topic. Prerequisite: permission of instructor and department chairperson.
Social Work (SWK)

SWK 510 Social Work Generalist Practice and Human Sexuality 3(3-0)

Social Work generalist practice with issues of human sexuality. Special emphasis on sexual identity issues, common sexual dysfunctions and policy implications. Prerequisites: one of the following: SOC 213, HEV 213, WST 213, HSC 222, or permission of instructor.

SWK 597 Independent Study 1-12(Spec)

Directed reading or research on approved topic. Permission of instructor required.

SWK 599 Special Topics in Social Work 1-12(Spec)

Consideration of subject matter not included in courses currently listed in the Bulletin.

Speech Communication and Dramatic Arts (SDA) (IPC) (TAI)

Michael Papa, Chairperson
333 Moore Hall, (989) 774-3177

Steven Berglund, M.F.A., Theatre, Interpretation and Dance
Nancy L. Buerkel-Rothfuss, Ph.D., Interpersonal and Public Communication

Timothy Connors, Ph.D., Theatre, Interpretation and Dance
Yvette Crandall, M.A., Theatre, Interpretation and Dance
William Dailey, Ph.D., Interpersonal and Public Communication

Pamela Gray, Ph.D., Interpersonal and Public Communication
Edward Hinck, Ph.D., Interpersonal and Public Communication
Shelly Schaef Hinck, Ph.D., Interpersonal and Public Communication

Mary Jo Lodge, Ph.D., Theatre, Interpretation and Dance
Rhona Justice-Malloy, Ph.D., Theatre, Interpretation and Dance
Diane Krider, Ph.D., Interpersonal and Public Communication
David A. Ling, Ph.D., Interpersonal and Public Communication

Michael Papa, Ph.D., Interpersonal and Public Communication
Wendy Papa, Ph.D., Interpersonal and Public Communication
Lisa Patterson, Ph.D., Interpersonal and Public Communication
Doris J. Ramsey, M.A., Theatre, Interpretation and Dance
Mary Ann Renz, Ph.D., Interpersonal and Public Communication

Peter Ross, Ph.D., Interpersonal and Public Communication
Jill Taft-Kaufman, Ph.D., Theatre, Interpretation and Dance
Lesley Withers, Ph.D., Interpersonal and Public Communication

Master of Arts in Speech Communication and Dramatic Arts

The graduate program of study in Speech Communication and Dramatic Arts provides a strong background in communication research and methods and classical and contemporary communication theory. Graduates from the program follow a variety of careers. Many continue graduate work in Ph.D. programs, become secondary or community college teachers, or find positions in business and media (marketing, management, training, consulting) or as coordinators of social service and volunteer organizations. Still others pursue careers in law, politics and the ministry.

The faculty, which is widely recognized for its teaching excellence, is also very active in research, publication, professional organizations and consulting. Among the faculty are specialists in rhetoric, interpersonal communication, organizational communication and communication education. Areas of research specialization include family communication, conflict and negotiation, persuasion and argumentation, interpersonal and nonverbal communication, instructional development, risk communication, and intercultural communication. Faculty have published books on communication education, family communication, organizational communication, presidential debates, and small group communication, as well as numerous journal articles on a wide array of topics.

Students who seek a graduate degree in Speech Communication and Dramatic Arts will find an environment full of opportunities. Student options include: participating in one of the finest communication teacher-training programs in the country; assisting in the debate and forensics program; participating in ongoing faculty research projects; and developing their own research with faculty assistance.

Perhaps the greatest asset of the department is its concern for its students. The department is committed to creating as vibrant and healthy a learning environment as possible. Thus, students will find the program challenging and the faculty supportive.

Admission Requirements

In addition to the general university requirements, for regular admission to the Speech Communication and Dramatic Arts graduate program, the student must have an overall grade point average of 2.7 or 3.0 or higher in the last 60 hours of undergraduate credit, and a grade point average of 3.0 or higher in the last 15 hours of speech communication and dramatic arts courses or courses determined by the department to be related to speech communication or dramatic arts. A student who does not meet the above requirements may be admitted to graduate study on a conditional basis.

Degree Requirements

A thesis is required for completion of the Master’s Degree. Students may choose to complete a research or an applied research thesis. A total of 30 hours is required for completion of the Master’s degree.

I. Concentration in one of the following areas:

A. Interpersonal and Public Communication

Required courses (24 hours)

SDA 600 (3) Introduction to Research and Graduate Study in Speech Communication and Dramatic Arts
SDA 601 (3) Research Design in Speech Communication
IPC 602 (3) Qualitative Research Methods in Communication

OR IPC 750 (3) Rhetorical Criticism
IPC 661 (3) Contemporary Communication Theory
IPC 664 (3) Advanced Organizational Communication
IPC 668 (3) Seminar in Interpersonal Communication
IPC 798 (6) Thesis

Selected courses in Speech Communication and Dramatic Arts and Interpersonal and Public Communication (0-6)

To be selected in consultation with advisor with no more than 3 credits from IPC 764 and IPC 790.
B. Oral Interpretation
   Required courses (6 hours)
   SDA 600 (3) Introduction to Research and Graduate Study in Speech Communication and Dramatic Arts
   SDA 601 (3) Research Design in Speech Communication
   Selected courses in Speech Communication and Dramatic Arts and Theatre (14-24 hours)
   To be selected in consultation with advisor.

C. Theatre
   Required Courses (6 hours)
   SDA 600 (3) Introduction to Research and Graduate Study in Speech Communication and Dramatic Arts
   SDA 601 (3) Research Design in Speech Communication
   Selected courses in Speech Communication and Dramatic Arts and Theatre (14-24 hours)
   To be selected in consultation with advisor.

Master of Science in Administration

The Master of Science in Administration Program requires 36 Credit Hours of graduate study. The MSA Program provides students with the fundamental principles required for successful administrative careers in the public, private, or nonprofit sectors.

The required core courses of the MSA program (15-21 Credit Hours) provide a comprehensive overview of organizational and human relationships and the administrative mechanisms through which to make sound analytical judgments and decisions.

The Organizational Communication concentration (15-18 Credit Hours) provides students with a thorough grounding in the theory and practice of effective oral and written communication in modern organizations.

Please go to pages 192 (Core Classes) and 195 (Concentration Classes) or to www.grad.cmich.edu/MSA/.

Financial Aid

The department offers two kinds of financial aid: teaching assistantships and forensics assistantships. Graduate teaching assistants teach two classes per semester. Graduate forensics assistants teach two classes per semester. Graduate assistantships may be renewed for an additional semester at one half the annual stipend and 10 hours tuition waiver.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: SDA 593; IPC 555, 660, 764, 790; TAI 572, 577, 578, 584, 589, 590, 790.

Course Descriptions

Speech and Dramatic Arts (SDA)

SDA 591 Oral Communication with Children 3(3-0) D
   Study and practice of adult/child communication patterns. Course will include state objectives for speaking/listening. Designed for teachers and people working with children.

SDA 600 Introduction to Research and Graduate Study in Speech and Dramatic Arts 3(3-0) F
   Introduces students to qualitative and quantitative methods of research relevant to communication arts and sciences.

SDA 601 Research Design in Speech Communication 3(3-0) Sp
   Prepares the student to understand the assumptions and rationale of social scientific research, and to understand and perform laboratory and field experiments.

SDA 619 Continuing Registration for Final Research Project 1(1-0)
   A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

SDA 795 Seminar: Teaching College Speech 3(2-2) F
   Workshop/seminar in philosophies, strategies, and practices of teaching basic speech courses, directing communication programs, and applying theory at the college level. Prerequisites: 15 hours in speech communication and dramatic arts.

Interpersonal Communication (IPC)

IPC 555 Special Topics in Interpersonal and Public Communication 1-9(Spec) D
   Current topics of each semester listed in the Schedule of Classes. 3 hours each; maximum credit, 9 hours. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 558 Historical Backgrounds of Communication Theory 3(3-0) D
   Theories of rhetoric and communication from the classical, medieval, and Renaissance periods studied in a comprehensive historical-philosophical survey. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 560 Communication and Change: The Diffusion of Ideas and Information 3(3-0) Sp
   Research and methods of communicating changes into existing social systems. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 561 Communication in Conflict Management 3(3-0) F, Sp
   Theory, research, and practical application of managing conflicts through communication. Focuses on conflict between people in the contexts of family, group, and organizations. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 562 Family Communication 3(3-0) F, Sp
   The study of verbal and nonverbal communication processes, patterns, and problems in the family. The uniqueness of the family system as a communication context is emphasized. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 565 Communication Training in Organizations 3(3-0) D
   This course examines the role of training in improving communication in organizations. The course discusses the design, development, implementation, and evaluation of organizational communication training. Prerequisites: grades of C (2.0) or better in IPC 251, IPC 301; IPC 264; or permission of instructor.

IPC 569 Communication in the Classroom 3(3-0) F, Sp
   Integrates research from several fields describing communication patterns between students and teacher-to-student within school settings. Designed for students interested in teaching or administration. Prerequisite: completion of 56 hours of undergraduate credit or permission of instructor.
IPC 594 Directing Speech Activities 3(3-0) D
Designed to provide the student or the professional teacher with the skills needed to coach and administer forensic activities on the high school level. Prerequisites: grades of C (2.0) or better in IPC 251 and IPC 301 or permission of instructor.

IPC 602 Qualitative Research Methods 3(3-0) Sp (Odd Year)
Exploration of theoretical and methodological issues in qualitative research in communication, focusing on particular research strategies including participant observation, ethnography, in-depth interviewing, and narrative. Prerequisites: SDA 600 or permission of the instructor.

IPC 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

IPC 660 Seminar in Interpersonal Communication 3-9(Spec) D
Current topics for each semester listed in the Schedule of Classes. 3 hours each; maximum credit, 9 hours.

IPC 661 Contemporary Communication Theory 3(3-0) F
Critical interpretation and evaluation of published social psychological research which serves as the theoretical foundation of communication.

IPC 662 Advanced Persuasion 3(3-0) D
Examines and analyzes theories and principles concerned with persuasion and attitude change. Emphasis placed on theory development, application, and evaluation. Prerequisite: one advanced undergraduate course in Interpersonal and Public Communication.

IPC 664 Advanced Organizational Communication 3(3-0) Sp
Includes a rigorous examination of the principles governing organizational communication and how these principles may be applied in practice and research. Prerequisites: SDA 600 or permission of instructor.

IPC 665 Seminar in Communication and Negotiation in Employee Relations 3(3-0) D
The course examines the role of communication and negotiation in the employee relations process within a work organization. Prerequisite: IPC 264, or applied experience of three years in a full-time position in a work organization and permission of the instructor.

IPC 667 Advanced Studies in Intercultural Communication 3(3-0) D
This course examines the theory, practice, and research related to the process of communication between people from different cultural backgrounds. Prerequisites: SDA 600 or permission of the instructor.

IPC 668 Seminar in Interpersonal Communication 3(3-0) F
Seminar focuses on interpersonal communication theories and research. Students critically evaluate current theories and examine popular research methods. Prerequisites: admission to the Master of Arts graduate program in Interpersonal and Public Communication or permission of instructor.

IPC 750 Rhetorical Criticism 3(3-0) Sp (Even Year)
Conceptual approaches to the criticism of oral communication. Criteria for criticism, description, analysis, and critical evaluation of speeches and other forms of interpersonal communication.

IPC 764 Communication Internship 1-6(Spec) F, Sp, Su
Designed to apply knowledge of and skills in speech communication within a supervised organizational context. Prerequisite: prior written approval of internship coordinator.

IPC 790 Advanced Independent Study 1-4(Spec) F, Sp, Su
Intensive study of some special problem under guidance of a faculty member or faculty committee. Prerequisites: permission of advisor and instructor.

IPC 798 Thesis 1-6(Spec) F, Sp, Su
CR/NC only.

Theatre and Interpretation (TAI)
TAI 569 History of American Theatre 3(3-0) D
Development of drama and theatre in America from colonial times to the present. Prerequisites: 6 hours of TAI coursework or permission of instructor.

TAI 570 Oral Interpretation of Prose Fiction 3(3-0) D
Specialized study of the short story and novel, in both individual and group performances. Prerequisites: one course in oral interpretation and one course in fictional literature.

TAI 571 Oral Interpretation of Poetry 3(3-0) D
Specialized study of poetry. Prerequisites: one course in oral interpretation and one course in poetic literature.

TAI 572 Special Topics in Oral Interpretation 1-9(Spec) D
Current topics for each semester listed in the Schedule of Classes. 3 hours each; maximum credit 9 hours. Prerequisite: one course in oral interpretation and/or a major in English.

TAI 573 Seminar: Interpretative Reading 3(3-0) D
History of the art of interpretative reading, its current theories and possible trends. Prerequisite: one course in interpretative reading.

TAI 574 History of Drama and Theatre I 3(3-0) F
Development of drama and theatre in Western Culture from ancient origins to 1700. Prerequisites: 6 hours of TAI coursework or permission of instructor.

TAI 575 History of Drama and Theatre II 3(3-0) Sp
Continuation of TAI 574 History of Drama and Theatre I. Development of drama and theatre in Western Culture from 1700 to 1945. Prerequisites: 6 hours of TAI coursework or permission of instructor.

TAI 577 Special Topics in Technical Theatre 1-9(Spec) D
Current topics for each semester listed in the Schedule of Classes. 3 hours each; maximum credit 9 hours. Prerequisites: two from the following: TAI 177, TAI 278, TAI 377, TAI 477.

TAI 578 Special Topics in Theatre 1-9(Spec) D
Current topics for each semester listed in the Schedule of Classes. 3 hours each; maximum credit 9 hours. Prerequisite: two under-graduate courses in theatrical production, or equivalent.

TAI 579 Costume Design and Construction 3(3-0) F (Odd Year)
Concentration in the problems of design, pattern drafting, and construction of costumes for the theatre. Prerequisite: TAI 377 or equivalent and HEV 140 or equivalent.

TAI 580 Dramatic Theory and Criticism 3(3-0) Sp
Analysis of significant theories of theatre and drama. Prerequisite: TAI 574 or TAI 575 or permission of instructor.

TAI 581 - Advanced Directing 3(3-0) Sp (Odd year)
Continuation of TAI 481, Directing. Emphasis on the rehearsal and performance of one-act plays for public presentation. Prerequisites: TAI 177 and TAI 481. Admission by permission of instructor only. (Contact SCDA office for procedure.)

TAI 583 Women in the Contemporary American Theatre 3(3-0) D
Examines the contributions of women producers, directors, playwrights, actors, designers, and critics to the development of the contemporary American theatre. Prerequisites: 6 hours of TAI coursework or permission of instructor.
TAI 584 Field Course in Theatre 1-4(Spec) D
A travel course to metropolitan theatrical productions and institutions. Required are a pre-travel reading program and final response/evaluation paper.

TAI 585 Creative Dramatics 3(2-2) F, Sp
Techniques of guiding children through original dramatizations. Primarily for the classroom teacher.

TAI 586 Playwriting 3(3-0) F (Even year)
Theory and practice in writing original plays; discussion and critical evaluation of student plays. Prerequisites: ENG 201; ENG 294 or one course in history of drama and theatre or permission of instructor.

TAI 588 Contemporary Theatre 3(3-0) D
Development of drama and theatre in Western Culture from 1945 to the present. Prerequisites: 6 hours of TAI coursework or permission of instructor.

TAI 589 Theatre Workshop 2-6(Spec) Su
Theoretical and practical work in productions of the University Theatre. Prerequisite: minimum of one course in theatre.

TAI 590 Summer Repertory Theatre 3(3-0) Su
Intensive practical theatre experience in the repertory situation under professional direction and guidance. Prerequisite: applicant admitted to course only through audition.

TAI 602 Modern Performance Theory 3(3-0) D
Intensive examination of the growth and development of major assumptions underlying modern approaches to theatrical production.

TAI 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

TAI 790 Advanced Independent Study 1-4(Spec) F, Sp, Su
Intensive study of some special problem under guidance of a faculty member or faculty committee. Prerequisite: permission of advisor and instructor (and completion of form).

TAI 798 Thesis 1-6(Spec) F, Sp
CR/NC only.

Teacher Education and Professional Development (EDU) (EHS) (LMT) (MLE)

http://www.tepd.cmich.edu

Renay Scott, Chairperson
208 Ronan Hall, (989) 774-3975

Abalo Adewui, Ed.D., Curriculum and Instruction
Mary Williams Aylor, Ph.D., Early Childhood
Norma Bailey, Ed.D., Middle School Education
Lorraine Berak, Ph.D., Educational Administration, Labor and Industrial Relations
Timothy Brannan, Ph.D., Educational Technology
Peggy Burke, Ph.D., Middle Level Education
Karen Edwards, Ph.D., Education Administration, Clinical Supervision
Charles F. Eiszler, Ph.D., Educational Psychology, Educational Research
Raymond Francis, Ed.D., Curriculum and Instruction/Emphasis in Clinical Supervision
Ashim-Uneze Heanacho, Ph.D., Education Foundations
Peter Higgs, Ph.D., Social Studies Education
Elizabeth Knepper, Ph.D., Clinical Supervision
Thomas P. Kromer, Ph.D., Curriculum and Instruction
Michael Magarrey, Ed.D., Curriculum Teaching & Learning, Clinical Supervision
William Leibfritz, Ph.D., Elementary Mathematics
Xiaoping Li, Ed.D., Literacy Education
Diane Mark, Ph.D., Educational Administration
James McDonald, Ph.D., Science Education
Sheketa McKisick, Ph.D., Curriculum and Instruction
William Merrill, Ph.D., Educational Technology, Mathematics Education
Colleen A. Moore, Ph.D., Secondary Education, Educational Foundations, Higher Education Administration
Diane Newby, Ed.D., Educational Leadership
Nancy Peitraszkiewicz, Ph.D., Student Teaching Supervision
Joseph Rivard, Ph.D., Reading
Leonie Rose, Ph.D., Elementary Education, Reading and Language Arts
Renay Scott, Ph.D., Curriculum and Instruction
Barbara Senesac, Ph.D., Bilingual Education, Literacy Education
Frank A. Stancato, Ph.D., Educational Psychology, Educational Research
Marguerite Terrill, Ph.D., Secondary Education
Alan Weber, Ph.D., English
Cara Wicks-Ortega, M.A., Early Childhood Education
Mingyuan Zhang, Ed.D., Elementary Education
The Department of Teacher Education and Professional Development offers five master’s degrees: (1) a Master of Arts in Educational Technology (K-12); (2) a Master of Arts in Elementary Education, with three options: Classroom Teaching, Early Childhood, and Reading in the Elementary School (note: the department is not currently accepting students into the Reading in the Elementary School option); (3) a Master of Arts in Reading and Literacy (K-12); (4) a Master of Arts in Middle Level Education; and (5) a Master of Arts in Secondary Education, with one option: Teaching in the Senior High School. Guide sheets specifying requirements, general elective courses, and other information for all the department’s Master of Arts programs may be obtained from Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

Master of Arts in Educational Technology (EDU/MLE)

The Educational Technology program prepares students with teaching certificates to provide instruction utilizing new learning technologies. The technologies addressed in this program include multimedia, telecommunications, and distance learning. While meeting the needs of the classroom teacher, this program also prepares individuals for technology leadership roles.

The degree program requires a minimum of 18 hours of required core courses, 9 hours of elective courses, 3 hours of history/philosophy of education courses, and 3 hours of research courses. All candidates for the M.A. must complete the Educational Technology seminar, resulting in a terminal project. Educational Technology projects must demonstrate effective uses of technology in K-12 classroom settings.

Admission Requirements:

In addition to the university’s general admission requirements, the student must have a valid K-12 teaching certificate or equivalent. Regular admission in the program requires an undergraduate grade point average of at least 2.70 (on a 4-point scale). Students with a GPA below 2.50 will not be considered for candidacy for the graduate program in teacher education. A maximum of 9 hours taken before signing the master’s program may be counted on the program. Students must earn a B- or better in each graded course within the 9 hours taken.

Advisors for the master’s program are assigned only after the student has been regularly or conditionally admitted to the College of Graduate Studies and has selected an option. Guide sheets specifying requirements, general elective courses, and other information may be obtained from Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

Required Core Courses (Total of 18 hours)
- EDU 590 (3) Microcomputers in Classroom Instruction
- EDU 595 (3) Telecommunication in Education
- EDU 642 (3) Instructional Multimedia
- EDU 643 (3) Instructional Design
- EDU 707 (3) Seminar: Issues in Educational Technology
- EDU 710 (3) Seminar: Terminal Project

Elective Courses (Total of 9 hours)
- CPS 590 (3) Computer Applications in Educational Administration
- CPS 591 (3) Computer Application in Classroom Instruction
- CPS 592 (3) Computer Science Content for Elementary Teachers
- EAD 610 (3) Grants and Fund Procurement
- EDU 506 (3) Individualizing Instruction
- EDU 566 (1-6) Independent Study in Elementary Education
- EDU 639 (3) Instructional Materials and Curriculum Production
- EDU 708 (3) Distance Education
- EDU 709 (2) Innovative Uses of Technology

History, Philosophy (Total of 3 hours)
- EDU 609 (3) History of Education
- EDU 611 (3) Philosophy of Education

Research (Total of 3 hours)
- EDU 614 (3) Advanced Educational Psychology
- EDU 660 (3) Methods of Educational Research
- EDU 662 (3) Applied Educational Measurement and Evaluation

Total Hours (Minimum 33 hours)

Master of Arts in Elementary Education (EDU)

Admission Requirements

In addition to meeting the university’s general admission requirements, the student must have a valid Michigan elementary teaching certificate or the equivalent. Courses taken to meet this admission requirement shall not count toward the master’s degree. Those who do not possess the elementary teaching certificate should contact the Center for Student Services for information on how to meet certification requirements. Advisors for the master’s program are assigned only after the student has been regularly or conditionally admitted to the College of Graduate Studies and has selected an option.

