

**806. Seminar in Taxation Practice**  
(AFA 806.) Spring. 1(1-0) May reenroll for a maximum of 2 credits. Program in Professional Accounting students or approval of department; ACC 401 or ACC 441, ACC 802.

Presentations on techniques, specific issues, and case studies by taxation professionals, faculty and graduate students.

**811. Advanced Accounting Information Systems**

(AFA 821., AFA 811.) Winter. 4(4-0) Program in Professional Accounting students or approval of department; ACC 421 or ACC 441.

Advanced file organization methods in constructing accounting information systems. Accounting implications of data base processing, on-line systems, and systems analysis and design.

**812. Advanced Managerial Accounting**

(AFA 820., AFA 812.) Fall. 4(4-0) Program in Professional Accounting students or approval of department; ACC 420 or ACC 442.

Concepts and rationale underlying managerial accounting methods. Alternative approaches to cost control, segment performance measurement, and transfer pricing. Budgetary philosophy, organization, and evaluation.

**814. Auditing Issues**

(AFA 810., AFA 814.) Spring. 4(4-0) Program in Professional Accounting students or approval of department; ACC 410 or ACC 444.

Statistical sampling and computer audit applications; auditors' legal responsibilities; audit risk analysis and judgements; extensions of the attest function; auditing theory development and research.

**815. Contemporary Accounting Theory**

(AFA 800., AFA 815.) Winter. 4(4-0) Program in Professional Accounting students or approval of department; ACC 445, FI 871.

Theoretical accounting models; review of historical development of accounting thought. Nature and measurement of assets, liabilities, equity, revenue, expense, and income.

**816. Contemporary Accounting Issues**

(AFA 801., AFA 816.) Spring. 4(4-0) Program in Professional Accounting students or approval of department; ACC 815.

Examination of current corporate financial reporting practices and problem areas.

**817. Quantitative Applications in Accounting and Finance**

(AFA 817.) Winter. 4(4-0) MGT 833. Interdepartmental with and administered by the Department of Finance and Insurance.

Application of quantitative techniques to accounting, finance, and control activities, especially involving the data requirements of managerial decision models.

**818. Research Techniques in Accounting and Finance**

(AFA 818.) Spring. 4(4-0) MTH 113, ED 969C. Interdepartmental with the Department of Finance and Insurance.

Properties of time series in accounting and finance with emphasis on ARIMA model and transfer-function model development. Applications and potential research areas.

**839. Accounting Concepts and Processes**

(AFA 839.) Fall, Summer. 4(4-0) Graduate standing. For MBA students without a background in accounting.

Financial accounting and reporting. Nature and measurement of assets, liabilities, stockholders' equity, expense, and revenue. Expense and revenue recognition. Funds flow and cash flow analysis. Manufacturing cost flows and income determination. Basic matters in income taxation.

**840. Managerial Accounting**

(AFA 840.) Fall, Winter, Spring, Summer. 4(4-0) ACC 839.

Accounting for planning and control. Cost behavior. Standards and flexible budgets for control. Responsibility accounting and the contribution approach. Relevant cost analysis for problem solving. Quantitative techniques in accounting measurement.

**890. Special Problems**

(AFA 890.) Fall, Winter, Spring, Summer. Variable credit. Approval of department.

**900. Seminar in Accounting Theory**

(AFA 900.) Fall. 4(4-0)

Theory construction and verification. Alternative approaches to structuring accounting theories. Formulation of research projects in accounting.

**901. Seminar in Management Accounting**

(AFA 901.) Winter. 4(4-0)

Research on the use of accounting information by managers and