Regular admission in the program requires an undergraduate grade point average of at least 2.70 (on a 4-point scale). Students with a GPA below 2.50 will not be considered for candidacy for the graduate program in teacher education. A maximum of 9 hours taken before signing the master’s program may be counted on the program. Students must earn a B- or better in each graded course.

Students may select one of the following options. Guide sheets specifying requirements, general elective courses, and other information may be obtained from Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

Option 1. Classroom Teaching

Option 2. Early Childhood (Specialized and related courses to be selected with approval of advisor.)

*Option 3. Reading in the Elementary School (Specialized and related courses to be selected with approval of advisor.)

*Please note: the department is not currently accepting students into the Reading in the Elementary School option.

Degree Requirements

All candidates for the M.A. must fulfill requirements for scholarly activity under Plan A (thesis) or Plan B (comprehensive written exam). Plan A requires a minimum of 24 hours of coursework and a thesis (6 hours of thesis credit). Plan B requires a minimum of 30 hours of coursework, a 3 hour capstone seminar (EDU/MLE 780) which explores research pertinent to all Master of Arts in Elementary Education students, and a comprehensive four (4) hour examination over the coursework in the student’s M.A. Program. The examination over the coursework must be taken early in the term following the completion of EDU/MLE 780. Students will not need to register for a class or pay fees for the examination. The examination may be taken a maximum of two times. Specific descriptions of program requirements are available in Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

(continued)
I. **Courses in Elementary Education**
   **Plan A** - 15 hours*
   - EDU 660 (3) Methods of Educational Research
   - EDU 682 (3) Psychology of Child Development
   - EDU 755 (3) Advanced Research Design and Interpretation
   - EDU 698 (6) Thesis

   **Plan B** - 9 hours**
   - EDU 662 (3) Applied Educational Measurement and Evaluation
   - EDU 682 (3) Psychology of Child Development
   - EDU/MLE 780 (3) Master of Arts Capstone Seminar***

II. **Area of Concentration - 12 to 24 hours**
   **Option 1:** Required Courses (15 hours from the following):
   - EDU 506 (3) Principles and Techniques for Individualizing Instruction
   - EDU 540 (3) Whole Language: Theory and Practice
   - EDU 620 (3) Problems in Teaching Mathematics in the Elementary School
   - EDU 635 (3) Problems in Language Arts in the Elementary School
   - EDU 636 (3) Developmental Reading
   - EDU 640 (3) Problems in Social Studies in the Elementary School
   - EDU 645 (3) Problems in Science in the Elementary School

   **Option 2 and 3:** Specialized and related courses to be selected with approval of advisor.

III. **Additional Courses - 0 to 9 hours**
   Selected with approval of advisor.
   *Plan A requires students to complete at least 30 hours of total credit.
   **Plan B requires students to complete at least 33 hours of total credit.

**Residence Requirement for Plan A and Plan B:** Students are required to complete a minimum of 12 semester hours of credit in graduate courses taken at the Mount Pleasant campus or from Teacher Education Professional Development tenure and tenure/track faculty in coursework offered by Off-Campus Programs.

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**Unspecified content or variable credit courses.** See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: EDU 508, 566, 608, 687, 688, 689, 695, 765, 777 and EHS 690, 697.

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**Degree Requirements**

All candidates for the M.A. must fulfill requirements for scholarly activity under Plan A (thesis) or Plan B (comprehensive written exam). Plan A requires a minimum of 24 hours of coursework and a thesis (6 hours of thesis credit). Plan B requires a minimum of 30 hours of coursework, a 3 hour capstone seminar (EDU/MLE 780) which explores research pertinent to all Master of Arts in Secondary Education students, and a comprehensive four (4) hour examination over the coursework in the student’s M.A. Program. The examination over the coursework must be taken early in the term following the completion of EDU/MLE 780. Students will not need to register for a class or pay fees for the examination. The examination may be taken a maximum of two times.

Specific descriptions of program requirements are available in Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

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**TEACHING IN THE SENIOR HIGH SCHOOL**

I. **Courses in Secondary Education**
   **Plan A** (24 hours)
   - A. EDU 609 or 611, EDU 625 or 628, EDU 660, EDU 755, EDU 698
   - B. Plus 6 hours selected with advisor’s approval.

   **Plan B** (18 hours)
   - A. EDU 609 or 611, EDU 625 or 628, EDU 662, EDU/MLE 780***
   - B. Plus 6 hours selected with advisor’s approval.

II. **Courses in Emphasis** (6 to 15 hours)
   To be selected with advisor’s approval. Must be taken from one of the following departments:

III. **Electives - 0 to 5 hours**
   To be selected with advisor’s approval.
   *Plan A requires students to complete at least 30 hours of total credit.
   **Plan B requires students to complete at least 33 hours of total credit.

**Residence Requirement for Plan A and Plan B:** Students are required to complete a minimum of 12 semester hours of credit in graduate courses taken at the Mount Pleasant campus or from Teacher Education Professional Development tenure and tenure/track faculty in coursework offered by Off-Campus Programs.

***EDU/MLE 780 is offered on the Mount Pleasant campus only and should be the last course taken to fulfill the Plan B requirements before taking the comprehensive written examination.

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**Master of Arts in Secondary Education**

**Admission Requirements**

In addition to meeting the university’s general admission requirements, the student must have a valid Michigan secondary teaching certificate or the equivalent. Courses taken to meet this admission requirement shall not count toward the master’s degree. Those who do not possess the secondary teaching certificate should contact the Center for Student Services for information on how to meet certification requirements. Advisors for the master’s program are assigned only after the student has been regularly or conditionally admitted to the College of Graduate Studies and has selected an option.

Regular admission in the program requires an undergraduate grade point average of at least 2.70 (on a 4-point scale). Students with a GPA below 2.50 will not be considered for candidacy for the graduate program in teacher education. A maximum of 9 hours taken before signing the master’s program may be counted on the program. Students must earn a B- or better in each graded course.

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**Master of Arts in Reading and Literacy K-12 (EDU)**

The Master of Arts in Reading and Literacy K-12 has been developed based on teacher preparation standards written by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) and adopted by the National Council for the Accreditation of Teacher Education (NCATE). In addition, the coursework contains components to meet the standards approved by the Michigan State Board of Education for the Reading Specialist (BR) Endorsement (July 20, 2000). Any certified teacher meeting the requirements for entry into graduate studies at Central Michigan University is eligible to enter the program.
The Master of Arts in Reading and Literacy K-12 provides students with knowledge and skills in reading and writing programs K-12. The major objectives of the program will enable students to:

1. organize and implement school literacy programs
2. diagnose and treat difficulties in literacy
3. implement appropriate reading and writing instruction.
4. develop interdisciplinary and integrated units involving literacy.
5. conduct research about current issues of literacy.
6. develop technological and viewing skills related to literacy programs.

**Admission Requirements:**

In addition to the university's general admission requirements, the student must have a valid K-12 teaching certificate or equivalent. Regular admission into the program requires an undergraduate grade point average of at least 2.70 (on a four point scale). Students with a GPA below 2.70 will not be considered for admission to the program. A maximum of 9 hours taken before signing the master's program may be counted toward the program. Students must earn a B- or better in each graded course.

**Degree Requirements:**

The degree program requires a minimum of 15 hours of required core courses and 18 hours of courses in the Reading and Literacy K-12 concentration, and 0-3 hours of elective courses. All candidates for the M.A. must fulfill requirements for scholarly activity. Under Plan A students will write a thesis; under Plan B students will complete a comprehensive written exam.

**Plan A** requires a minimum of 27 hours of coursework and 6 hours of thesis for a total of 33 hours.

**Plan B** requires a minimum of 33 hours of coursework and a 3 hour Capstone Seminar (EDU/MLE 780) for a total of 36 hours. Plan B students must also take a comprehensive four (4) hour examination over the coursework in the student's M.A. program. This exam must be taken early in the term following the completion of EDU/MLE 780. Students will not need to register or pay fees for this exam. The exam may be taken a maximum of two times. Specific descriptions of the program and exam requirements are available in Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

**Residence Requirement for Plan A and Plan B:** Students are required to complete a minimum of 12 semester hours of credit in graduate courses taken at the Mount Pleasant campus or from Teacher Education Professional Development tenure and tenure-track faculty in coursework offered by Off-Campus Programs.

**Plan A**

**Required Core Courses (15 hours)**

EDU 613 (3) Current Educational Issues
EDU 660 (3) Methods of Educational Research
EDU 755 (3) Advanced Research Design and Interpretation
EDU 698 (6) Thesis

**Reading and Literacy K-12 Concentration (18 hours)**

EDU 630 (3) Organization and Implementation of School Literacy Programs
EDU 632 (6) Practicum in the Diagnosis and Treatment of Difficulties in Literacy
EDU 636 (3) Classroom Reading and Writing Instruction
EDU 641 (3) Interdisciplinary Processes and Strategies for Teaching Literacy
EDU 730 (3) Seminar: Issues in Literacy

**Total:** 33 Hours

**Plan B**

**Required Core Courses (15 hours)**

EDU 590 (3) Microcomputers in Classroom Instruction
EDU 613 (3) Current Educational Issues
EDU 614 (3) Advanced Educational Psychology
EDU 662 (3) Applied Educational Measurement and Evaluation
EDU/MLE 780 (3) Master of Arts Capstone Seminar

**Reading and Literacy K-12 Concentration (18 hours)**

EDU 630 (3) Organization and Implementation of School Literacy Programs.
EDU 632 (6) Practicum in the Diagnosis and Treatment of Difficulties in Literacy.
EDU 636 (3) Classroom Reading and Writing Instruction
EDU 641 (3) Interdisciplinary Processes and Strategies for Teaching Literacy
EDU 730 (3) Seminar: Issues in Literacy

**Electives (3 hours)**

E elective courses may be selected from the following:

- CDO 530 (3) Speech and Hearing Problems of School Children
- EDU 528 (3) Emergent Literacy: Theory and Practice
- EDU 538 (3) Coordination of Language Arts with Reading
- EDU 540 (3) Whole Language: Theory and Practice
- EDU 635 (3) Problems in Language Arts in the Elementary School
- ENG 517 (3) Reading and the English Classroom
- ENG 573 (3) Linguistics and Reading
- ENG/LMT 580 (3) Literature for Young Adults
- ENG 581 (3) The History of Children's Literature
- ENG 582 (3) Cultural Pluralism in Young Adult and Children's Literature
- ENG 583 (3) The Heroic Tradition in Children's Literature
- ENG 681 (3) Seminar in Children's Literature
- IPC 569 (3) Communication in the Classroom
- TAI 585 (3) Creative Dramatics

**Total:** 36 Hours

**Graduate Certificate in Educational Technology**

The Graduate Certificate in Educational Technology program prepares educators and other educational professionals to effectively utilize new learning technologies. The technologies addressed in this program include multimedia, handheld devices, distance, and telecommunications in education. Designed to meet the needs of educators and other educational professionals, this program also prepares individuals for classroom technology support roles.

**Required Courses (15 hours)**

- EDU 590 (3) Microcomputers in Classroom Instruction
- EDU 595 (3) Telecommunications in Education
- EDU 642 (3) Instructional Multimedia
- EDU 707 (3) Seminar: Issues in Educational Technologies
- IPC 569 (3) Communication in the Classroom
- SPE 577 (3) Introduction to Specific Learning Disability
- TAI 585 (3) Creative Dramatics

**Unspecified content or variable credit courses.** See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: EDU 508, 687, 688, 689, 695.
Course Descriptions

Teacher Education (EDU)

Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: EDU 590, 595, 642, 643, 707.

EDU 506 Principles and Techniques for Individualizing Instruction 3(3-0) D
Examination of individualized instruction and its classroom implications. Prerequisite: EDU 330 or EDU 340.

EDU 508 Education Workshop 1-6(Spec) D
Identification and study of problems in contemporary education. Subject to credit limitation.

EDU 513 Foundations of Bilingual Bicultural Education 3(3-0) D
Sociocultural and psychological foundations, principles and practices of bilingual bicultural education. Prerequisite: EDU 280 or EDU 310.

EDU 514 Methods and Materials for Bilingual Bicultural Education 3(3-0) D
Teaching methodologies, selection, adaptation and utilization of instructional materials, and testing and measurement for the Bilingual Spanish or Ojibwe classroom (K-12). Prerequisites: EDU 330 and EDU 340 or EDU 450.

EDU 518 Creativity in the Elementary School 3(3-0) D
Develops understanding of the creative process. Teaching strategies to encourage creativity in all subjects will be stressed.

EDU 520 Driver Education I 2(2-1) D
Methods and materials in teaching driving and automobile safety. Prerequisite: two years of conviction-free driving.

EDU 524 Driver Education II 2(1-2) D
Defensive driving, traffic safety, highway engineering, law enforcement, field problems, research, practice teaching. Prerequisite: EDU 520.

EDU 525 Early Childhood Education 3(3-0) D
Content, methods, materials, and curriculum planning for teaching pre-kindergarten through primary grades.

EDU 526 Orientation and Overview of Early Childhood Programs 1(1-0) D
History, issues, trends, and development of early childhood program. Focus on the preschool movement, controversies, contributions, and survey of basic principles of development.

EDU 527 Introduction to Early Childhood Curriculum Materials and Methods 1(1-0) D
Organization of educational programs, selection, planning, use, care and evaluation of materials in preschools. Methods appropriate to individual and group needs and interests.

EDU 528 Emergent Literacy: Theory and Practice 3(3-0) D
Analysis of literacy development in preschool through primary grades. Methods, materials, organization, and evaluation techniques for fostering beginning reading and writing consistent with current research. Prerequisite: EDU 330.

EDU 530 Driver Education II 2(2-0) D
Analysis of traffic problems, behavioral and personality characteristics of drivers.

EDU 532 Reading in the Content Areas 3(3-0) D
Emphasizes teaching of reading skills in content areas focusing on the middle and upper grades. Prerequisite: EDU 316 or EDU 330.

EDU 533 Diagnosis and Treatment of Reading Difficulties 3(2-3) D
Diagnostic procedures and use of remedial and developmental techniques. Exploration of the role of the specialist. Prerequisites: EDU 431, EDU 532; Pre or Corequisite: EDU 538.

EDU 534 Current Issues in Teaching Driver Education 2(2-0)
Students will develop an understanding of accident prevention issues, police policies, visual and audio resources, accident statistics, highway engineering policies and substance abuse issues. Prerequisites: EDU 520, EDU 524 or concurrent enrollment in either.

EDU 538 Coordination of Language Arts with Reading 3(3-0) D
Building the elements of listening, speaking, writing, and reading into a K-8 language arts program. Techniques of instruction for the exceptional child will be examined. Prerequisite: EDU 330.

EDU 540 Whole Language: Theory and Practice 3(3-0) D
Emphasizes whole language philosophy, components, classroom management and organization, literature-based reading, authentic writing contexts, skill integration, thematic teaching, at risk populations and evaluation. Prerequisite: EDU 330.

EDU 542 Interdisciplinary Processes and Strategies in Teaching Reading, Writing, Thinking and Learning 3(3-0) D
This course will reinforce content teaching strategies and provide a conceptual framework for integrating reading, writing, and thinking for learning throughout the curriculum. Prerequisite: EDU 450 or EDU 532 or equivalent.

EDU 556 Meeting the Socio-Emotional Needs of Young Children 2(2-0) D
Analysis of the social-emotional developmental and behavioral processes of young children including attitudes, aggression, achievement, dependency, fear, morality, self-concept, and implications of teaching.

EDU 557 Cognitive and Psychomotor Experiences for Young Children 3(3-0) D
Survey of psychomotor and cognitive stages of development. Assessment of cognition and psychomotor repertoires, concepts of intelligence, motor skills and development of an appropriate sequence of activities.

EDU 558 Independent Study in Elementary Education 1-6(Spec) F, Sp
Research or project. Prerequisites: 15 semester hours of professional education and approval of unit coordinator.

EDU 559 Home Environment Practicum of Early Childhood 1(1-0) D
Field-based experience in planning, implementing, and evaluating the dynamics of home visitations. Interpretation of program goals, objectives, and philosophies. Interview techniques, follow-up evaluation, and implications.

EDU 568 Human Ecology for Improving Relations in School and Community 2(Spec) D
Improvement of parent-school-community relations through parent education, involvement and interaction in the early childhood teaching-learning process. Cross-cultural and community center focus.

EDU 590 Microcomputers in Classroom Instruction 3(2-3)
Students will study and practice the integration of microcomputer technology in classroom instruction and management, with emphasis upon software evaluation and lesson development. Identical to SPE 510. Credit may not be earned in more than one of these courses. Prerequisites: EDU 310, EDU 320, EDU 330 or equivalent with instructor permission.

EDU 595 Telecommunication in Education 3(2-2) D
The study and laboratory exploration of telecommunication as used in schools and classrooms: e-mail, educational and general networks, collaborative lessons. Prerequisite: EDU 590 or equivalent with permission of instructor.

EDU 602 Strategies and Techniques for Teaching 3(3-0) D
An advanced teaching course. Examination, development, assessment, and practical usage of methods and materials in the teacher’s subject area at middle school, high school, or community college level.
EDU 604 Developing and Utilizing Behavioral Objectives 3(3-0) D
Development and application of behavioral objectives in subject areas and various levels of instruction.

EDU 605 Elementary School Curriculum 3(3-0) D
Theories, techniques, and practices utilized in curriculum building.

EDU 608 Projects in Education 1-6(Spec) D
Investigation, analysis, and reporting on special problems, innovative programs, changing curricula, and new techniques in elementary education. Subject to credit limitation.

EDU 609 History of Education 3(3-0) D
Development of modern education in Western civilization.

EDU 611 Philosophy of Education 3(3-0) D
Major philosophical viewpoints on education are examined with attention to developing tenable and consistent educational views.

EDU 613 Current Educational Issues 3(3-0)
Identification and analysis of significant, persistent issues in education in the United States and the relationship to student achievement and teacher effectiveness. Identical to MLE 613. Credit may not be earned in more than one of these courses.

EDU 614 Advanced Educational Psychology 3(3-0) D
Theories of learning and application to instruction. Prerequisite: EDU 493 or equivalent.

EDU 617 Mental Hygiene 2(2-0) D
Causation, prevention, and resolution of emotional health problems.

EDU 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

EDU 620 Problems of Teaching Mathematics in the Elementary School 3(3-0) D
Exploring cognitive issues, history, research, problem solving, technology, innovative programs, basic skills, and state and national standards in mathematics education. Prerequisite: EDU 320 or equivalent.

EDU 622 Advanced Adolescent Psychology 3(3-0) D
Advanced analysis of growth, development, and behavior during adolescence.

EDU 625 Child Management in Early Childhood 2(2-0) D
Review of learning and child management, theories, principles, and research relevant to behavioral development and change. Application of behavior techniques and models to reduce tension.

EDU 628 Senior High School Programs and Practices 3(3-0) D
Organization, content, and philosophies underlying the establishment and operation of senior high schools.

EDU 630 Organization and Implementation of School Literacy Programs 3(3-0)
Design, implementation and evaluation of school reading and writing programs, staff development, and the change process. Prerequisites: EDU 632 or EDU 636, or concurrent enrollment in EDU 632 or EDU 636.

EDU 631 Understanding Literacy Research 3(3-0)
Theory, research techniques, and literacy research are examined to provide a framework for understanding trends in reading and writing. Prerequisites: admission to a graduate degree program or permission of instructor AND one class in teaching of reading (EDU 330, EDU 431, EDU 450 or equivalent).

EDU 632 Practicum in the Diagnosis and Treatment of Difficulties in Literacy 6(Spec) Su
Diagnostic procedures and materials; supervised work with K-12 students or adolescents; development and implementation of remediation procedures. Prerequisites: teaching certificate, one year teaching experience.

EDU 633 Clinical Practice in Reading 3(1-4) D
Continuation of EDU 632. Prerequisites: EDU 533 and EDU 632 plus permission of instructor.

EDU 635 Problems in Language Arts in the Elementary School 3(3-0)
Prerequisites: EDU 330 or equivalent.

EDU 636 Classroom Reading and Writing Instruction 3(3-0) D
Students examine the reading and writing process in classroom instruction and learn about techniques and materials appropriate for specific reading and writing approaches. Prerequisite: teaching certificate.

EDU 637 Administration of Instructional Media Services 3(Spec) D
Analysis of instructional media programs in school systems. Prerequisite: EDU 510 or equivalent.

EDU 639 Instructional Materials and Curriculum Production 3(Spec) D
Principles and practices of integrating instructional materials in educational programs; production of curriculum materials. Prerequisite: EDU 510 or EDU 420 or equivalent.

EDU 640 Problems in Social Studies in the Elementary School 3(3-0) D
Development and analysis of current social studies programs, methods and activities, teaching materials, testing and evaluation. Prerequisite: EDU 343.

EDU 641 Interdisciplinary Processes and Strategies for Teaching Literacy 3(3-0)
This course will reinforce content teaching strategies and provide a conceptual framework for integrating reading, writing, and thinking for learning throughout the curriculum. Prerequisite: teaching certificate.

EDU 642 Instructional Multimedia 3(3-0)
Students will study, practice, and apply how to appropriately and effectively implement multimedia technologies in classroom environments. Prerequisites: EDU 590.

EDU 643 Instructional Design 3(3-0)
A study of the principles of instructional design. Designing instructional systems, processes in learning and instruction, delivery systems and evaluating instruction are considered. Prerequisites: EDU 590.

EDU 644 Early Childhood Concept Development Through Integrated and Creative Activities 3(3-0) D
Experiences leading to effective use and evaluation of creative media for young children. Development of appropriate principles, methods, and materials in art, crafts, music, dramatics, literature, movement, language arts, and science activities.

EDU 645 Problems in Science in the Elementary School 2(2-0) D
Preparation, materials, planning activities, and organizing the scope and sequence of the new science curriculum. Prerequisite: EDU 340 or equivalent.

EDU 651 Supervision of Student and Intern Teaching 3(3-0) D
Planning and guiding student teaching and intern experience. Prerequisite: two years of teaching experience.

EDU 655 The Community College 3(3-0) D
History, philosophy, programs, and practices of community and junior colleges.

EDU 658 Practicum in the Community College 3-6(Spec) D
Opportunity to observe and teach, or work in library, counseling center or with administrators in a community college. Arrangements made with coordinator at beginning of semester prior to registration for the course. CR/NC only. Prerequisite: EDU 655.
EDU 660 Methods of Educational Research 3(3-0) D
Interpreting research findings, planning and conducting scientific studies in education.

EDU 662 Applied Educational Measurement and Evaluation 3(3-0) D
Applications of measurement and evaluation principles to educational settings with emphasis on construction and use of achievement tests. Prerequisite: admission to a graduate degree program in education or permission of the instructor.

EDU 670 Reading in the Secondary School II 3(Spec) D
Materials and techniques of instruction employed by secondary school teachers and supervisors of reading. Prerequisites: EDU 330 and EDU 431, or EDU 450.

EDU 682 Psychology of Child Development 3(3-0) D
Facts and generalizations concerning the growth of children from birth to maturity. Identical to PSY 682. Credit may not be earned in more than one of these courses.

EDU 687, 688, 689 Independent Study 1-3(Spec) F, Sp
Prerequisites: 15 hours of graduate work and permission of department chairperson. Subject to credit limitation.

EDU 695 Readings in Education 2(Spec) D
Prerequisite: permission of department chairperson. Subject to credit limitation.

EDU 698 Thesis 1-6(Spec) F, Sp
For M.A. students on Plan A. CR/NC only. Prerequisite: EDU 660.

EDU 705 Theory and Practice in Curriculum Development 3(3-0) D
Fundamentals of curriculum development. Permission of instructor. Credit may not be earned in more than one of these courses.

EDU 706 Theory and Practice of Instruction 3(3-0) D
Provides a review and interpretation of theories of instruction, analysis of teaching behaviors, modification methods of instructional design and development. Special emphasis on implementation strategies and tools for evaluating instruction and measuring outcomes.

EDU 707 Seminar: Issues in Educational Technology 3(3-0) D
Study of selected issues relative to the use of new learning technologies in the classroom. Emphasis upon the learning theories which supports applied technologies. Prerequisite: EDU 590.

EDU 708 Distance Education 3(3-0) D
Students completing this course will be equipped to use distance learning technologies to teach in instructional settings. Prerequisites: EDU 590 and EDU 595.

EDU 709 Innovative Uses of Technology 3(3-0) D
A survey course of new and innovative applications of technology in educational settings. Students study and develop innovative instructional models utilizing technology. Prerequisites: EDU 590.

EDU 710 Seminar: Terminal Project 3(3-0) D
This course requires the Master's candidate to complete a terminal project related to the applications of technology in classroom settings. Prerequisites: students must have completed 30 hours on the M.A. in Educational Technology. Courses taken concurrently count toward the 30 hours.

EDU 730 Seminar: Issues in Literacy 3(3-0) D
Examination of current issues in teaching reading and writing through class discussion and individual study of selected topics. Oral and written presentations of research findings. Prerequisites: EDU 630, EDU 632, EDU 636 and EDU 641.

EDU 750 Seminar: Problems in the Supervision of Student Teaching 3(3-0) D
Prerequisites: EDU 651, plus either EDU 581 or EDU 660.

EDU 755 Advanced Research Design and Interpretation 3(3-0) D
Analysis of research designs, development of measurement devices, and interpretation of advanced statistical techniques. Prerequisite: EDU 660 or permission of instructor.

EDU 770 Practicum in Systematic Curriculum Development 3(3-0) D
This course will provide experience in developing curriculum for a specific content area. Prerequisite: a teaching certificate or admission to graduate school or teacher education.

EDU 776 Seminar: Issues of Education 3(3-0) D
Capstone experience for the M.A. in Education program. Students conduct and report on a research project they have undertaken in the class. Prerequisites: Successful completion of all the coursework on the M.A. in Education program.

EDU 777 Seminars in Child Growth and Development 2-4 (Spec) D
Prerequisite: EDU 682 or equivalent and permission of instructor. Subject to credit limitation.

EDU 780 Master of Arts Capstone Seminar 3(3-0) D
The EDU 780 course prepares students for a 4-hour comprehensive examination by requiring researching, presentation, and discussion of topics in teacher education literature. Identical to MLE 780. Credit may not be earned in more than one of these courses.

Education (EHS)

EHS 568 Identification of the Gifted/Talented/Creative Student 3(3-0) D
Procedures for gathering and using data for identification, program planning, and program evaluation as presented. Experience in administering and interpreting standardized tests and surveys provided.

EHS 605 Creativity and Problem-Solving 3(3-0) D
Ways in which the school can enhance creative learning style and learning teaching material.

EHS 606 Methods and Materials for Teaching the Gifted and Talented, K-12 3(3-0) D
Familiarizes students with current thinking and materials in use in working with gifted children. Prerequisite: SPE 529 or permission of instructor.

EHS 690 Developing and Implementing Programs for the Gifted and Talented 1-6(Spec) D
Provides opportunities to observe, study, and implement operationaleducation programs for gifted children. Prerequisites: SPE 529, EHS 568, EHS 605, EHS 606, and permission of instructor.

EHS 697 Special Topics 1-6(Spec)
Selected topics, problems, or issues of current interest will be presented, typically in workshop, seminar, or conference format. Prerequisite: permission of instructor.

Master of Arts in Library, Media and Technology (LMT)
The Master of Arts in Library, Media and Technology is designed to meet NCATE/AASL standards for the preparation of school library media specialists.

The degree program is offered with two options (1) Library Media and (2) Media and Technology. The Library Media Option is designed for the initial endorsement of teachers entering the program with minimal or no previous coursework in library, media, or technology. The Media and Technology Option is designed to provide advanced professional study for teachers entering the program with an initial endorsement in library science or with a minimum of 15 earned credit hours of degree required coursework or the equivalent.
Admission Requirements

Students are not currently being admitted into this graduate program.

Degree Requirements:

The Plan B requirement is met by successful completion of a 6 hour internship in the Library Media Option. The Media and Technology Plan B requirement is met by successful completion of a 3 credit hour research course and a 3 credit hour seminar with a terminal project requirement.

At least 15 semester hours of courses must be at the 600 level or above.

I. Core Requirements (15 hours)

EDU 590 (3) Microcomputers in Classroom Instruction
EDU 595 (3) Telecommunications in Education
LMT 625 (3) Library Media Skill Instruction
EDU 639 (3) Instructional Materials Production
LMT 650 (3) Information Technology in School Media Centers

II. Option in one of the following (24 hours)

A. Library Media Option

LMT 502 (3) Cataloging and Classification
LMT 530 (3) Reference Materials
LMT 580 (3) Literature for Young Adults
LMT 590 (3) Media for Children
LMT 603 (3) Evaluation & Acquisition of Instructional Materials
EDU 637 (3) Administration of Instructional Media Services
LMT 699 (6) Library Media Internship

B. Media and Technology Option: (24 hours)

Required Courses: (15 hours)

EDU 642 (3) Instructional Multimedia
EDU 643 (3) Instructional Design
EDU 707 (3) Seminar: Issues in Educational Technology
EDU 708 (3) Distance Education
EDU 710 (3) Educational Applications in Technology Seminar
- M.A. Terminal Project

Elective Courses: (6 hours)

Selected in consultation with advisor or the following:

ART 540 (3) Photography V
BCA 611 (3) Telecommunications Media Policy
BCA 612 (3) Broadcasting/Cable Seminar
CPS 501 (2) Survey of Computer Science
EAD 610 (3) Grants and Fund Procurement
EDU 506 (3) Principles and Techniques for Individualizing Instruction
EDU 709 (2) Innovative Uses of Technology in Education - Model Surveys
IPC 569 (3) Communications in the Classroom

Research: (3 hours)

Completion of one of the following:

EDU 614 (3) Advanced Educational Psychology
EDU 660 (3) Methods of Educational Research
EDU 662 (3) Applied Educational Measurement and Evaluation

Total: 39 credit hours

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: LMT 550, 602, 635, and 699.

Course Descriptions

Library (LMT)

LMT 502 Cataloging and Classification 3(3-0) D


LMT 530 Reference Materials 3(3-0) D

Selection, evaluation, and use of basic reference sources and fundamental concepts and techniques of reference services. The school library/media center reference collection is emphasized.

LMT 550 Workshop in Librarianship 1-6(Spec) D

Group study and analysis of specific problems in librarianship. Lectures, discussions, research, consultants, and other procedures also are utilized. May be taken more than once. Prerequisite: permission of instructor. Subject to credit limitation.

LMT 580 Literature for Young Adults 3(3-0) D

Literature and library materials of secondary school students. Explorations of genres related to reading interests and needs of adolescents and young adults. Identical to ENG 580. Credit may not be earned in more than one of these courses. Junior, senior, or graduate status.

LMT 590 Media for Children 3(3-0) D

Surveys curricular and recreational print and non-print materials for elementary school children. Identifies developmental needs, interests and abilities as well as methods of promoting the use of a wide variety of media materials for children and teachers.

LMT 602 Special Problems in Library Media 2(2-0) D

Individual investigation and research on a specific problem in library media. Subject to credit limitation. Prerequisites: taken concurrently with, or upon completion of, EDU 660.

LMT 603 Evaluation and Acquisition of Instructional Materials 3(3-0) D

Factors influencing selection of instructional materials; selection aids; selection criteria; and selection of materials in the humanities, sciences, social sciences, special collections, and non-book materials.

LMT 612 Instructional Material Centers and Systems 3(3-0) D

Philosophy, aims, and functions of the instructional materials centers and systems, and the selection, organization, and servicing of the various types of instructional materials.

LMT 625 Library Media Skill Instruction 3(3-0) D

Developing and implementing library media skill instruction. Curricular support resources and services in subject content areas.

LMT 630 Educational Applications of Microcomputers 3(3-0) D

Introduction to microcomputer applications in the K-12 classroom and the school library/media center. Includes selection of software, management of microcomputers, instruction, and record keeping.

LMT 635 Seminar in Current Trends in School Media Services 2(2-0) D

Research and analysis of current trends and issues in the implementation of school library media programs. Prerequisites: to be taken prior to or concurrently with EDU 660; successful completion of 12 credit hours of Library Media coursework.

LMT 650 Information Technology in School Media Centers 3(3-0) D

Electronic information access, retrieval, distribution, and management systems for school library media centers. Prerequisites: LMT 530 and EDU 637, EDU 590 and EDU 595.

LMT 699 Internship in Library Media 6(1-6)

Practical supervised experiences in various types and levels of school library and instructional media settings. Structured according to individual interests, program concentration and previous experience. Prerequisite: advisor approval. Subject to credit limitation.
Master of Arts in Middle Level Education (MLE)

The Master of Arts in Middle Level Education has been developed based on teacher preparation standards written by the National Middle School Association and adopted by the National Council for the Accreditation of Teacher Education (NCATE), the accrediting body for Michigan teacher education programs. In addition, the coursework contains components to meet the standards approved by the Michigan State Board of Education for the Middle Level Endorsement. Any certified teacher meeting the requirements for entry into graduate studies at Central Michigan University will be able to enter this program.

The Master of Arts in Middle Level Education is a result of the efforts of the Middle Level Teacher Preparation Committee of the Department of Teacher Education and Professional Development. In addition, the design and implementation of this program have been funded by the W. K. Kellogg Foundation through the Michigan Schools in the Middle Project.

The Master of Arts in Middle Level Education will:

- articulate a sound philosophy of middle level education;
- promote the understanding of the developmental needs and characteristics of early adolescence and maintenance of a developmentally responsive learning environment;
- prepare teachers to apply organizational structures and instructional strategies appropriate for the middle level learner, such as interdisciplinary teams, flexible scheduling, integrated instruction, active learning, and the use of a variety of classroom grouping patterns;
- prepare teachers to work collaboratively with other teachers, staff, parents, and the community;
- stress the integration of knowledge and the teaching of lifelong learning skills which facilitate communication, critical thinking and problem solving, and
- require continuous and progressive teaching experiences which provide meaningful interaction with early adolescents and exposure to exemplary middle level programs and practices.

Admission Requirements

In addition to meeting the university’s general admission requirements, the student must have a valid Michigan elementary or secondary teaching certificate or the equivalent. Courses taken to meet this admission requirement shall not count toward the master’s degree. Those who do not possess the elementary or secondary teaching certificate should contact the Center for Student Services for information on how to meet certification requirements. Advisors for the master’s program are assigned only after the student has been regularly or conditionally admitted to the College of Graduate Studies and has selected an option.

Regular admission in the program requires an undergraduate grade point average of at least 2.70 (on a 4-point scale). Conditional admission will be granted if the GPA is between 2.50 and 2.69. Students with a GPA below 2.50 will not be considered for candidacy for the graduate program in teacher education. A maximum of 9 hours taken before signing the master’s program may be counted on the program. Students must earn a B- or better in each graded course.

Regular or conditional admission is required for assignment of a faculty advisor. Since the advisor and the graduate student must discuss and sign the program requirements, individuals interested in obtaining a degree should seek admission to the appropriate program early in their studies. Prior coursework and transfer credits that may be included on the degree program are limited.

Degree Requirements

To qualify for graduation, candidates for the Master of Arts in Middle Level Education degree must meet a residence requirement and demonstrate significant scholarly ability. This demonstration will typically involve the development and completion of a thesis (Plan A) or the completion of a comprehensive written examination at the end of the individual’s coursework (Plan B).

The residence requirement differs for students following these plans. Plan A candidates must complete a minimum of one term in residence, constituting at least six semester hours of credit. Candidates who choose Plan B must complete two terms in residence with at least five semester hours of credit in each semester. Terms of residence may be any fall or spring semester or a six-week summer session in which the candidate successfully completes the required number of credits.

The program requires 36 semester hours of credit for Plan A and 36 semester hours of credit for Plan B. At least one-half the credits earned toward the degree must be taken at the 600 or 700 levels. Specific descriptions of program requirements may be obtained from Ronan 208 or online at http://www.tepd.cmich.edu/DL_TEPD_Files/index.html.

Plan A

Required Courses (15 hours)

- EDU/MLE 613 (3) Current Educational Issues
- EDU/MLE 660 (3) Methods of Educational Research
- EDU/MLE 775 (3) Advanced Research Design and Interpretation
- EDU/MLE 698 (6) Master’s Thesis

Middle Level Education Concentration (18 hours)

- MLE *641 (3) Young Adolescent Needs and Characteristics
- MLE *642 (3) Concept, Structures, and Programs for Middle Level Schools
- MLE *643 (3) Student Diversity Issues in the Middle Level Classroom
- MLE *644 (3) Issues in Meeting the Diverse Needs of Middle Level Learners
- MLE *645 (3) Middle Level School Curriculum
- MLE *687 (3) Independent Study in Middle Level Education

Elective Courses (3 hours)

Select three (3) hours of coursework from either option below, subject to advisor approval.

Option 1

- EAD 671 (3) Administration of Middle Schools
- EDU 590 (3) Microcomputers in Classroom Instruction
- EDU 595 (3) Telecommunications in Education
- EDU 642 (3) Instructional Multimedia
- EDU 643 (3) Instructional Design
- IPC 569 (3) Communication in the Classroom
- MLE 470 (1-3) Issues in Middle Level Classroom
- SPE 504 (3) Teaching Students in Inclusive Settings
- SPE 550 (3) Teaching Culturally Diverse Students
- SPE 577 (3) Introduction to Specific Learning Disabilities
- SPE 579 (3) Teaching Students with Emotional Impairments
- SPE 675 (3) Teaching the Student with Learning Disabilities
- SPE 545 (1-6) Special Education Workshop

Option 2:

Content area coursework to meet one of the following criteria:

1. Strengthen undergraduate major/minor.
2. Diversify knowledge base to facilitate the integrated curriculum of middle level schools.
3. Complete a content area major or minor in a new field.
4. Meet the endorsement requirement for two broad teaching fields.

Students seeking this option will be directed to an advisor for appropriate graduate-level course selections.

Total Program Hours: 36
Plan B

Required Courses (9 hours)
- EDU/MLE 613 (3) Current Educational Issues
- EDU/MLE 662 (3) Measurement and Evaluation
- EDU/MLE 780 (3) Master of Arts Capstone Seminar

Middle Level Education Concentration (18 hours)
- MLE * 641 (3) Young Adolescent Needs and Characteristics
- MLE * 642 (3) Concept, Structures, and Programs for Middle Level Schools
- MLE * 643 (3) Student Diversity Issues in the Middle Level Classroom
- MLE * 644 (3) Issues in Meeting the Diverse Needs of Middle Level Learners
- MLE * 645 (3) Middle Level School Curriculum
- MLE * 687 (3) Independent Study in Middle Level Education

Elective Courses (9 hours)
Select nine (9) hours of coursework from either option below, subject to advisor approval.

Option 1
- EAD 671 (3) Administration of Middle Schools
- EDU 590 (3) Microcomputers in Classroom Instruction
- EDU 595 (3) Telecommunications in Education
- EDU 642 (3) Instructional Media
- EDU 643 (3) Instructional Design
- IPC 569 (3) Communication in the Classroom
- MLE 570 (1-3) Issues in Middle Level Education
- SPE 504 (3) Teaching Students in Inclusive Settings
- SPE 550 (3) Teaching Culturally Diverse Students
- SPE 577 (3) Introduction to Specific Learning Disabilities
- SPE 579 (3) Teaching Students with Emotional Impairments
- SPE 675 (3) Teaching the Student with Learning Disabilities
- SPE 545 (1-6) Special Education Workshop

Option 2
Content area coursework to meet one of the following criteria:
1. Strengthen undergraduate major/minor.
2. Diversify knowledge base to facilitate the integrated curriculum of middle level schools.
3. Complete a content area major or minor in a new field.
4. Meet the endorsement requirement for two broad teaching fields.

Students seeking this option will be directed to an advisor for appropriate graduate-level course selections.

Total Program Hours: 36

Note: The six (6) courses marked with an asterisk * would permit the student to earn a Michigan Middle Level Endorsement if the student also has preparation in two teaching fields which are broad, multidisciplinary, and encompass the major areas within those fields; successfully completes the required graduate level field experience; and passes the Michigan Middle Level Competency Test.

Residence Requirement for Plan A and Plan B: Students are required to complete a minimum of 12 semester hours of credit in graduate courses taken at the Mount Pleasant campus or from Teacher Education Professional Development tenure and tenure/track faculty in coursework offered by Off-Campus Programs.

Unspecified content or variable credit courses. See additional information on page 42 of this Bulletin regarding these types of courses. The following courses offered through the department are of unspecified content or variable credit: MLE 570 and 687.

Course Descriptions

Middle Level Education (MLE)

MLE 570 Issues in Middle Level Education 1-3(Spec)
A focus on current issues in middle level education. Students will help select specific topics for in-depth study. Prerequisites: for undergraduates: admission to Teacher Education, MLE 381, MLE 382, and MLE 383 or permission of the instructor; for graduates: MLE 641, MLE 642, and MLE 643, or permission of the instructor.

MLE 613 Current Educational Issues 3(3-0)
Identification and analysis of significant, persistent issues in education in the United States and the relationship to student achievement and teacher effectiveness. Identical to EDU 613. Credit may not be earned in more than one of these courses.

MLE 641 Young Adolescent Needs and Characteristics 3(3-0)
An orientation to the unique developmental needs and characteristics of young adolescents. Prerequisites: none.

MLE 642 Concepts, Structures, and Programs for Middle Level Schools 3(3-0)
An orientation to middle level education which focuses on the middle level school concept, structures, and programs. Prerequisite: MLE 641 or permission of the instructor.

MLE 643 Student Diversity Issues in the Middle Level Classroom 3(3-0)
An orientation to the multiple aspect of human diversity in the middle level classroom. Prerequisite: MLE 641 or permission of the instructor.

MLE 644 Issues in Meeting the Diverse Needs of Middle Level Learners 3(3-0)
Instructional strategies and assessment/evaluation methods and materials for middle level classroom teachers appropriate for the unique developmental needs and characteristics of young adolescents. Prerequisites: MLE 641, MLE 642, MLE 643, MLE 645; or permission of the instructor.

MLE 645 Middle Level School Curriculum 3(3-0)
Curriculum for middle level classroom teachers to meet the unique developmental; needs and characteristics of young adolescents. Prerequisites: MLE 641, MLE 642, and MLE 643, or permission of the instructor.

MLE 687 Independent Study in Middle Level Education 1-6(Spec)
An opportunity for students to undertake specialized study in middle level education. Prerequisites: approval of Program Advisor and Department Chairperson.

MLE 780 Master of Arts Capstone Seminar 3(3-0)
The MLE 780 course prepares students for a 4 hour comprehensive examination by requiring researching, presentation and discussion of topics in teacher education literature. Identical to EDU 780. Credit may not be earned in more than one of these courses.
Interdisciplinary Degrees

Master of Arts (M.A.) in Education

Jennifer Cochran, Ph.D., Director
Ronan 307E; 989-774-1595 or CEL North; 989-774-3144

Note: Currently the M.A. degree in Education is only offered off-campus through Off-Campus Programs.

The Program

The Master of Arts degree in Education is designed to provide knowledge and skills for individuals required to function effectively in various positions of educational leadership. This is not a certification program for public school teachers, as it presumes the individual is already trained and qualified in the technical aspects of her or his field.

The MA degree in Education program requires the student to complete a core of 18 credit hours, which includes an integrating experience (Capstone Project). An additional 15 credit hours must then be completed with specific courses determined by the academic advisor. All candidates for the MA must complete a minimum of 33 credit hours.

II. Concentration Areas (15 hours)

Adult Education Concentration (15 hours)

This program is designed to provide knowledge and skills for individuals to function effectively in positions of leadership or teaching in the adult education environment. This is not a certification program for teachers or administrators but may be utilized for professional advancement.

EAD 622 (3) Adult Literacy and Society
EAD 624 (3) Planning for Instruction in Non-Traditional Settings
EAD 626 (3) The Adult Learner
EAD 667 (3) Administration of Community Education
EDU 613 (3) Current Educational Issues

Coaching Concentration (15 hours)

This program is designed to provide knowledge and skills for individuals to function as teachers and in coaching positions in schools. It is not a certification program for teachers or coaches but can satisfy the need for continuing certification of teachers. It is designed for educators who are seeking coaching skills, while at the same time, to enhance their teaching competencies.

Students will be required to complete PES 691 Independent Study (3) instead of EDU 776.

(5 required credits from the following)

PES 570 (2) Advanced Coaching in Basketball
PES 572 (2) Advanced Coaching in Baseball
PES 574 (2) Advanced Coaching in Football
PES 690 (2) Practicum
or other sports as determined by advisor

(10 required credits from the following)

PES 560 (3) Principles and Foundations of Coaching
PES 582 (2) Current Applications of Athletic Training Techniques
PES 606 (3) Motor Learning and Human Performance
PES 611 (2) Psychology of Sport

Community College Concentration (15 hours)

(choose 5 of 6 areas)

This program is designed to provide knowledge and skills for individuals to function effectively in positions of leadership or teaching in a community college environment. This is not a certification program for teachers or administrators but may be utilized for professional advancement or as a base for a doctoral program in Community College Education.

CED 502 (3) Student Development in Higher Education
EAD 676 (3) Administration of Community Colleges
EAD 778 (3) Contemporary Issues in Higher Education
EDU 602 (3) Strategies and Techniques for Teaching
EDU 613 (3) Current Educational Issues
EDU 655 (3) The Community College

Guidance and Development Concentration (15 hours)

(choose 5 of 6 areas)

This program is designed to provide knowledge and skills for individuals to function effectively in schools, businesses or in the nonprofit sector with special emphasis on managing relationships, making appropriate referrals and recognizing special needs of students, clients or co-workers. It is not a certification program for teachers, counselors or administrators as it presumes the participants are already certified and qualified in the technical aspects of their respective positions. It is designed for educators or practitioners who do not desire to be fully certified counselors but are seeking counseling skills to enhance their teaching competencies.
This non-certification program is designed to improve practitioners’
skills in communicating with their students, colleagues, clients, and
supervisors. The classes in this program focus directly on involving
participants in skill-building and integration activities. Participants
regularly test skills and ideas from courses taught at their work sites
and refine the use of these skills through feedback from the
instructor, supervisors, and other program participants. Many of
the classes require that participants interact with their students,
colleagues, clients, or supervisors outside of the university setting.
EDU 776 is a capstone course in which participants conduct field
or action-oriented research which is then reported in the form of a
Plan B paper or project.

CED 504 (3) Introduction to School Guidance
CED 517 (2) Group Experience I
CED 580 (3) Seminar in Current Issues
CED 610 (3) Career Development Theories
CED 640 (3) Standardized Tests
CED 651 (3) Counseling with Children

This MA will not qualify the graduate for endorsement as a School
Counselor.

Humanities Concentration (15 hours)

This program is designed for teachers wanting to focus on the study
of humanities, and for those more interested in synthesis than
specialization. It provides an integrated study of the humanities in
a cross-disciplinary format. Because the various areas of the
humanities are naturally interrelated, this format emphasizes
connection rather than fragmentation. The courses in the
concentration are selected from traditional areas of humanities of
history, literature, philosophy, relation, music and art.

Nine of the fifteen hours in the concentration will be a thematic focus
such as: Images and Ideas of the Self, the Rise of the Industrial Age
or the Humanities in the Postmodern World. These topics are meant
to be exemplary only and will be planned by the student and advisor.

One course each in English and History from the following (6
credits)

ENG 635 (3) Seminar in English Literature
ENG 636 (3) Seminar in Critical Problems
ENG 656 (3) Seminar in American Literature
ENG 665 (3) Seminar in World Literature
HST 525 (3) The Industrialization of America
HST 602 (3) Colloquium in U.S. History to 1865
HST 603 (3) Colloquium in U.S. History since 1865
HST 717 (3) Seminar in the History of Twentieth Century
America

One course in Philosophy or Religion from the following (3 credits)

PHL 597 (3) Special Topics: Philosophical Problems of the Self
REL 501 (3) Seminar in Study of Religion

One course in Art, Broadcast & Cinematic Arts or Music from the
following (3 credits)

ART 597 (3) Special Studies
ART 685 (3) Special Topics in Art History
BCA 525 (3) Film Genre Study
BCA 625 (3) Film and Video Theory and Criticism
MUS 597 (3) Special Topics
MUS 797 (3) Special Studies

Instructional Concentration (15 hours)

This program is designed to provide knowledge and skills for
individuals to function effectively in positions of leadership or the
Teaching environment. This is not a certification program for
teachers or administrators but may be utilized for professional
advancement.

EDU 602 (3) Strategies and Techniques for Teaching
EDU 613 (3) Current Educational Issues
EDU 706 (3) Theory and Practice of Instruction
EDU 765 (3) Seminar in Curriculum Problems
EDU 770 (3) Practicum in Systematic Curriculum Development

Total 33 hours

Master of Arts (M.A.) in
Humanities

Ronald Primeau, Ph.D., Director
241 Anspach Hall, (989) 774-3117

The Program

The Master of Arts in Humanities is a degree designed for general-
ists, for those more interested in synthesis than specialization. It
provides an integrated study of the humanities in a cross-disciplinary
format. Because the various areas of the humanities are naturally
interrelated, this format emphasizes connection rather than fragmenta-
tion. The courses for the 30-semester hour program are generally
selected from such traditional areas of the humanities as history,
literature, philosophy, religion, music and art; they may, however, also
include such areas as women’s studies and anthropology. Please note
that course selection amongst these disciplines will be more limited for
on-campus students.

The program is flexible enough to meet the needs of a great variety
of students. It is an appropriate degree choice for students seeking a
graduate degree which offers educational development or a focus on
interdisciplinary knowledge. Students interested in certification or
additional endorsements should contact the Teacher Certification
Office.

Admission Requirements

Admission requirements are the same as those for admission to the
College of Graduate Studies (baccalaureate degree and overall GPA
of 2.7) and a minimum of 20 hours of coursework in areas of the
Humanities (history, literature, philosophy, etc.) with a GPA of 2.7.

Degree Requirements

A minimum of 30 hours of graduate credit in the Humanities including:

1. 6-9 hours in history
2. 6-9 hours in literature
3. 6-9 hours of coursework in any of the following areas approved by
the student’s faculty advisor: art or music (non-studio/non-
performance), religion, philosophy, cinema
4. 6 hours Plan A or Plan B

A minimum of 15 hours of the above courses must be in courses
numbered 600 or above.

PLAN A:

6 hours of Thesis HUM 799 1-6(Spec) with oral defense.

PLAN B:

6 hours of elective coursework approved by faculty advisor, 3 hours
of which may be in a curriculum development course (e.g., HST 601,
ENG 615). Students electing Plan B must submit a paper prepared in
connection with a seminar or as an independent study that will serve
as evidence of the student’s scholarship.

Total: 30 credit hours
Structure

In order to ensure both coherence and the advantages of complementary disciplinary approaches in the program of studies, each student's coursework must be approved in advance by a faculty advisor. Coursework leading to the degree will be organized around a core (15-18 hours) of courses that are integrated by topic or theme. The following is a list of representative topics that have been approved by the M.A. in Humanities Council:

The Rise of Industrial Society

Students selecting this core of courses would select five or six of the following:

- HST 525 The Industrialization of America
- ENG 656 Seminar in American Literature: The Twenties and Thirties
- ART 685 Special Topics in Art History: Art in the Industrial Age
- PHL 597 Special Topics: Philosophical Problems in Industrial Society
- MUS 597 Special Topics: Music and Technology
- BCA 525 Film Genre Study: Cautionary Tales for the Industrial Age: Science and the Individual in the Cinema
- BLR 597 Special Topics: Transformation of American Law
- ENG 656 Seminar in American Literature: Realism and Naturalism
- HST 603 Colloquium in U.S. History since 1865

Images and Ideas of Self

Students selecting this core of courses would select five or six of the following:

- PHL 525 Special Topics: Problems of the Self
- ART 685 Special Topics in Art History: Subjectivity in Modern Art
- ENG 656 Seminar in American Literature: Images of Self in Contemporary American Fiction
- MUS 713 The Development of Jazz through 1945
- HUM 610 Seminar in American Individualism
- ENG 656 Seminar in American Literature: American Romantic Authors
- REL 501 Seminar in the Study of Religion: Women in Religion
- PHL 597 Special Topics: Philosophy of the Arts
- HST 603 Colloquium in U.S. History since 1865
- ENG 665 Seminar in World Literature: The Emergence of Self
- MUS 597 Special Topics: Music in the Western World

Contemporary Issues in the Humanities: Race, Class and Gender

Students selecting this core of courses would select five or six of the following:

- BCA 525 Film Genre Study: Women in Film
- REL 501 Seminar in the Study of Religion: Religion, Race and Discrimination in America
- SOC 502 Theory of Race Relations in Sociology
- PHL 597 Special Topics: Women in Philosophy
- ART 588 Seminar in Art History: Native American Art
- ENG 656 Seminar in American Literature: Afro-American Writers
- SOC 513 Society and Sex
- REL 501 Seminar in the Study of Religion: Women in Religion
- HST 722 Seminar in the West in American History
- ENG 656 Seminar in American Literature: Women Writers
- HST 715 Seminar in the Civil War and Reconstruction
- HUM 797 Special Topics in Humanities: Moral Issues in America: Race, Class and Gender
- HUM 797 Special Topics in Humanities: Race, Class and Power: South Africa in the 20th Century
- ANT 588 Special Topics: Native American Culture

Popular Culture Studies

Students selecting this core of courses would select five or six of the following:

- ENG 665 Seminar in World Literature: Themes in Science Fiction and Fantasy
- HST 717 Seminar in the History of 20th Century America: History of Rock and Roll
- HST 717 Seminar in the History of 20th Century America: History of Anti-War Movements
- ENG 656 Seminar in American Literature: Issues in American Popular Culture
- HUM 610 Seminar in American Individualism
- BCA 525 Film Genre Study: Cautionary Tales for the Industrial Age: Science and the Individual in the Cinema
- ART 719 Art Criticism
- BCA 625 Film and Video Theory and Criticism
- BCA 503 Critiquing Mass Media
- ANT 588 Special Topics: High Technology and Sociocultural Change
- MUS 713 The Development of Jazz through 1945
- PHL 597 Special Topics: Philosophical Ideas in Popular Culture

Course Descriptions

HUM 510 Words and Music: A Theatrical Partnership 4(4-0)

The course considers musical theater as an art form, combining music, literature and stagecraft into a whole greater than the sum of its parts. Prerequisites: Any 300-level course in music, English, foreign language, or theater and interpretation, junior standing or above, or permission of instructor.

HUM 597 Special Studies in Humanities 1-12(Spec) D

Prerequisite: permission of instructor.

HUM 610 Seminar in American Individualism 3(3-0) D

Analysis of the varieties and values of American individualism through literary, historical and sociological sources. Prerequisites: admission to M.A. in Humanities program or permission of instructor.

HUM 619 Continuing Registration for Final Research Project 1(1-0)

A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

HUM 797 Special Topics in Humanities 1-6(Spec)

Interdisciplinary study of selected topics in the humanities. Prerequisite: permission of instructor, will vary by topic offered.

HUM 799 Thesis 1-6(Spec)

CR/NC only. Prerequisites: 15 hours of graduate work in the humanities and written permission of advisor.

NOTE: Some courses listed here are not available on campus, but are only offered through Off-Campus Programs.
Master of Science in Administration (MSA)

Larry Smiley, Ph.D., Director
Ronan 309; (989) 774-6525

The Master of Science in Administration at CMU

The Master of Science in Administration degree is an interdisciplin-ary program developed to meet the educational needs and interests of administrators in public, private and nonprofit sectors. The primary focus of the degree program is applied action grounded in theory. The principal elements of this degree are knowledge, competencies, and practical processes needed for successful careers in administration.

The program includes a core of courses that provides the students with a base of common knowledge and competencies required for successful administration. In addition, the program provides a concentration of specialized courses in the student’s area of professional interest. The program culminates in an integrative applied project that links the concepts of the program to the world of work and demonstrates the unity and coherence of the student’s course of study.

Admission Requirements

To be admitted to the Master of Science in Administration program, a candidate must meet the requirements for regular admission to the College of Graduate Studies (a baccalaureate degree from a college or university of recognized standing with a cumulative GPA of at least 2.7 or, optionally, 3.0 in the final sixty semester hours of graded coursework toward the bachelor’s degree). At least sixty semester hours of undergraduate coursework must be graded. Applicants who possess an undergraduate GPA less than 2.7 may be considered for conditional admission. A maximum of six hours taken before admission to the MSA program may be counted toward the degree.

Competencies Required

Several MSA administrative core courses have prerequisites. These prerequisite courses are Accounting (ACC) 201 and Statistics (STA) 282 or their equivalents. Students can satisfy the prerequisites for MSA 600, 634, 635 and 640 in the following ways:

1. Successful completion of the course (grade of “C” or better) or its equivalent within three years prior to admission to the MSA program;
2. Pass a competency exam, only offered if the student has previously taken the course; or
3. Take the course or its equivalent at CMU or another accredited institution.

Satisfactory Progress

Students must maintain a cumulative GPA of 3.0 or higher to remain in good standing. If a student’s cumulative GPA falls below 3.0, the student will be placed on academic probation. Students on probation will be allowed an opportunity to raise the cumulative GPA to a 3.0 according to College of Graduate Studies policy. Students dismissed from the program may petition for readmission no sooner than one academic year after the semester they were dismissed.

English Language Requirements for International Students

Students admitted with TOEFL scores of 213 CBT or 550 PBT and above are required to complete a Written and Oral Proficiency Exam during orientation week. If a satisfactory score is not achieved in one or both exams, the student will be required to take additional coursework as recommended by the English Language Institute. This coursework can be taken along with MSA classes and must be completed by the end of the second semester on campus. Students with TOEFL scores between 173 and 210 CBT should review the International Student Admission section on TOEFL scores in this Bulletin.

Advising

Upon admission to the MSA program, the student will be assigned an advisor. The student is required to meet with his or her advisor to determine prerequisite(s) and core area requirements and to select the courses to meet the concentration’s requirements. A record of the program authorization will be placed in the student’s file in the College of Graduate Studies. Any course taken without the express written consent of the MSA Director may not be approved for fulfillment of the degree requirements.

Degree Requirements

All Master of Science in Administration degree students are required to take three core courses: MSA 600, MSA 634 or MSA 635, and MSA 640. Other core courses must be selected in consultation with the student’s academic advisor.

To qualify for graduation, candidates for the Master of Science in Administration degree or Graduate Certificates must meet all of the requirements found in the Academic Information “Degree Requirements” section and the following requirements:

1. Earned a minimum of 36 semester hours of acceptable graduate credit (12-18 semester hours of which must be in the area of concentration).
2. Earned a minimum of 21 semester hours from Central Michigan University.
3. Submitted evidence of scholarship by meeting the Plan B paper requirement by completing the integrating experience (MSA 665 or MSA 690). This includes all Institutional Review Board (IRB) requirements including the End of Data Collection Report.
4. Successfully completed these required courses: MSA 600, MSA 634 or MSA 635, MSA 640 and either MSA 685 or MSA 690.
5. Applied no more than 15 semester hours of College of Business Administration courses on the program plan. College of Business Administration courses are:
   a. Courses carrying designators ACC, BIS, BLR, FIN, HSA, MGT and MKT.
   b. MSA 634 or MSA 635, MSA 660, and MSA 675.
   c. Prior learning assessment credits identified as having business school content. (applies to off campus only)
   d. Courses transferred from a school of business or management which would be considered College of Business Administration courses at CMU.
6. Have an approved program plan on file.
7. Completed all requirements for the degree within seven years of the awarding of the master’s degree.

In addition:

a. MSA Certificate programs may not use more than 12 credits in College of Business Administration courses;

b. MSA Certificate programs must be completed within four years prior to the awarding of the graduate certificate;

c. Business courses taken on any certificate program will not apply to any business degree at CMU; and

d. Courses with MSA designators may not be used toward an MBA degree at CMU and CMU courses with MBA designators may not be used toward the MSA degree.
I. Administrative Core (15-21 hours)
   Required (9 semester hours)
   MSA 600 (3) Administrative Research and Report Methods*
   MSA 634 (3) Managerial Accounting Concepts*
   OR MSA 635 (3) Financial Management *
   MSA 640 (3) Quantitative Applications in Administrative Decision Making *

   Other Core Courses (6-12 semester hours)
   MSA 610 (3) Environments in Administration
   MSA 620 (3) Effective Administration and Organizational Behavior **
   MSA 650 (3) Organization Theory: Strategy and Structure
   MSA 660 (3) Marketing Administration
   MSA 661 (3) Diversity and Multiculturalism in the Workplace
   MSA 675 (3) Strategic Policy Administration*
   MSA 681 (3) Administrative Practicum
   MSA 696 (3) Special Topics
   * Has prerequisites.
   ** Students may not count both MSA 620 and PSY 535 on a certificate or degree program.

Core course descriptions begin on page 198.

II. Area of Concentration (12-18 hours)

Upon admission, each MSA candidate will have an advisor appointed by the MSA Director. At this time, the specific courses needed to fulfill the area of concentration requirements will be identified. (See Concentration Requirements on following pages.)

III. Integrating Experience (3-6 hours)

This requirement may be met by either MSA 685 or MSA 690. These courses are designed to combine practical experience, integrate knowledge from the academic program, and demonstrate ability to design and execute a research project. This requirement includes all Institutional Review Board (IRB) requirements including the End of Data Collection Report.

Total: 36 credit hours

Concentrations and Sponsors

- Acquisitions Administration - College of Graduate Studies
- General Administration - College of Graduate Studies
- Health Services Administration - School of Health Sciences
- Hospitality and Tourism Administration - School of Health Sciences
- Human Resources Administration - College of Graduate Studies
- Information Resource Management - College of Graduate Studies
- International Administration - College of Graduate Studies
- Leadership - College of Graduate Studies
- Long-Term Care Administration - College of Graduate Studies
- Organizational Communications - College of Graduate Studies
- Public Administration - College of Graduate Studies
- Recreation and Park Administration - College of Graduate Studies

*Requires students to complete a certificate or degree program.

*Software Engineering Administration - College of Graduate Studies
- Sport Administration - College of Graduate Studies
- Vehicle Design and Manufacturing Administration - College of Graduate Studies

* Note: Not available at the Mount Pleasant campus.

Acquisitions Administration Concentration
(15 credits)

Statement of purpose for the Concentration

The Acquisitions Administration concentration prepares administrators with a focus on acquisitions by providing a knowledge base in purchasing, regulatory concepts and related factors in acquisitions administration.

Required Courses (6 credits)

- MGT 533 (3) Purchasing Strategy

Electives (9 credits from the following)

- IET 500 (3) Production Concepts
- IET 527 (3) Industrial Safety Management
- MGT 542 (3) Inventory and Materials Management
- MGT 543 (3) Management and Control of Quality
- PSC 514 (3) American Public Policy Making
- PSC 712 (3) Implementation and Reform of Public Programs
- PSC 714 (3) Program Analysis and Evaluation

General Administration Concentration
(12-18 credits)

Statement of Purpose for the Concentration

The General Administration concentration is designed to serve the needs of a very heterogeneous group of students. The intent is to offer a program of study which provides moderate structure through study in areas that are applicable to a wide variety of administrative settings. In addition, the student is afforded considerable flexibility in designing a program of study which avoids duplication of previous coursework, training, or experience by allowing additional study in areas of choice.

Guide to Choosing Courses

Students are encouraged to complete courses listed within broad range of categories. If not taken as part of the core curriculum, any one (1) MSA designator course may be completed to partially fulfill the requirements of the General Administration concentration.

Students may substitute up to six (6) credits of courses on this concentration providing the courses are consistent with one or more of the categories listed below. The use of the substitutes must be recommended by the advisor and approved by the MSA Director.

International Systems, Issues and Problems

- FIN 573 (3) International Finance
- IPC 667 (3) Advanced Studies in Intercultural Communication
- MGT 667 (3) International Business
- IPC 667 (3) Advanced Studies in Intercultural Communication
- MKT 555 (3) International Marketing

Information Systems and Analysis

- CPS 603 (3) Computer Information Systems
- ECO 532 (3) Economic Forecasting
- IET 500 (3) Production Concepts
- MKT 555 (3) Market and Sales Forecasting
- BIS 601 (3) Management Information Systems
Legal and Political Systems
The nature of legal and political systems and how they impact the operation of organizations and individual decision making.
ECO 515 (3) Collective Bargaining and Labor Law*
PSC 514 (3) American Public Policy Making
PSC 522 (3) Regulatory Processes and Administrative Law

Organizational Behavior/Human Resources Administration
The study of individuals within the work organization and the system and processes which affect their behavior.
CED 655 (3) Human Relations Skills
IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations
MGT 643 (3) Personnel Management
MGT 646 (3) Labor Relations Issues*
PSC 711 (3) Public Personnel Administration Practice
PSC 785 (3) Strategic Leadership
PSY 535 (3) Organizational Psychology **

Organizational Communications
Improving communication of individuals and groups within and between organizations.
EAD 610 (3) Grants and Fund Procurement
IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information
IPC 561 (3) Communication in Conflict Management
IPC 667 (3) Advanced Studies in Intercultural Communication
JRN 670 (3) Public Relations Management
MKT 555 (3) Market and Sales Forecasting

Social and Economic Systems
The nature of social and economic systems and how they constrain, control and impact the operational effectiveness of operations.
ECO 603 (3) Economic Effects of Urbanization and Technology
ECO 625 (3) Market Structure and Government Policy
ECO 660 (3) Public Finance and Fiscal Policy
IET 524 (3) Technology and Environment
PHL 518 (3) Professional Ethics
PSC 774 (3) Strategic Planning for Public and Non-Profit Organizations
SOC 512 (3) Industrial Sociology

* Students may not count both ECO 515 and MGT 646 on a certificate or degree program.
** Students may not count both MSA 620 and PSY 535 on a certificate or degree program.

Health Services Administration Concentration
(15-18 credits)
Statement of Purpose for the Concentration
The Health Services Administration concentration is designed to provide the knowledge and skills required for directors, administrators and supervisors in health services.

Required Courses (12 hours)
HSC 520 (3) Health Services Administration*
HSC 570 (3) Financial Aspects of Health Services Organizations
HSC 571 (3) Legal Aspects of Health Services Organizations
HSC 607 (3) Health Service Organizations: Origins, Systems, and Applications

Elective Courses (3-6 hours) selected with advisor
HSC 538 (3) Development of Proposals and Reports in Health Administration
HSC 544 (3) Biostatistics
HSC 545 (3) Health Planning
HSC 572 (3) Quality Improvement in Health Services
HSC 601 (3) Computerized Health Care Systems
HSC 617 (3) Community and Public Health
HSC 680 (3) Managed Care: Origins, Organizations, and Operations
HSC 700 (3) Program Evaluation in the Health Fields

*Advisors may recommend to the MSA Director the substitution of another course for HSC 520, if the student has appropriate management experience.

Hospitality and Tourism Administration Concentration
(12-15 credits)
NOTE: CMU is not presently accepting on-campus students into this program.
Statement of Purpose for the Concentration
The Hospitality and Tourism Administration Concentration is designed to enable students to examine suppliers of hospitality service including: hotel/resort facilities, passenger transportation carriers, food/beverage providers, and conference and event providers. Students are provided with background and competency in the following areas: hospitality service provider processes and organization, governmental regulation of the industry and international tourism controls, managerial tools and techniques, and pricing considerations.

Hospitality and Tourism Administration Concentration Courses
Required Courses (12 hours)
HSA 542 (3) International Tourism
HSA 543 (3) Hospitality Industry Organizations and Operations
HSA 544 (3) Current Research Issues in Hospitality and Tourism
HSA 546 (3) Management in the Hospitality Service Sector

Electives (0-3 hours)
One specialized course determined by the MSA Director.

*Note: No more than a total of 15 hours of College of Business Administration courses may be used on the program plan.

Human Resources Administration Concentration
(12-18 credits)
Statement of Purpose for the Concentration
The Human Resources Administration concentration provides a program of study for the student who is pursuing, or intends to pursue, a career in the field of Human Resources. The concentration is designed to provide students with an overall background in the field as well as in the specific areas of Labor Relations, Staffing, Training and Organization Development.

Guide to Choosing Courses
Students are required to take one course from Category A, preferably before taking other courses in the concentration. In order to produce the strongest preparation, it is recommended that students take one course from Categories B and C and two courses from Category D.

Human Resources Administration Concentration Courses
Category A: Survey of Human Resources Administration
MGT 643 (3) Personnel Management
PSC 711 (3) Public Personnel Administration Practice

Category B: Labor Relations
ECO 515 (3) Collective Bargaining and Labor Law*
OR MGT 646 (3) Labor Relations Issues*
IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations

Category C: Training and Organization Development
CED 655 (3) Human Relations Skills
IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information**
OR IPC 561 (3) Communication in Conflict Management***
MGT 649 (3) Seminar in Organizational Development
PSY 736 (3) Strategies for Interventions in Social Systems

(continued)
**Category D: Staffing**

ECO 614 (3) Seminar in Labor Economics  
MGT 645 (3) Personnel Compensation Practice and Process  
MGT 647 (3) Employee Selection and Evaluation**  
OR PSY 536 (3) Personnel Psychology**  
PSY 636 (3) Organizational Applications of Personnel Psychology  

**Note:** Students may not count both ECO 515 and MGT 646 on a certificate or degree program.

**Students may not count both MGT 647 and PSY 536 on a certificate or degree program.**

**Students may not count both IPC 560 and IPC 561 within the HRA certificate or concentration.**

**Information Resource Management Concentration**  
(12-18 credits)

**Statement of Purpose for the Concentration**

The Information Resource Management Concentration is designed to enable students to develop a comprehensive management approach to the introduction of information systems in an organization, in order to ensure that the information technology solution which is chosen will be deemed the one most appropriate.

**Information Resource Management Concentration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIS 634</td>
<td>Information Resource Management</td>
</tr>
<tr>
<td>CPS 603</td>
<td>Computer Information Systems*</td>
</tr>
<tr>
<td>OR BIS 601</td>
<td>Management Information Systems*</td>
</tr>
<tr>
<td>CPS 510</td>
<td>Software Systems Engineering**</td>
</tr>
<tr>
<td>OR BIS 630</td>
<td>Systems Analysis and Design**</td>
</tr>
<tr>
<td>CPS 612</td>
<td>Software Project Management***</td>
</tr>
<tr>
<td>OR BIS 635</td>
<td>Business Systems Applications***</td>
</tr>
</tbody>
</table>

One specialized course determined by the MSA Director

**Note:** Students may not count both BIS 601 and CPS 603 on an IRM concentration or certificate.

**Students may not count both BIS 630 and CPS 510 on an IRM concentration or certificate.**

**Students may not count both BIS 635 and CPS 612 on an IRM concentration or certificate.**

**International Administration Concentration**  
(12-18 credits)

**Statement of Purpose for the Concentration**

The International Administration concentration is designed to provide the appropriate educational background for students who are interested in practicing administration in international settings. Those who have administrative responsibilities with international dimensions, but work in the United States, would also find it helpful.

**International Administration Concentration Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANT 506</td>
<td>Comparative Cultural Systems</td>
</tr>
<tr>
<td>ECO 655</td>
<td>Seminar in International Economics</td>
</tr>
<tr>
<td>FIN 573</td>
<td>International Finance</td>
</tr>
<tr>
<td>IPC 667</td>
<td>Advanced Studies in Intercultural Communication</td>
</tr>
<tr>
<td>MGT 667</td>
<td>International Business</td>
</tr>
<tr>
<td>MKT 560</td>
<td>International Marketing</td>
</tr>
<tr>
<td>PSC 551</td>
<td>Seminar in International Relations</td>
</tr>
<tr>
<td>PSC 555</td>
<td>International Law I</td>
</tr>
<tr>
<td>PSC 651</td>
<td>Comparative Economic and Political Systems</td>
</tr>
</tbody>
</table>

When appropriate, other courses may be substituted with the approval of the MSA Director.

Students will demonstrate a sensitivity to contemporary cultural variations and the need for understanding them. This may be evidenced by graduate or undergraduate coursework, experience or other appropriate means.

**Leadership Concentration**  
(12-18 credits)

**Statement of Purpose for the Concentration**

The Leadership Concentration enables students to enhance their knowledge and skills in the area of leadership, group dynamics, organizational change, management of conflict, negotiation, cultural diversity and communication.

**Leadership Concentration Courses**

**Required Course (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 785</td>
<td>Strategic Leadership</td>
</tr>
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</table>

**Electives (9-15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 655</td>
<td>Human Relations Skills</td>
</tr>
<tr>
<td>ECO 515</td>
<td>Collective Bargaining and Labor Law*</td>
</tr>
<tr>
<td>OR MGT 646</td>
<td>Labor Relations Issues*</td>
</tr>
<tr>
<td>IPC 560</td>
<td>Communication and Change: The Diffusion of Ideas and Information</td>
</tr>
<tr>
<td>IPC 561</td>
<td>Communication in Conflict Management</td>
</tr>
<tr>
<td>IPC 665</td>
<td>Seminar in Communication and Negotiation in Employee Relations</td>
</tr>
<tr>
<td>IPC 667</td>
<td>Advanced Studies in Intercultural Communications</td>
</tr>
<tr>
<td>MGT 649</td>
<td>Seminar in Organizational Development</td>
</tr>
<tr>
<td>MSA 696</td>
<td>Special Topics (Possible topics: Cultural Diversity, Managing Information Technology)</td>
</tr>
<tr>
<td>PHL 518</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>PSY 531</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>MSA 620</td>
<td>Effective Administration and Organizational Behavior**</td>
</tr>
<tr>
<td>OR PSY 535</td>
<td>Organizational Psychology**</td>
</tr>
</tbody>
</table>

When appropriate, other courses may be substituted with the approval of the MSA Director.

**Students may not count both ECO 515 and MGT 646 on a certificate or degree program.**

**Students may not count both MSA 620 and PSY 535 on a certificate or degree program.**

**Long-Term Care Administration Concentration**  
(18 credits)

The Long-Term Care Administration Concentration enables students to enhance their knowledge and skills in the areas of health services administration, long-term care administration, and resident care issues.

**Long-Term Care Administration Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRN 632</td>
<td>Public Policy and Aging</td>
</tr>
<tr>
<td>HSC 520</td>
<td>Health Services Administration</td>
</tr>
<tr>
<td>HSC 570</td>
<td>Financial Aspects of Health Service Organizations</td>
</tr>
<tr>
<td>HSC 591</td>
<td>Legal &amp; Regulatory Aspects of Long-Term Care</td>
</tr>
<tr>
<td>HSC 592</td>
<td>Administrative Issues in Long-Term Care</td>
</tr>
<tr>
<td>HSC 593</td>
<td>Resident Care Issues in Long-Term Care</td>
</tr>
</tbody>
</table>

Students who have taken HSC 520 and/or HSC 570 as part of another concentration or graduate certificate may select substitutes from the following courses:
Recall the degree program.
Choice of one of the following three courses:

Organizational Communication Concentration
(15 credits)

Statement of Purpose for the Concentration
The Organizational Communication Concentration provides students with a thorough grounding in the theory and practice of effective oral and written communication in modern organizations.

Organizational Communication Concentration Credits (15 credits)
- IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information
- IPC 561 (3) Communication in Conflict Management
- IPC 565 (3) Communication Training in Organizations
- IPC 664 (3) Advanced Organizational Communication
- IPC 665 (3) Seminar in Communication and Negotiation in Organizations

Public Administration Concentration
(15-18 credits)

Statement of Purpose for the Concentration
The Public Administration Concentration is designed to prepare students for careers in public sector administration. Broadly, the objectives of the program are to provide students with background and competency in five areas including (1) the political, social, and economic environment of public administration; (2) public management process; (3) public policy analysis; (4) research and analytic methods; and (5) organization theory and behavior.

Public Administration Concentration Courses
- PSC 514 (3) American Public Policy Making
- PSC 522 (3) Regulatory Processes and Administrative Law
- PSC 561 (3) American State Government and Administration
- PSC 563 (3) Politics and Policy in Urban Communities
- PSC 565 (3) Managing Modern Local Government
- PSC 566 (3) Intergovernmental Relations in the U.S.
- PSC 610 (3) Foundations of Public Administration
- PSC 711 (3) Public Personnel Administrative Practice
- PSC 713 (3) Public Budgeting and Finance Budgeting
- PSC 714 (3) Program Analysis and Evaluation
- PSC 774 (3) Strategic Planning for Public and Non-Profit Organizations
- PSC 775 (3) Organization Theory in Public Administration*
- PSC 785 (3) Strategic Leadership

Choice of one of the following three courses:
- ECO 515 (3) Collective Bargaining and Labor Law
- IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations
- MGT 646 (3) Labor Relations Issues

* Students may not count both PSC 775 and MSA 650 on a certificate or degree program.

Recreation and Park Administration Concentration
(15-18 credits)

Statement of Purpose for the Concentration
The Recreation, Parks, and Leisure Administration concentration is designed to provide students with background and competencies in administration, grant writing, evaluation, current issues, as well as areas of individualized interest.

Recreation and Park Administration Concentration Courses
Required Courses (9 hours)
- RPL 605 (3) Administration of Leisure Services
- RPL 611 (3) Evaluation in Recreation and Leisure Services
- RPL 618 (3) Issues in Leisure

Select 6-9 hours (dependent upon which course is taken, MSA 685 or MSA 690)
- RPL 508 (3) Budgeting for Leisure Service Agencies
- RPL 511 (3) Liability and Risk Management in Leisure Services
- RPL 521 (3) Financial Assistance for Recreation and Parks
- RPL 545 (3) Promoting Leisure Service Agencies
- RPL 552 (3) Environmental Interpretations
- RPL 600 (1-6) Advanced Issues in Recreation
- RPL 620 (3) Planning for Parks and Recreation Facilities
- RPL 652 (3) Outdoor Recreation
- RPL 754 (2) Seminar in Recreation
- RPL 791 (2) Independent Study

Software Engineering Administration Concentration
(18 credits)

NOTE: CMU is not presently accepting on-campus students into this program.

Statement of Purpose for the Concentration
The Software Engineering Administration program provides software managers with concepts, analytical skills, and methods of software engineering management of large, complex software systems, including those embedded in other systems. Graduates are prepared for positions requiring the management of people and resources in software intensive organizations.

To be admitted to this concentration, the student must have completed the equivalent of MTH 175, MTH 132, CPS 180, CPS 181, CPS 210 and CPS 340. In addition, the student must have completed one year of work in which his or her major assignment dealt with program design or development. Completion of a computer science major may be substituted for the one year experience.

Software Engineering Concentration Courses
The concentration consists of six tightly integrated courses taught in a compressed weekend format. The curriculum begins with a course which introduces the student to the major issues in software engineering and how software engineering addresses those issues. The concentration continues with a course in software project management. This course provides analysis techniques and tools which manage and control the software development process. The remaining four courses continue to discuss the major software development activities in more detail.

- CPS 510 (3) Software Systems Engineering
- CPS 611 (3) Software Verification and Validation Design
- CPS 612 (3) Software Project Management
- CPS 613 (3) Specifications of Software Systems
- CPS 614 (3) Principles and Applications of Software
- CPS 615 (3) Software Generation and Maintenance
Sport Administration Concentration (15-18 credits)

Statement of Purpose for the Concentration

The Sport Administration concentration is designed to prepare the student for a career in administration in college, professional, or commercial sport.

15-18 hours to be selected with the consent of a PES Graduate Faculty Advisor. Course substitutions may be made upon recommendation of the PES Graduate Advisor and approval of the Graduate Office if the course content of the course to be substituted is essentially the same as the course it will replace.

Sport Administration Concentration Courses

- PES 603 (3) Administration of Sport and Physical Education
- PES 620 (3) Sport: An Interdisciplinary Study
- PES 625 (3) Facilities for Sport and Physical Education
- PES 640 (3) Sport and the Law
- PES 650 (3) Sport Marketing
- PES 690 (1-3) Practicum

Vehicle Design and Manufacturing Administration Concentration (18 credits)

NOTE: CMU is not presently accepting on-campus students into this program.

Statement of Purpose for the Concentration

The Vehicle Design and Manufacturing Administration (VDMA) concentration prepares students to take leadership responsibility in vehicle design and manufacturing administration.

Vehicle Design and Manufacturing Administration Concentration (18 credits)

- IET 500 (3) Production Concepts
- IET 501 (3) Application of Industrial Management Principles
- IET 524 (3) Technology and Environment
- IET 527 (3) Industrial Safety Management
- MGT 542 (3) Inventory and Materials Management
- MGT 543 (3) Management and Control of Quality

Note: No more than a total of 15 hours of College of Business courses may be used on the program plan.

MSA Graduate Certificates

(Acquisitions Administration, General Administration, Health Services Administration, Hospitality and Tourism Administration, Human Resources Administration, Information Resources Management, International Administration, Leadership, Long-Term Care Administration, Organizational Communication, Public Administration, Software Engineering Administration or Vehicle Design and Manufacturing Administration)

This 15-18 credit certificate program is designed for regularly admitted graduate students who desire advanced training in the field of administration. Credits successfully earned with the certificate program may be used toward the MSA degree, if the concentration is the same. Students will not be allowed to use the same course for two different concentrations. Students may substitute courses only with the approval of the MSA Director. Students may use up to 6 transfer credits providing they meet the criteria for transfer credit outlined in this bulletin. Coursework and other requirements must be completed within four years prior to the awarding of a graduate certificate. Prior learning credit may not be used on the certificate program.

Note: Students may not use more than 12 credits of College of Business courses. Required courses: 5-6 courses from the appropriate concentration.

Acquisitions Administration Certificate (15 credits)

Required Courses (6 credits)

- MGT 533 (3) Purchasing Strategy
- PSC 522 (3) Regulatory Processes and Administrative Law

Electives (9 credits from the following)

- IET 500 (3) Production Concepts
- IET 527 (3) Industrial Safety Management
- MGT 542 (3) Inventory and Materials Management
- MGT 543 (3) Management and Control of Quality
- PSC 514 (3) American Public Policy Making
- PSC 712 (3) Implementation and Reform of Public Programs
- PSC 714 (3) Program Analysis and Evaluation

General Administration Certificate (15 credits)

Guide to choosing courses

Students are encouraged to complete courses listed within a broad range of categories. If not taken as part of the core curriculum, any one (1) MSA designator course may be completed to partially fulfill the requirements of the General Administration concentration.

Students may substitute up to six (6) credits of courses on this concentration providing the courses are consistent with one or more of the categories listed below. The use of the substitutes must be recommended by the advisor and approved by the MSA Director.

General Administration Certificate Courses

International Systems, Issues and Problems

- The study of systems, issues, and problems which impact upon dynamic organizations operating within the global environment.
- FIN 573 (3) International Finance
- IPC 667 (3) Advanced Studies in Intercultural Communication
- MGT 667 (3) International Business
- MKT 560 (3) International Marketing
- PSC 555 (3) International Law I

Legal and Political Systems

- The nature of legal and political systems and how they impact the operation of organizations and individual decision making.
- ECO 515 (3) Collective Bargaining and Labor Law *
- PSC 514 (3) American Public Policy Making
- PSC 522 (3) Regulatory Processes and Administrative Law

Social and Economic Systems

- The nature of social and economic systems and how they constrain, control and impact the operational effectiveness of organizations.
- ECO 603 (3) Economic Effects of Urbanization and Technology
- ECO 625 (3) Market Structure and Government Policy
- ECO 660 (3) Public Finance and Fiscal Policy
- IET 524 (3) Technology and Environment
- MKT 560 (3) International Marketing
- IPC 667 (3) Advanced Studies in Intercultural Communication
- FIN 573 (3) International Finance
- PSC 555 (3) International Law I

Information Systems and Analysis

- The integration of computer and production systems into administrative decision-making.
- BIS 601 (3) Management Information Systems
- CPS 603 (3) Computer Information Systems
- ECO 532 (3) Economic Forecasting
- IET 500 (3) Production Concepts
- MKT 555 (3) Market and Sales Forecasting
Organizational Behavior/Human Resources Administration

The study of individuals within the work organization and the system and processes which affect their behavior.

CED 655 (3) Human Relations Skills
IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations
MGT 643 (3) Personnel Management
MGT 646 (3) Seminar in Labor Relations*
PSC 711 (3) Public Personnel Administration Practice
PSC 785 (3) Strategic Leadership
PSY 535 (3) Organizational Psychology **

Organizational Communications

Improving communication of individuals and groups within and between organizations.

EAD 610 (3) Grants and Fund Procurement
IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information
IPC 561 (3) Communication in Conflict Management
IPC 667 (3) Advanced Studies in Intercultural Communication
JRN 670 (3) Public Relations Management
MKT 555 (3) Market and Sales Forecasting

* Students may not count both ECO 515 and MGT 646 on a certificate or degree program.
** Students may not count both MSA 620 and PSY 535 on a certificate or degree program.

Health Services Administration Certificate

(15 credits)

Required Courses (12 hours):
HSC 520 (3) Health Services Administration*
HSC 570 (3) Financial Aspects of Health Services Organizations
HSC 571 (3) Legal Aspects of Health Services Organizations
HSC 607 (3) Health Service Organizations: Origins, Systems, and Applications

Elective Courses (3 hours) selected with advisor:
HSC 538 (3) Development of Proposals and Reports in Health Administration
HSC 544 (3) Biostatistics
HSC 545 (3) Health Planning
HSC 572 (3) Quality Improvement in Health Services
HSC 601 (3) Computerized Health Care Systems
HSC 617 (3) Community and Public Health
HSC 680 (3) Managed Care: Origins, Organizations, and Operations
HSC 700 (3) Program Evaluation in the Health Fields

Advisors may recommend to the MSA Director the substitution of another course for HSC 520, if the student has appropriate management experience.

Hospitality and Tourism Administration Certificate

(15 credits)

Note: CMU is not presently accepting on-campus students into this program.

HSA 542 (3) International Tourism
HSA 543 (3) Hospitality Industry Organizations and Operations
HSA 544 (3) Current Research Issues in Hospitality and Tourism
HSA 546 (3) Management in the Hospitality Service Sector

One specialized course determined by the MSA Director

Note: No more than a total of 12 hours of a College of Business Administration courses may be used on the Graduate Certificate.

Human Resources Administration Certificate

(15 credits)

Students are required to take one course from Category A, preferably before taking other courses in the concentration. In order to produce the strongest preparation, it is recommended that students take one course from Categories B and C and two courses from Category D.

Category A: Survey of Human Resources Administration
MGT 643 (3) Personnel Management
PSC 711 (3) Public Personnel Administration Practice

Category B: Labor Relations
ECO 515 (3) Collective Bargaining and Labor Law*
OR MGT 646 (3) Seminar in Labor Relations*
IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations

Category C: Training and Organization Development
CED 655 (3) Human Relations Skills
IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information***
OR IPC 561 (3) Communication in Conflict Management***
MGT 649 (3) Seminar in Organizational Development
PSY 736 (3) Strategies for Interventions in Social Systems

Category D: Staffing
ECO 614 (3) Seminar in Labor Economics
MGT 645 (3) Personnel Compensation Practice and Process
MGT 647 (3) Personnel Selection and Evaluation**
OR PSY 536 (3) Personnel Psychology**
PSY 636 (3) Organizational Applications of Personnel Psychology

Note: No more than a total of 12 hours of College of Business courses may be used on the Graduate Certificate.

* Students may not count both ECO 515 and MGT 646 on a certificate or degree program.
** Students may not count both MGT 647 and PSY 536 on a certificate or degree program.
*** Students may not count both IPC 560 and IPC 561 within the HRA certificate or concentration.

Information Resource Management Certificate

(15 credits)

BIS 634 (3) Information Resource Management
CPS 603 (3) Computer Information Systems*
OR BIS 601 (3) Management Information Systems*
CPS 510 (3) Software Systems Engineering**
OR BIS 630 (3) Systems Analysis and Design**
CPS 612 (3) Software Project Management***
OR BIS 635 (3) Business Systems Applications***

One specialized course determined by the MSA Director.

* Students may not count both BIS 601 and CPS 603 on an IRM concentration or certificate.
** Students may not count both BIS 630 and CPS 510 on an IRM concentration or certificate.
*** Students may not count both BIS 635 and CPS 612 on an IRM concentration or certificate.

International Administration Certificate

(15 credits)

ANT 506 (3) Comparative Cultural Systems
ECO 655 (3) Seminar in International Economics
FIN 573 (3) International Finance
IPC 667 (3) Advanced Studies in Intercultural Communication
MGT 667 (3) International Business
MKT 560 (3) International Marketing
PSC 551 (3) Seminar in International Relations
PSC 555 (3) International Law I
PSC 651 (3) Comparative Economic and Political Systems
LEADERSHIP CERTIFICATE
(15 credits)

Required Course (3 credits)
PSC 785 (3) Strategic Leadership

Electives (12 credits)
CED 655 (3) Human Relations Skills
ECo 515 (3) Collective Bargaining and Labor Law*
OR MGT 646 (3) Labor Relations Issues*
IPC 560 (3) Communication and Change: The Diffusion of Ideas and Information
IPC 561 (3) Communication in Conflict Management
IPC 665 (3) Seminar in Communication and Negotiation in Employee Relations
IPC 667 (3) Advanced Studies in Intercultural Communications
MGT 649 (3) Seminar in Organizational Development
MSA 696 (3) Special Topics (Possible topics: Cultural Diversity, Managing Information Technology)
PHL 518 (3) Professional Ethics
PSY 531 (3) Group Dynamics
MSA 620 (3) Effective Administration and Organizational Behavior**
OR PSY 535 (3) Organizational Psychology**

When appropriate, other courses may be substituted with the approval of the MSA Director.

* Students may not count both ECO 515 and MGT 646 on a certificate or degree program.
** Students may not count both MSA 620 and PSY 535 on a certificate or degree program.

SOFTWARE ENGINEERING ADMINISTRATION CERTIFICATE
(18 credits)

NOTE: CMU is not presently accepting on-campus students into this program.

CPS 510 (3) Software Systems Engineering
CPS 611 (3) Software Verification and Validation
CPS 612 (3) Software Project Management
CPS 613 (3) Specifications of Software Systems
CPS 614 (3) Principles and Applications of Software Design
CPS 615 (3) Software Generation and Maintenance

Core Courses
Distance Learning Courses: Courses in the department approved for offering in a distance learning format include: MSA 600, 620, 634, 635, 640, 650, 660, 675, 685.

MSA 600 Administrative Research and Report Methods 3(3-0)
This course is designed to acquaint students with research processes and tools used in selecting and developing the problem, project or issue for analysis. Prerequisites: admission to the MSA program, and STA 282 or equivalent.

MSA 610 Environments in Administration 3(3-0) D
Studies the impact of other economic, legal, political, technical, international, and social environments on administration. Presents the relevant concepts from these areas and analyzes their interrelationships. Prerequisites: none.

MSA 619 Continuing Registration for Final Research Project 1(1-0)
A non-credit course intended for students who have completed all program credits but still need to use university resources to complete their degree requirements.

MSA 620 Effective Administration and Organizational Behavior 3(3-0) D
To develop an understanding of human problems and processes which help or hinder successful task completion. To improve interpersonal and diagnostic skills as well as theoretical knowledge.

MSA 634 Managerial Accounting Concepts 3(3-0)
Study of how accounting information can be used in planning, coordinating, and controlling the activities of an organization., Prerequisite: ACC 201.
**MSA Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 635</td>
<td>Financial Management</td>
<td>3(3-0)</td>
<td>Study of financial management and financial management techniques for administrators of private and public organizations. Emphasis is on financial planning and control. Prerequisite: ACC 201.</td>
</tr>
<tr>
<td>MSA 640</td>
<td>Quantitative Applications in Administrative Decision Making</td>
<td>3(3-0)</td>
<td>This course studies stochastic and quantitative analytical tools and concepts which can be used to make optimal decisions in the pursuit of such organizational goals as cost efficiency, service delivery, and profit. Concepts include probability theory, statistics, decision theory, inventory control, linear models, linear programming, network analysis, and simulation. Prerequisites: STA 282/382 or equivalent.</td>
</tr>
<tr>
<td>MSA 650</td>
<td>Organization Theory: Strategy and Structure</td>
<td>3(3-0)</td>
<td>A systems approach to studying the design and administration of complex organizations. Diverse organizational settings require the capacity to develop appropriate decision making and planning strategies to produce the desired organizational goals, given the organization’s environment.</td>
</tr>
<tr>
<td>MSA 660</td>
<td>Marketing Administration</td>
<td>3(3-0)</td>
<td>This course is concerned with the application of appropriate marketing concepts and techniques to the private sector business and nonprofit organizations’ marketing and communication activities. Prerequisite: none.</td>
</tr>
<tr>
<td>MSA 661</td>
<td>Diversity and Multiculturalism in the Workplace</td>
<td>3(3-0)</td>
<td>An examination of the skills needed to successfully administer an environment that facilitates workplace diversity and multiculturalism within the contexts of domestic and global organizations. Prerequisites: MSA 620 or MSA 650 or permission of instructor.</td>
</tr>
<tr>
<td>MSA 675</td>
<td>Strategic Policy Administration</td>
<td>3(3-0)</td>
<td>Applies decision-making models for policy analysis and implementation in the private and public sector environments. A case study course covering organizational analysis and operational programming. Prerequisites: Minimum of 9 semester credit hours of MSA core courses, including MSA 634 or MSA 635.</td>
</tr>
<tr>
<td>MSA 681</td>
<td>Administrative Practicum</td>
<td>1-3(Spec)</td>
<td>Provide students with an introductory professional experience of an administrative/supervisory nature in an administrative setting. For students with limited or no administrative experience. Prerequisite: permission of MSA director.</td>
</tr>
<tr>
<td>MSA 685</td>
<td>Integrative Analysis of Administration</td>
<td>3(Spec)</td>
<td>MSA 685 builds upon the information and skills learned in the core and concentration coursework, and the student’s employment experiences. The course trains the student in application of administrative theory and research to practical issues and problems found in occupational situations. In these senses of joining theory, research and practice with the practical workday world, the course is truly integrative of the student’s knowledge, skills, and professional life. Prerequisites: 21 credit hours of graduate credits, including MSA 600, MSA 634 or MSA 635, and MSA 640.</td>
</tr>
<tr>
<td>MSA 690</td>
<td>Internship</td>
<td>1-6(Spec)</td>
<td>A capstone course involving a supervised internship project. Applies curricular concepts and skills to managerial problems in an organization. CR/NC only. Prerequisite: 21 hours of graduate credits, including MSA 600, MSA 634 or MSA 635, and 640.</td>
</tr>
<tr>
<td>MSA 691</td>
<td>Independent Study</td>
<td>1-2(Spec)</td>
<td>Directed reading or research on an approved topic in administration. Prerequisite: permission of instructor and director of MSA program.</td>
</tr>
<tr>
<td>MSA 696</td>
<td>Special Topics</td>
<td>3(Spec)</td>
<td>Selected topics of interest to students which are not included in courses. Specific topic will be listed on the student’s transcript.</td>
</tr>
</tbody>
</table>

**General Non-Departmental Courses**

These courses are designed to enable students and faculty members to explore areas of special interest and need. In general, each course will be interdisciplinary in nature and under the direction of more than one faculty member. It may utilize such approaches as discussions, readings from basic sources, field trips, workshops, oral and written reports, and invited lectures. Students may be exposed to new areas of knowledge, explore contrasting points of view, or refine basic understandings of value to their development as effective citizens.

At the discretion of his or her advisor, a graduate student may use one or more of these courses to meet cognate or elective requirements on the curriculum. Prerequisite for admission to each of the foregoing courses is permission of the instructor.

**Credit Limitation.** All courses listed below are subject to graduate credit limitation under the policy covering specified content or variable credit.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPR 555</td>
<td>Public Relations Internship</td>
<td>3-6(Spec)</td>
<td>Directed full-time work experience in a professional public relations environment. Prerequisites: IPR 101; BCA 210, BCA 311; IPC 264, IPC 357; JRN 202, JRN 302, JRN 350, JRN 450; completion of 56 credit hours or permission of instructor. Prior written approval of the designated internship director. Open only to signed Integrated Public Relations majors.</td>
</tr>
<tr>
<td>IPS 597</td>
<td>International Program Studies</td>
<td>1-36(Spec)</td>
<td>Courses taken abroad under auspices of Central Michigan University Primarily for seniors and graduate students. Prerequisite: permission of the director of International Programs.</td>
</tr>
<tr>
<td>LAR 597</td>
<td>Special Studies in Liberal Arts</td>
<td>1-12(Spec)</td>
<td>Exploration of the duties and responsibilities encountered in museum work. Collection care and development, exhibit preparation, and educational program development. Prerequisites: 56 hours of course credit, or permission of instructor.</td>
</tr>
<tr>
<td>MST 546</td>
<td>Introduction to Museum Work</td>
<td>3(3-0)</td>
<td>F, Sp</td>
</tr>
<tr>
<td>MST 547</td>
<td>Museum Science Laboratory</td>
<td>3(0-6)</td>
<td>F</td>
</tr>
<tr>
<td>MST 550</td>
<td>Museum Collections Management and Care</td>
<td>3(3-0)</td>
<td>F</td>
</tr>
<tr>
<td>MST 551</td>
<td>Museum Education and Interpretation Techniques</td>
<td>3(3-0)</td>
<td>Sp</td>
</tr>
<tr>
<td>MST 598</td>
<td>Museum Internship</td>
<td>6(Spec)</td>
<td>F, Sp, Su</td>
</tr>
<tr>
<td>SCI 597</td>
<td>Special Studies in Science</td>
<td>1-12(Spec)</td>
<td>D</td>
</tr>
<tr>
<td>SSC 597</td>
<td>Special Studies in Social Science</td>
<td>1-12(Spec)</td>
<td>D</td>
</tr>
</tbody>
</table>
Appendix I

Standards Leading to Teacher Certification

Introduction

Students seeking to enter the Teacher Education program at Central Michigan University are screened using multiple criteria related to teacher excellence and the CLEAR model for teacher education. The selection criteria assess characteristics appropriate for students pursuing a professional teaching practice that is Content–or knowledge–driven, LEArner-centered and Reflective/ Relevant to the multiple roles and contexts of the professional educator. Once a student is admitted, cognitive and affective skills are both developed and monitored throughout the teacher education experience, which stresses faculty mentoring of all prospective teachers.

Excellent teachers demonstrate an interest in students, an ability to relate to and communicate with diverse students in varied ways, as well as the ability to motivate and facilitate learning. Teacher candidates at CMU must be learner-centered and able to communicate both in writing and in face-to-face interactions with spontaneity and clarity. The student’s aptitude for, attitudes toward, and interests in teaching, as well as his or her interpersonal skills such as empathy, rapport, and listening are assessed through a structured interview process.

Academic knowledge is reflected by an overall grade point average that includes a minimum 2.7 grade point average in each teaching major and minor. Additionally, students are required to attain a C+ (2.3) or better in the professional and methods courses and a B in the introductory course.

Students may apply for admission into the Teacher Education program when they have completed at least 60 credit hours of post-secondary coursework or immediately upon transferring to CMU.

Undergraduates and Graduates of regionally accredited institutions must provide transcripts from all educational institutions attended to the Center for Student Services at the time of application.

The three-cycle process leading to teacher certification is summarized below. Students must follow the requirements in the Teacher Education Student Handbook and the requirements of the Michigan Board of Education in effect at the time they complete the application process.

The Three Cycles of Candidacy

Cycle I: Admission Candidacy

Each student who expects to earn either an Elementary Provisional Certificate or a Secondary Provisional Certificate must file an application for entry into teacher education. Application forms and related information are found in the Teacher Education Student Handbook available at the Bovee University Center bookstore.

Cycle I is a two-part process, acceptance for candidacy status and admission to the teacher education program. Upon completion of all requirements for Cycle I, the student will be placed on a list that is ranked in order by composite scores. Admission to teacher education will occur twice a year, once in September and once in February, and will be based upon the student’s composite score. When enrollment has to be limited in teacher education, rank order scores will be used to determine admission to the program. Therefore, students who have met all requirements for admission may not be admitted if their composite scores are not sufficiently high to be above the cutoff score.

Students must be admitted to the teacher education program before being eligible to enroll in professional education courses that have “admission to teacher education” as a prerequisite. Admission to the program is valid for five years from the date of admission to teacher education. Changes mandated by the Michigan Department of Education may become effective at any time in a student’s education program.

Cycle II: Continuing Candidacy

This point in the teacher education program has been established as a method to verify candidates’ ongoing growth and development in the teacher education program. By fulfilling all competencies listed in the EHS Teacher Education Student Handbook and Student Teaching Handbook, candidates are eligible to continue in the program and move to their student teaching experiences. Cycle II includes, but is not limited to items such as departmental approval of all majors and minors, completion of all professional education courses, registration with CMU Career Services, successful completion of an interview with EDU 458 faculty, and completion of a specified mid-tier experience. For specific requirements, consult the EHS Teacher Education Student Handbook and the EHS Student Teaching Handbook.

Cycle III: Exit Candidacy

This point in the teacher education program is intended as a verification of eligibility related to graduation and certification. The Cycle III interview normally takes place during the student teaching semester. For specific requirements and details about Cycle III, consult the EHS Teacher Education Student Handbook.

Application to Teacher Education Fee

Education students are required to pay a one-time, non-refundable Application to Teacher Education Fee. The $50.00 fee is used to help cover the cost of application and certification processing. This fee must be paid at the Student Services Court in the lower level of the Bovee University Center. A copy of the receipt must be submitted by the student to the Center for Student Services prior to the date when your application materials are due. For more information about the Application to Teacher Education Fee, please contact the Center for Student Services at 774-3309.

Certificate Fee

Public Act 339 of 1988 requires candidates for a teaching certificate or school psychologist certificate to sign a certification agreement and to pay a fee within 30 days when billed by the Michigan Department of Education.
Conflict Resolution and Appeal Procedure

1. A student who has a complaint regarding teacher certification decisions should make known his or her complaint as soon as possible, but in no case later than sixty days after the beginning of the next regular semester. Any exception to the time limitation shall be for unusual and most compelling reasons. At each step of the process, the student will be given the opportunity to present relevant information, and the reasons for the decision will be explained to the student.

2. A student who feels that arbitrary and/or capricious decisions have been made in evaluating admission, or continuing requirements for the teacher education program, or in the recommendation for certification, should seek counsel and advice from his or her professional advisor. The advisor will attempt to resolve the conflict.

3. If the student is still not satisfied, he or she may request in writing a consultation with the Director of Professional Education. In the absence of the Director of Professional Education, the student’s request in writing should be sent to the Dean of the College of Education and Human Services. In such cases, the dean shall act in place of the director.

4. If the student is not satisfied with the decision of the Director of Professional Education, the student may submit an appeal in writing to the Professional Education Selection, Admission and Retention Committee. The Professional Education Selection, Admission and Retention Committee has the authority to overrule decisions made by the Director of Professional Education regarding admission or continuing requirements for the teacher education program or in the recommendation for certification. Appeal decisions made by the Professional Education Selection, Admission and Retention Committee are final.

Policy Regarding Teacher Certification and/or Endorsement for Postbaccalaureate Students

A postbaccalaureate student is defined as a student with a non-teaching bachelor’s degree from a four-year regionally accredited institution who is seeking teacher certification, a student with a teaching degree who is seeking teacher certification and/or endorsement in an additional area, or a student with a teaching degree who is seeking provisional or continuing certification and/or endorsement in an additional area.

1. Postbaccalaureate students must follow the “Standards Leading to Teacher Certification” as published in the Bulletin and meet Michigan Department of Education requirements listed in the Teacher Education Student Handbook.

2. Postbaccalaureate students must have majors and/or minors signed by a departmental advisor in the department offering the major or minor. Course substitutions may be approved only by the departmental advisor.

3. Postbaccalaureate students must complete all Professional Education courses and other degree/certification requirements for either elementary or secondary students as published in the Bulletin.

Requirements for Professional Education Certification

Professional Education Certificate: The Elementary or Secondary Professional Education Certificate may be issued to a candidate who has met the following requirements:

1. Has taught successfully for three years, according to the validity of his or her provisional certificate.

2. Has presented evidence that he or she has completed 18 semester hours in a planned course of study beyond the issuance date of the initial certificate. This advanced course of study must be applicable to the applicant’s professional development and signed with an advisor. A copy of this program must be on file in the Center for Student Services.

3. Elementary applicants for the Professional Education Certificate must have completed 6 semester hours in the methods of teaching reading, and secondary applicants must have completed 3 semester hours in the methods of teaching reading. (If the required reading credit was completed prior to receiving the Provisional Certificate, it need not be repeated within the required credit for the Professional Education Certificate.)
Procedures for Professional Education Certification

The Candidate Shall:

1. Submit a planned program of study beyond the bachelor’s degree signed by the advisor and candidate.

   A. If the candidate has been admitted to a master’s degree program, he/she may submit a copy of the Authorization of Graduate Degree Program, signed by the advisor, with the application as evidence that the student is pursuing a “planned course of study beyond the bachelor’s degree.”

   B. A candidate who is not pursuing a graduate degree or who has initially been granted non-degree status in graduate school, or who is pursuing undergraduate study may obtain approval for a “planned course of study” beyond the bachelor’s degree from an advisor in the appropriate department by contacting the Center for Student Services. The student is expected to have a signed program on file before registering for his or her first graduate coursework at Central Michigan University.

2. Obtain an application for a Professional Education Certificate from the Center for Student Services, 204 Ronan Hall, when the last of the requirements are in progress.

3. Fill out the application and return it to the Center for Student Services.

4. Return a copy of the provisional certificate.

5. Send official transcripts directly to the Center for Student Services for any of the 18 hours of credit not earned at Central Michigan University, including an official transcript of the reading requirement when appropriate.

The University Will:

1. Evaluate the qualifications of the candidate to determine whether he or she satisfies requirements for a Professional Education Certificate.

2. Obtain a statement of support or recommendation from an appropriate school official concerning the relevance of this program plan for the professional development of the candidate.

3. Recommend the candidate to the State Department of Education for a Professional Education Certificate if his or her qualifications are found satisfactory.

4. Record issuance of the Professional Education Certificate on the student’s permanent record when notified by the State Department of Education.

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Professional Education Certificate Renewal

1. A Professional Education Certificate is valid for 5 years and shall be renewed at the end of the 5-year period for an additional 5 years upon the applicant’s completion of 6 semester hours of academic credit from an approved teacher preparation institution, or the submission of evidence of the equivalent in continuing education units completed through professional development programs or professional activities defined and approved by the State Board. Submission is made to the Michigan Department of Education.

2. For persons who do not complete the requirements of subrule (1) of this rule, the certificate expires on June 30 of the year of the certificate’s expiration.

3. To reinstate an expired Professional Education Certificate, a person shall apply to the State Board for a reinstatement and shall present evidence of the completion of the 6 semester hours, or their equivalent, in approved professional development programs or approved professional activities specified in subrule (1) of this rule.

4. Credit completed out of state shall be in an approved teacher education institution and approved by the Michigan State Board of Education prior to enrolling in a course.
Appendix II

Code of Student Rights, Responsibilities and Disciplinary Procedures

Preamble

The students, faculty, and staff of Central Michigan University constitute an academic community which is committed to the preservation, communication, and discovery of knowledge, and to the active pursuit of truth. Consistent with this purpose, the University recognizes its obligation to afford each student the opportunity to develop his or her educational potential while retaining free exercise of rights and freedoms as a citizen. Such opportunity should be limited only by the necessity of insure equality of opportunity to all students, and by the corollary requirement of orderly operation of the educational processes. Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University’s function as an educational institution. As guides for individual and group actions within this community, the University affirms the following general principles of conduct. These principles serve as the basis for regulations concerning student conduct.

1. The community requires a system of order supportive of the educational process which is the purpose of the University. Primary responsibility for preserving the system of order rests upon the individuals making up the community. Each individual must accept responsibility for his or her own actions and values and for recognizing that such actions and values affect the whole community. Implicit in the community’s recognition of the rights of the individual is an obligation on the part of the individual to accept responsibilities toward the community.

2. Even though there is a diversity of opinion regarding many ethical and moral standards, each person should endeavor to maintain self conduct in a manner consistent with respect for others and thoughtful consideration for the needs of society. In social relationships generally, including relations involving the civil, property, and personal rights of others, each individual has an obligation to act in a manner consistent with these fundamental values.

3. The educational function depends upon honesty, integrity, and respect for truth. Any action not consistent with these principles is unacceptable.

4. As part of the democratic tradition, members of the community should be free to study and act upon social issues affecting the University. Each person ought to learn and practice the art of thoughtfully examining controversial issues, expressing views individually and as a group member responsibly, and in a manner that is consistent with the educational purpose of the University.

5. The University community recognizes the need for the development of individual ethics and philosophies. The members of this community should be committed to broad personal growth and development in society, realizing that each individual has both the freedom and obligation to make ethical choices and to accept the attendant responsibilities.

2. Student Rights

Free inquiry and free expression are essential attributes of a community of scholars. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus generally, and in the community at large. The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the University community. Students should strive to develop the capacity for critical judgment and the ability to engage in a sustained and independent search for truth, while endeavoring to exercise their freedom with maturity and responsibility. As students undertake to fulfill the obligations and duties outlined in this document, the University community of which they are a part undertakes to respect the basic freedoms of students.

2.1 Rights of Students

In recognition of students’ rights and dignity as members of the University community, Central Michigan University is committed to supporting the following principles and to protecting those rights guaranteed by the Constitution, the laws of the United States and the State of Michigan, and the policies adopted by the Board of Trustees.

2.1.1 Students have the right to free inquiry, expression and association.

2.1.2 Students have the right to editorial freedom in student publications and other student media, e.g., CM Life, Framework, WMHW, MHTV.

2.1.3 Students have the right to representation on the appropriate, designated bodies.

2.1.4 Students accused of misconduct or of violating University policy have the right to a determination of their violation or non-violation in accordance with University procedures.

2.1.5 Students have the right to protection against improper disclosure of their student records.

2.1.6 Students have the right of access to their personal educational records.

2.1.7 Students have the right to access all policies, rules and decisions concerning their continued enrollment, and to the required course materials and facilities necessary to pursue their studies.

2.1.8 Students have the right to educational programs that meet the objectives of the master syllabus, to teaching consistent with those objectives, and to a learning environment that encourages the students’ engagement with their education.

2.1.9 Students have the right to be informed by the faculty near the beginning of each course about course requirements, evaluation procedures, and evaluation criteria to be used, and the right to expect that those criteria be employed. Faculty have the authority to change a course syllabus after the beginning of the semester and are expected to inform students of these changes in a timely manner.

2.1.10 Students have the right to take reasoned exception to the data or views offered in any course of study; they are, however, responsible for learning the content of any course of study for which they are enrolled.

2.1.11 Students have the right to be evaluated solely on relevant academic criteria and to have protection against arbitrary or capricious academic evaluation as described in the “Grade Grievance Policy” in the University Bulletin.

2.1.12 Students have the right to request and receive timely assessment of their academic work by the instructor, or in the case of graduate students by their thesis/dissertation/Plan B committee chairperson and committee members.

2.1.13 Students have the right to request and receive a reasonable and timely review of their grades by the instructor.

2.1.14 Students have the right of complaint about academic matters if they believe their rights have been violated. When not covered by another policy, a complaint is properly filed by presenting the issue first to the faculty member or thesis, doctoral research project or dissertation committee chairperson. If not resolved, the student may take the issue to the department chairperson. If not resolved at this level, the student may take the complaint to the office of the dean of the academic college or the Dean of the College of Graduate Studies.

2.2 Relationships with the University

2.2.1 As citizens, students have the same duties and obligations as do other citizens and enjoy the same freedoms of speech, press, religion, peaceful assembly, and petition that other citizens enjoy. In all of its dealings with students, the University will respect the rights guaranteed to them by the Constitutions and laws of the United States and the State of Michigan.

2.2.2 All registered student organizations are open to all students without respect to race, religion, creed, sexual orientation, gender, disability, or national origin except that certain organizations (e.g., social fraternities and sororities) are restricted as to gender, as allowed under Title IX of the Education Amendments of 1972.

2.2.3 Students individually and collectively are free to examine and to discuss all questions of interest to them, including questions relating to University policies, and to express opinions publicly and privately. They are free to support causes by any orderly means which do not disrupt the operation of the University.

2.3 Responsibilities of Students and Faculty

Students should conscientiously strive to complete course requirements as stated, and accept responsibility to contribute positively to the learning environment established by faculty. Proper evaluation of students in a course is based solely on performance in meeting appropriate standards established and communicated by the instructor for that course. Each course has a master syllabus approved through university curricular processes, which includes a description of the scope of the course and a list of the goals and objectives of the learning experience. Faculty members assigned to teach a course will develop a course outline, based on the master syllabus, to provide students with greater specificity about how the course will be conducted in order to accomplish the intended goals.
and objectives. Proper evaluation of progress of graduate students in thesis or dissertation work or other research projects is based on attainment of objectives established by the chair of the student’s committee according to written departmental guidelines.

2.4 Relationships with Law Enforcement Agencies
In addition to filing complaints under these regulations, victims are encouraged to report crimes to the appropriate law enforcement agency. The CMU Police Department is the designated law enforcement agency for crimes committed on campus.

2.5 Confidentiality of Information
All information about students’ views, beliefs, and political associations which members of the University acquire in the course of their work as teachers, administrators, advisers, and counselors is confidential. Improper disclosure of confidential information is a serious violation of the obligations of a member of this University community. Judgments of a student’s ability and character, however, may be provided under appropriate circumstances.

2.6 Student Associations
Students are free to form and join associations which advance the common interest of their members. Activities of such organizations must be conducted in accordance with University regulations and public law.

3. Responsibilities of Students

3.1 General Regulations Concerning Student Conduct
3.1.1 The Board of Trustees is responsible for promulgating policies regarding student conduct at Central Michigan University. The President, as its executive officer, is the final authority in all discipline cases. The Provost is the designated officer responsible to the president for conducting discretionary review of a decision of the Appeals Board to suspend a student for more than one week, or to dismiss a student. The Dean of Students is the designated officer responsible to the President for the administration of student conduct policies, with the exception of research misconduct or violation of academic integrity by a graduate student, which are delegated to the Dean of the College of Graduate Studies/Assistant Vice President for Research. All misconduct of students, except that governed by the Dean of the College of Graduate Studies/Assistant Vice President for Research, is reported to the Dean of Students or to the persons designated by the Dean to receive such reports.

3.1.2 The University shall take disciplinary action in cases concerning a student’s actions or offenses occurring within or affecting people on property within the physical boundaries of Central Michigan University, or on affecting University owned or controlled property, or when the student is in attendance at a University sponsored event, or when the interests of the University as a community, are clearly involved. Only where the health and safety of members of this community, are clearly involved shall the special authority of the University be asserted in other cases.

3.2 Specific Regulations Concerning Student Conduct
3.2.1 Written or other work which a student submits in a course, shall be the product of his/her own efforts. Plagiarism, cheating, and all other forms of academic dishonesty are prohibited. Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Copies of the Policy on Academic Integrity may be accessed at www.cmich.edu.

3.2.2 False Information. A student shall not furnish, or attempt to furnish, false or misleading information to University officials or on Official University records. Furthermore, he/she shall not forge, alter, or misuse the University name, the name of any University employee, documents, records of identification, or attempt to do the same.

3.2.3 Disruption of Learning. A student shall not obstruct, disrupt or interfere, or attempt to obstruct, disrupt or interfere with another student’s right to study, learn or complete academic requirements. This includes acts to destroy or prevent or limit access to information or records used by other students in connection with their University responsibilities.

3.2.4 Disruptive Behavior During Class. A student shall not obstruct, disrupt or interfere, or attempt to obstruct or disrupt with another student’s right to study, learn, participate, or a teacher’s right to teach during a class. This includes but is not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to him or herself, engaging in loud or distracting behaviors, or displaying defiance or disrespect to others.

3.2.5 Disruption of University Activities. A student shall not obstruct or disrupt, attempt to obstruct or disrupt, teaching, research, administration, disciplinary procedures, or other University activities. This includes acts to destroy or prevent or limit access to information or records used by other students in connection with their University responsibilities.

3.2.6 Access to Facilities. A student shall not enter, or attempt to enter, closed University facilities or facilities clearly under the control of an individual, e.g., student vehicle, dormitory or apartment; or enter, or attempt to enter, the scheduled use of University facilities; block, or attempt to block, access to or from University facilities; or remain within, or attempt to remain within, University facilities after their closing unless authorized to do so by the President, or the President’s designated representative.

3.2.7 Threat/Endangerment/Assault/Sexual Assault. A student shall take no action which threatens or endangers the safety, health, or life, or impairs the freedom of any person, nor shall a student make any verbal threat of such action. Verbal threat includes actions to constitute unlawful force, battery, or sexual assault. Sexual assault includes, but is not limited to, inflicting sexual contact upon another person or sexually penetrating any person without that person’s consent. Conduct will be considered without consent if no clear consent is given, or when the inflicted person is unconscious or otherwise without the physical or mental capacity to consent. Inflicting sexual contact on someone under the influence of alcohol or drugs may be considered “without consent.”

3.2.8 Self-injurious Behavior/Attempted suicide. A student shall take no action, which threatens or endangers his or her own safety, health, or life, nor shall a student make any verbal threat of such action. This includes such behaviors as suicide attempts, cutting, refusing treatment for life threatening illnesses or conditions (e.g., eating disorders).

3.2.9 Property Damage. A student shall take no action which damages or tends to damage property not the student’s own.

3.2.10 Theft. A student shall not appropriate for the student’s own use, sale, or barter, student possession, property or the use of University facilities after their closing unless authorized to do so by the President, or the President’s designated representative.

3.2.11 Disorderly Conduct. A student shall not act as a disorderly person or engage in disorderly conduct or disturb the peace, as defined by state statute or local ordinance. This includes acts of indecent exposure or lewd conduct.

3.2.12 Controlled Substances. A student shall not possess, use, manufacture, produce, or distribute, or aid in the use, manufacture, production, or distribution of, any controlled substance except as expressly permitted by law. Controlled substances are defined in the Controlled Substances Act of 1971, as amended.

3.2.13 Violation of Alcohol Policy. A student shall not possess, consume or furnish, or aid in the consumption or furnishing of, alcoholic beverages except as permitted by law and University policy. Violations of the Residence Life Alcohol & Controlled Substances Policy are considered a violation of this section.

3.2.14 Firearms/Explosives/Weapons. A student shall not possess or use firearms, explosives (including fireworks), dangerous chemicals, weapons, knives or any other object that forcibly ejects a projectile or may be injurious to others, except as part of an approved university activity and under the supervision of a university official. Firearms used for hunting must be properly registered with the CMU Police Department and stored in compliance with University regulations. Firearms may not be stored in university residences.

3.2.15 Complying with University Agents. A student shall comply with the directions of University agents acting in the performance of their regular or delegated duties and must identify himself or herself to these agents upon request.

3.2.16 Payment of Fines/Restitution. A student shall pay fines or restitution levied by a proper hearing body or University authority by the deadline established.

3.2.17 Misuse of Buildings/Facilities/Services. A student must observe rules and regulations concerning the use of campus buildings and other University owned or operated facilities, vehicles, equipment and services.

3.2.18 Computer Abuse. A student shall not abuse university computer time or equipment. Abuse includes but is not limited to: unauthorized entry or transfer of a file, unauthorized downloading of copyrighted info; unauthorized use of another individual’s identification and password; use of computing facilities to interfere with the work of a student, faculty members or university officials; or use of computing facilities to interfere with normal operation of the university. A student shall adhere to the rules and practices promulgated by the University Office of Information Technology (www.oit.cmich.edu).

3.2.19 Hazing/Assault/Removal/Displacement. A student shall not hazes, harasses or stalk any person or group of persons. Telephone harassment, e-mail or computer harassment, stalking, racial and sexual harassment are included under this policy.

3.2.20 Civil Disorder. A student shall not participate in a riot or civil disorder, which is defined as five or more persons, acting in concert, who intentionally or recklessly cause or create a serious risk of causing public terror or alarm.

3.2.21 Aiding Civil Disorder. A student shall not, intending to cause or aid or abet the institution or maintenance of a riot or civil disorder, act or engage in conduct which urges other persons to commit acts of unlawful force or violence or the unlawful burning or destroying of property or the unlawful interference with a police officer, peace officer, fireman or member of the Michigan National Guard or any member of the armed services officially assigned to civil disorder duty in the lawful performance of his/her duty.

3.2.22 Participation in Riot. A student shall not assemble or act in concert with four or more persons for the purpose of engaging in conduct which creates a serious risk of a riot or civil disorder or be present at an assembly that either has or develops such a purpose and remain there after an order has been given to disperse.
3.2.23 Violation of Injunction. A student shall not violate the terms of any injunction regulating conduct in Isabella county or the terms of the Mt. Pleasant Nuisance Party Ordinance during and as part of a riot or civil disorder.

3.2.24 Discrimination. Violation of the CMU Nondiscrimination Policy or the Equal Opportunity and Affirmative Action protocol shall be treated as an offense under these regulations.

3.2.25 Violations by Registered Student Organizations. Violation by Registered Student Organizations of these regulations, and other rules pertaining to Registered Student Organizations as outlined in the Student Organization Operational Guide may be treated as an offense under these regulations.

3.2.26 Violation of Residence Hall Rules. Violation of “Residence Hall Rules” may be treated as an offense under these regulations.

3.2.27 Collusion. A student who shall with any one or more persons enter into a combination or agreement, expressed or implied, to commit a violation of any of these regulations, is in violation of the regulation. Students are responsible for the actions of their guests while present on CMU property or at university sponsored activities.

3.2.28 Aiding/Abetting. A student implicated in the violation of any regulation in this document, whether he or she directly commits the act constituting the violation or participates in connection with it, or aids or abets in its commission, may be treated under the regulations as if he or she had directly committed such violation.

3.2.29 Violation of Federal/State/Local Law. Violation of federal, state or local law in a manner which affects the University shall be treated as an offense under these regulations.

3.2.30 Violation of University Regulations. Violation of other university regulations, policies or established procedures may be treated as an offense under these regulations.

4. Official University Sanctions

4.1 Sanctions. Sanctions which may be imposed for violation of University regulations include the following:

4.1.1 Reprimand. A written reprimand, including the possibility of more severe disciplinary sanctions in the event of the finding of a subsequent violation of University regulations within a stated period of time.

4.1.2 University or Community Service. Required work or other service to be provided to the University or other organization within a specified time. The person or body imposing this sanction may impose another allowed sanction as an alternative if the specified service is not completed within the time stipulated, and may impose sanctions in addition to University or community service.

4.1.3 Restitution. Reimbursement for defacement, damage to, or misappropriation of property. The person or body imposing this sanction may impose an additional sanction as an alternative if restitution is not made within a time specified by such person or body and may impose sanctions additional to restitution.

4.1.4 Fines. A fine not to exceed $300 may be levied. Failure to pay a fine in the time limit prescribed results in further disciplinary action.

4.1.5 Removal from University Housing. Cancellation of contract and requirement to vacate university housing within a specified period of time.

4.1.6 Campus Restrictions. Limitations on the times and/or places where a student may be present on campus.

4.1.7 Educational Programs. Participation in educational programs, i.e., workshops, seminars or other educational activities may be required.

Failure to complete required participation as directed may result in suspension from the University.

4.1.8 Revocation of the Privilege of being a Registered Student Organization.

4.1.9 Disciplinary Probation. Subjection to a period of critical examination and evaluation of behavior. In addition to any of the sanctions set forth above, the student or organization may be placed on probation for a stated period. Placement on probation may include additional restrictions or requirements, not limited to the following:

a) withdrawing the privilege of campus registration of a motor vehicle,

b) withdrawing the privilege of holding office in a campus organization,

c) withdrawing the privilege of representing the University in any inter-University event,

d) requirement to complete a specified number of credit hours with a specific grade point average during the current or subsequent academic session,

e) requirement to complete coursework related to the violation,

f) withdrawing the privilege of using computing resources.

A condition of probation may be automatic suspension or dismissal upon a finding of fact (under procedures set forth in Article 5 herein) that a violation of a condition of probation or any other violation did occur.

4.1.10 Suspension/Dismissal from an Academic Program. Exclusion from an academic program as set forth in the notice for a definite period of time.

4.1.11 Suspension. Exclusion from classes and other privileges or activities as set forth in the notice for a definite period of time. Suspension may include exclusion from the campus and property belonging to the University for a stated period of time.

4.1.12 Dismissal. Permanent termination of student status.

4.2 Additional Sanctions. Sanctions in addition to those listed in Article 4.1 may be established by the University for certain violations of the student conduct regulations.

4.3 Temporary Sanction/Suspension. The University reserves the right to impose any sanction set forth in Section 4.1, summarily and without notice, if in the judgement of the President of the University or the President’s representative a student’s presence would constitute a continuing danger to the person himself/herself, other persons, or property, or the operation of the University would be seriously impaired. In the case of temporary suspension, the student will be given written notice of the charges against him or her and a hearing before a Hearing Officer will be held within three (3) business days. The hearing will be conducted according to procedures outlined in section 5.2.3 of this document.

4.4 Automatic Sanctions for Grave Offenses. Certain grave offenses require that the sanctions be stipulated in advance and imposed automatically. The following shall be breaches of the student conduct regulations for which the minimum sanction of suspension is mandatory:

4.4.1 Bomb threat or knowingly false bomb warning.

4.4.2 Willful destruction of property worth more than $1,000.

4.4.3 Willful disruption of scheduled University activities.

4.4.4 Violence against persons which results in bodily injury requiring substantial medical treatment.

4.4.5 Violence against persons which constitutes sexual assault.

4.4.6 Administering or causing to be administered to any person unknowingly or against the person’s will any “Controlled Substance” as defined in the Controlled Substances Act of 1971, as amended.

4.4.7 Sale or distribution of, or aiding or assisting in the sale or distribution of, any “Controlled Substance” as defined in the Controlled Substances Act of 1971, as amended.

4.4.8 Possession of a firearm or any other dangerous weapon in violation of Section 3.2.14.

4.4.9 Participation in a riot or civil disorder as described in Section 3.2.20.

4.4.10 Urging other persons to commit unlawful acts during a riot or civil disorder, as described in 3.2.21.

4.4.11 Being present at a riot or civil disorder after an order has been given to disperse.

4.4.12 Violations of Sections 3.2.6 (Threat/Endangerment/Assault/Sexual Assault) or 3.2.7 (Property Damage) during a riot or civil disorder.

4.4.13 Violation of the terms of any injunction regulating conduct in Isabella County or the terms of the Mt. Pleasant Nuisance Party Ordinance during and as a part of a riot or civil disorder.

5. Student Hearing Procedures for Charged Violation of Student Conduct Regulations

5.1.1 A charge may be made to the Judicial Proceedings Officer by any person stating that a student has violated the Specific Regulations Concerning Student Conduct (3.2).

5.1.2 One or more Judicial Proceedings Officers shall be appointed by the President or the President’s designated representative. The Judicial Proceedings Officer will make, or cause to be made, an investigation of the charge.

5.1.3 If, from the investigation, the Judicial Proceedings Officer determines the matter may be reason for discipline under the student conduct regulations, the Judicial Proceedings Officer will notify the student that a charge has been made and will offer the student an opportunity to discuss the matter. If notified by mail, the notice will be mailed to the last address for the student on file with the University Office of the Registrar. The notice will be deemed received two (2) days following the date the notice is posted at facilities of the United States Post Office. In the absence of mailing, personal delivery to the student cited, or delivery to the last home address on file in the Office of the Registrar constitutes proper notice. If personal delivery to the student or delivery to the last home address is used, the date notice is so delivered shall be deemed the date the notice is received. The student will have two (2) days from the date of receipt in which to respond to this notice. If the student has not responded at the end of this two day period, the Judicial Proceedings Officer will set up a hearing, and cause to be delivered to the student a copy of this document.

5.1.4 The student may bring an advisor of the student’s choice to the discussion with the Judicial Proceedings Officer. If the student’s advisor is an attorney, the student must notify the Judicial Proceedings Officer of this at least three (3) business days in advance of the discussion. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.
**5.1.5** If the student chooses to discuss the matter, the Judicial Proceedings Officer will at the discussion inform the student of the charge(s) and the regulation(s) which are alleged to have been violated and will explain to the student the process outlined in this document.

**5.1.6** If the charge is against a graduate student for a violation of the Policy on Academic Integrity, then the matter will be handled under Section 6.

**5.1.7 Student Admits Violation**

**5.1.7.1** If the student admits to the violation, the Judicial Proceedings Officer may:

a) issue a finding of fact under procedures set forth in Article 5 herein, the student may

b) order that the sanction be set by a University Hearing Officer, or

c) enter into a written, mutually acceptable, behavioral contract with the student, and/or

d) refer the student for counseling.

**5.1.7.2** The student charged or the person or group who first brought the charge, or the university, may appeal the sanction (except the terms of a behavioral contract), by a letter delivered to the Office of the Judicial Proceedings Officer within five (5) business days after the Judicial Proceedings Officer has set the sanction. Since admission of the violation by the student is a prerequisite to the Judicial Proceedings Officer acting under this section, such an appeal will only be as to the appropriateness of the sanction and not the fact of whether the violation occurred. Once a student admits a violation for which there is an automatic sanction, the sanction is automatically imposed and only the terms of a suspension may be appealed. The appeal is to the Appeals Board.

**5.1.8 Student Does Not Admit Violation.** After discussion with the student, the Judicial Proceedings Officer may determine that the matter requires no further action. The Judicial Proceedings Officer will refer the matter for hearing if:

**5.1.8.1** The student denies the charge and the Judicial Proceedings Officer determines the matter may be reason for discipline.

**5.1.8.2** The student chooses not to discuss the matter at the discussion offered by the Judicial Proceedings Officer. The student will be notified of the date and time of the hearing.

**5.1.9 Alternative Resolution**

**5.1.9.1 Mutual Settlement.** In lieu of referral to a hearing, the Judicial Proceedings Officer may offer or accept mutual settlements of any charged violations under this code. Settlements shall be in writing stating the conditions of the agreement and any sanctions imposed. Agreements will be signed by each student and the Judicial Proceedings Officer. Cases not settled in a timely manner shall proceed to a hearing. Mutual settlements may not be appealed.

**5.1.9.2 Counseling.** In lieu of, or in addition to, a sanction or referral to a hearing, the Judicial Proceedings Officer may refer the student for psychological counseling.

**5.1.9.3 Behavioral Contract.** In lieu of, or in addition to, a sanction or referral to a hearing, the Judicial Proceedings Officer may arrange a behavioral contract with the student. A behavioral contract is a mutually acceptable agreement between the University and a student that specifies certain behavior with which the student must comply, and specifies automatic sanctions which may be imposed if the contract is broken. If the contract is broken, as determined by a finding of fact under procedures set forth in Article 5 herein, the student may be suspended from the University. In cases where suspension is automatic under the terms of a behavioral contract, a hearing to determine if the contract has been broken will be on fact only.

**5.1.9.4 Referral to BET.** In lieu of referral to a hearing, the Judicial Proceedings Officer and the student may agree to referral to a process provided by the Behavior Evaluation Team. This option is available in situations where the alleged conduct of the student appears to be related to a mental disorder or emotional problem.

**5.2 Hearings**

There are two hearing forums: The University Hearing Officer and the University Hearing Body. The Judicial Proceedings Officer will assign a case to one of these forums, except that in cases where there is potential for a sanction of suspension or dismissal, the student may choose which hearing forum will hear the case. The student will have two (2) business days from the date of the meeting with the Judicial Proceedings Officer to make a final choice in writing to the Judicial Proceedings Officer. If no such timely choice is made, the Judicial Proceedings Officer will designate whether the case will be heard by a Hearing Officer or Hearing Body. The student will be notified of the time and date of the hearing.

**5.2.1 University Hearing Officer**

**5.2.1.1** One or more University Hearing Officers will be appointed by the President or the President's designee.

**5.2.1.2** The University Hearing Officers will be assigned by the President or the President's designee to hear the case.

**5.2.1.3** The University Hearing Officer, based on the evidence presented at the hearing, determines whether the student charged violated the student conduct regulations, and sets the sanction, when applicable. Certain violations have automatic sanctions imposed according to Section 4.4. In such cases, the University Hearing Officer will decide if a violation has occurred and, if so, the terms of a mandatory suspension.

**5.2.2 University Hearing Body**

**5.2.2.1** The University Hearing Body consists of one University Hearing Officer and two students.

**5.2.2.2** The students will be selected from a pool of students who are selected by the President or the President's designee in consultation with Student Government Association.

**5.2.2.3** The University Hearing Body, based upon the evidence presented at the hearing, determines whether the student charged violated student conduct regulations, and sets the sanction, when applicable. Certain violations have automatic sanctions imposed according to Section 4.4. In such cases, the University Hearing Body will decide if a violation has occurred and, if so, the terms of a mandatory suspension.

**5.2.3 Hearing Procedures**

**5.2.3.1** In all disciplinary hearings, the burden of proof rests with the Judicial Proceedings Officer, who must prove by a preponderance of evidence that a violation has occurred.

**5.2.3.2** The student charged may have an advisor of the student's choice present at the hearing. If the student's advisor is an attorney, the student must notify the Judicial Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor's role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.

**5.2.3.3** A record of the hearing, made by tape recorder, will be kept by the Judicial Proceedings Officer, at least until the appeal time is exhausted. If either the University or the student requests another type of record of the hearing be made, this may be done at the cost of the requesting party provided the type of recording does not interfere with the hearing.

**5.2.3.4** A University Hearing Officer presides at all hearings.

**5.2.3.5** Procedures at hearings will be communicated to the student charged at least twenty-four (24) hours before the hearing.

**5.2.3.6** The Hearing Officer or Hearing Body will issue a written decision within three (3) business days stating if a violation has been found, what facts support this finding, and the sanction to be imposed if a violation has been found.

**5.2.3.7** A copy of a decision by the University Hearing Body or University Hearing Officer will be mailed to the student within two (2) business days from the date the decision is made. The Judicial Proceedings Officer will coordinate procedures for communicating the decision.

**5.3 Complainant's Rights**

Central Michigan University recognizes that complainants have rights which need to be protected as well as those of the person who is cited.

**5.3.1** The complainant has the right to have a person of his or her choice accompany him or her throughout the disciplinary hearing.

**5.3.2** The complainant has the right to remain present during any disciplinary or appeal hearings.

**5.3.3** The complainant has the right to submit an “impact statement” and to suggest an appropriate sanction if the person cited is found in violation of the Code of Student Rights, Responsibilities and Disciplinary Procedures.

**5.3.4** The complainant has the right to be informed in a timely manner of the outcome of the hearing regarding the findings and the sanction.

**5.3.5** The complainant has the right to appeal either the findings or the sanction.

**5.3.6** In cases involving sexual assault, the complainant has the right not to have his or her irrelevant past sexual history discussed during the hearing.

**5.4 Appeals**

**5.4.1** The following matters may be appealed to the Appeals Board:

**5.4.1.1** The decision of a University Hearing Body or a University Hearing Officer as provided in Section 5.2. The appeal may be as to the facts found or the sanction set or both. If the sanction is automatic, then the appeal may only be as to the findings, or the terms of a suspension. The appeals board may not reduce the sanction below the minimum imposed by Section 4.4 or by the terms of behavioral contracts or other disciplinary actions in which automatic sanctions are specified.

**5.4.1.2** The sanction set by the Judicial Proceedings Officer after admission of violation by the student. Imposition of any automatic sanction after such an admission may not be appealed, however, the terms or conditions of the sanction may be appealed. See Section 5.1.7.2 for more information regarding this type of appeal.
If the Provost elects to review a decision of the Appeals Board, either in part or entirely, the Provost may establish whatever procedures are deemed appropriate and consistent with fairness to govern the review.

5.4.14 The University reserves the right for the President or the President's designee to impose a different sanction after a determination of violation, than the sanction imposed by the Judicial Proceedings Officer, Hearing Officer, Hearing Body, Appeals Board, or others under these procedures.

5.5 Charges Involving Student Organizations. All notices referred to in this document, when involving a Registered Student Organization, shall be sent to the president of the organization, at his or her last address on file with the Office of the Registrar, unless another representative of the organization is designated by the organization to receive such notices. When a Registered Student Organization is charged with a violation, the president of the organization shall represent the organization in the process described in Section 5, unless the Registered Student Organization designates another representative. The representative of the student organization must be a registered student at Central Michigan University, and must be a regular member of that organization.

5.6 Changes in Procedures

5.6.1 The procedures set forth herein shall apply throughout the calendar year. A University Hearing Officer may be appointed by the Judicial Proceedings Officer to hear a case at times when a University Hearing Body cannot be readily assembled such as when students are not in attendance at regular sessions, during exam week, summer sessions.

5.6.2 These procedures are subject to change by the President of the University or designee. If any change is deemed necessary, any new procedures shall guarantee a fair hearing with due process.

5.7 Clarifying Processes. Clarifying processes which are consistent with the Hearing Procedures in this document may be proposed by any student, organization, or staff member, and forwarded to the President for consideration.

6. Student Hearing Procedures for Graduate Students Charged with Violating the Policy on Academic Integrity (If the charge is against a graduate student for violation of the Policy on Academic Integrity, then the matter will be handled under this section and not under section 5)

6.1 Intake Judicial Proceedings Officer

6.1.1 A charge may be made to the Dean of the Graduate College of Graduate Studies by any person stating that a student has violated Section 3.2.1 of Specific Regulations Concerning Student Conduct.

6.1.2 One or more Judicial Proceedings Officers shall be appointed by the Dean of the College of Graduate Studies. The Judicial Proceedings Officer will make, or cause to be made, an investigation of the charge.

6.1.3 If, from the investigation, the Judicial Proceedings Officer determines the matter may be reason for discipline under the policy on academic integrity, the Judicial Proceedings Officer will notify the student that a charge has been made and will offer the student an opportunity to discuss the matter. If notified by mail, the notice will be mailed to the last address for the student on file with the University Office of the Registrar. The notice will be deemed received two (2) days following the date the notice is posted at facilities of the United States Post Office. In the absence of mailing personal delivery to the student cited, or delivery to the last home address on file in the Office of the Registrar constitutes proper notice. If personal delivery to the student or delivery to the last home address is used, the date notice is so delivered shall be deemed the date the notice if received. The student will be advised within two (2) days from the date of receipt in which to respond to this notice. If the student has not responded at the end of this two day period, the Judicial Proceedings Officer will set up a hearing, and cause to be delivered to the student a copy of this document.

6.1.4 The student may bring an advisor of the student’s choice to the discussion with the Judicial Proceedings Officer. If the student’s advisor is an attorney, the student must notify the Judicial Proceedings Officer of this at least three (3) business days in advance of the discussion. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.

6.1.5 If the student chooses to discuss the matter, the Judicial Proceedings Officer will at the discussion inform the student of the charge(s) and the regulation(s) which are alleged to have been violated and explain to the student the process outlined in this document.

6.1.6 Student Admits Violation

6.1.6.1 If the student admits to the violation, the Judicial Proceedings Officer may issue a sanction.

6.1.6.2 The student charged or the person or group who first brought the charge may appeal the sanction, by a letter delivered to the Dean of the College of Graduate Studies within five (5) business days after the Dean has set the sanction. Since admission of the violation by the student is a prerequisite to the Dean acting under this section, such an appeal will only be as to the appropriateness of the sanction and not the fact of whether the violation occurred.

6.1.7 Student Does Not Admit Violation

After discussion with the student, the Judicial Proceedings Officer may determine that the matter requires no further action. The Judicial Proceedings Officer will refer the matter for hearing if:
6.1.7.1 The student denies the charge and the Judicial Proceedings Officer determines the matter may be reason for discipline.

6.1.7.2 The student chooses not to discuss the matter at the discussion offered by the Judicial Proceedings Officer. The student will be notified of the date and time of the hearing.

6.1.8 Alternative Resolution

6.1.8.1 Mutual Settlement. In lieu of referral to a hearing, the Judicial Proceedings Officer may offer or accept mutual settlements of any charged violations under this code. Settlements shall be in writing stating the conditions of the agreement and any sanctions imposed. Agreements will be signed by the student being charged and the Proceedings Officer. Cases not settled in a timely manner shall proceed to a hearing.

6.2 Hearings

There are two hearing forums: The Graduate Studies Hearing Officer and the Graduate Studies Hearing Body. In cases where there is potential for a sanction of suspension or dismissal, the student may choose which hearing forum will hear the case. The student will have two (2) business days from the date of the meeting with the Judicial Proceedings Officer to make a final choice in writing to the Judicial Proceedings Officer. If no such timely choice is made, the Judicial Proceedings Officer will designate whether the case will be heard by a Graduate Studies Hearing Officer or Graduate Studies Hearing Body. The student will be notified of the time and date of the hearing.

6.2.1 Graduate Studies Hearing Officer

6.2.1.1 One or more Graduate Studies Hearing Officers will be appointed by the Dean of the College of Graduate Studies to hear the case.

6.2.1.2 The Graduate Studies Hearing Officer, based on the evidence presented at the hearing, determines whether the student charged violated the policy on academic integrity and sets the sanction, when applicable.

6.2.2 Graduate Studies Hearing Body

6.2.2.1 The Graduate Studies Hearing Body consists of one Graduate Studies Hearing Officer, one graduate faculty member and one graduate student.

6.2.2.2 The graduate faculty member and the graduate student will be selected by the Dean of the College of Graduate Studies.

6.2.2.3 The Graduate Studies Hearing Body, based upon the evidence presented at the hearing, determines whether the student charged violated student conduct regulations and sets the sanction, when applicable.

6.2.3 Hearing Procedures

6.2.3.1 In all disciplinary hearings, the burden of proof rests with the Judicial Proceedings Officer, who must prove by a preponderance of evidence that a violation has occurred.

6.2.3.2 The student charged may have an advisor of the student’s choice present at the hearing. If the student’s advisor is an attorney, the student must notify the Judicial Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.

6.2.3.3 A record of the hearing, made by tape recorder, will be kept by the Judicial Proceedings Officer, at least until the appeal time is exhausted. If either the University or the student requests another type of record of the hearing be made, this may be done at the cost of the requesting party provided the type of recording does not interfere with the hearing.

6.2.3.4 A Graduate Studies Hearing Officer presides at all hearings.

6.2.3.5 Procedures at hearings will be communicated to the student charged at least twenty-four (24) hours before the hearing.

6.2.3.6 The Graduate Studies Hearing Officer or Graduate Studies Hearing Body will issue a written decision within three (3) business days stating if a violation has been found, what facts support this finding, and the sanction to be imposed if a violation has been found.

6.2.3.7 A copy of a decision by the Graduate Studies Hearing Officer or Graduate Studies Hearing Body will be mailed to the student within two (2) business days from the date the decision is made. The Judicial Proceedings Officer will coordinate procedures for communicating the decision.

6.3 Instructor’s Rights

Central Michigan University recognizes that instructors have rights which need to be protected as well as those of the person who is cited.

6.3.1 The instructor has the right to have a person of his or her choice accompany him or her throughout the disciplinary hearing.

6.3.2 The instructor has the right to remain present during the entire proceeding.

6.3.3 The instructor has the right to make an “impact statement” and to suggest an appropriate sanction if the person cited is found in violation.

6.3.4 The instructor has the right to be informed in a timely manner of the outcome of the hearing regarding the findings and the sanction.

6.3.5 The instructor has the right to appeal either the findings or the sanction.

6.4 Appeals

6.4.1 The following matters may be appealed to the Graduate Studies Appeals Board:

6.4.1.1 The decision of a Graduate Studies Hearing Officer or a Graduate Studies Hearing Officer as provided in Section 6.2. The appeal may be as to the facts found or the sanction set or both. The appeals board may not reduce the sanction below the minimum imposed by Section 4.4.

6.4.1.2 The sanction set by the Judicial Proceedings Officer after admission of violation by the student. See Section 6.1.6 for more information regarding this type of appeal.

6.4.2 The Graduate Studies Appeals Board consists of a graduate student appointed by the Chair of the Graduate Council, the Chairperson of the Academic Senate or designee, and the Dean of the College of Graduate Studies or designee.

6.4.3 An appeal to the Graduate Studies Appeals Board may be made by the student involved, by the person or group who first brought the charge, or by the University.

6.4.4 An appeal is timely only if taken within five (5) business days of the decision appealed. An appeal not made within the time limit will not be heard unless an exception is made by the President or the President’s designee.

6.4.5 An appeal is made by submitting a written statement of appeal to the Judicial Proceedings Officer within the time limit. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the person or group making the decision from which the appeal is made, whether a decision as to fact or sanction or both is appealed, and the remedy which the person appealing is requesting from the Graduate Studies Appeals Board.

6.4.6 The student charged may have an advisor of the student’s choice present at the hearing of the appeal. If the student’s advisor is an attorney, the student must notify the Judicial Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor’s role is limited to providing advice to the student. The advisor is not permitted to ask or answer questions or make oral arguments. Any case presented must be made by the student.

6.4.7 The Judicial Proceedings Officer is responsible for notifying members of the Graduate Studies Appeals Board of the appeal and for setting a time and place for holding a meeting of the Graduate Studies Appeals Board. The Judicial Proceedings Officer will provide a copy of the appeal to the Graduate Studies Appeals Board to the student(s) charged, the charging party, and other University personas deemed appropriate by the Judicial Proceedings Officer.

6.4.8 The Judicial Proceedings Officer will assemble the documentary evidence introduced at the hearing, the record made of the hearing, and the file made in connection with the matter and will make these materials available to the Graduate Studies Appeals Board.

6.4.9 The Graduate Studies Appeals Board may establish its own procedures for conducting any appeal appropriate to the circumstances designed to achieve fairness to the student charged as well as the interests protected by the Central Michigan University Code of Student Rights, Responsibilities and Disciplinary Procedures.

6.4.10 The Graduate Studies Appeals Board makes its determination based solely on the record of the student’s hearing, facts that are presented to the Graduate Studies Appeals Board, and arguments before the Graduate Studies Appeals Board.

6.4.11 The purpose of the Graduate Studies Appeals Board is to decide if the findings and/or the sanction of the Graduate Studies Hearing Body were so incorrect that the decision should be changed. It is not the purpose of the Graduate Studies Appeals Board to substitute its judgement for that of the Graduate Studies Hearing Officer or Graduate Studies Hearing Body. It is not the purpose of the Graduate Studies Appeals Board to rehear the charges against the student; it is an appeal of the findings and/or the sanction of the Judicial Proceedings Officer, Graduate Studies Hearing Officer or Graduate Studies Hearing Body. The Graduate Studies Appeals Board may:

6.4.11.1 Find that there are not sufficient facts presented to warrant the findings of fact made at the original hearing and may set aside the finding or determine the facts differently.

6.4.11.2 Order that a new hearing be held.

6.4.11.3 Change the sanction.

6.4.11.4 Provide such further and additional relief or changes as dictated by fairness to the student and to the interests protected by the Central Michigan University Code of Student Rights, Responsibilities and Disciplinary Procedures.

6.4.12 The Graduate Studies Appeals Board must hear the appeal within ten (10) business days from the date the appeal is made in writing and delivered to the Judicial Proceedings Officer.
6.4.13 A decision of the Graduate Studies Appeals Board is final except that a decision to suspend for more than one week or to dismiss a student is subject to discretionary review by the Provost. Any student responding to a charge under these procedures, any person bringing charges under these procedures, or the Administration, may make a written application to the Provost to review a decision made by the Appeals Board. The application must be received in the Office of the Provost within five (5) business days after the date of the Appeals Board decision. Failure to make application for review within the time limit ends the right to make application for review unless the time limit is extended by the Provost. The application for review must contain the following information:

a) Name of the student(s) charged in the proceeding in which the Graduate Studies Appeals Board has rendered a decision.

b) Name, address, and telephone number of the person making application for review.

c) A copy of the Graduate Studies Appeals Board decision involved.

d) A statement as to what portion(s) of the Graduate Studies Appeals Board decision the applicant wishes reviewed, and the reason(s) why the person making application for review considers the decision to be capricious, or the procedures followed to be fundamentally unfair.

e) A statement of the relief requested from the Provost by the person making application for review.

If the Provost elects to review a decision of the Graduate Studies Appeals Board, either in part or entirely, the Provost may establish whatever procedures are deemed appropriate and consistent with fairness to govern the review.

The University also reserves the right for the President or the President's designee to impose a different sanction after a determination of violation, than the sanction imposed by the Judicial Proceedings Officer, Graduate Studies Hearing Officer, Graduate Studies Hearing Body, Graduate Studies Appeals Board, or others under these procedures.

6.5 Changes in Procedures

6.5.1 The procedures set forth herein shall apply throughout the calendar year. A Graduate Studies Hearing Officer may be appointed by the Dean of the College of Graduate Studies to hear a case at times when a Graduate Studies Hearing Body cannot be readily assembled such as when students are not in attendance at regular sessions, during exam week, summer sessions.

6.5.2 These procedures are subject to change by the President of the University or designee. If any change is deemed necessary, any new procedures shall guarantee a fair hearing with due process.

6.6 Clarifying Processes. Clarifying processes which are consistent with the Hearing Procedures in this Section may be proposed by any student, organization, or staff member, and forwarded to the President for consideration.

Office of the Dean of Students
December 4, 2003
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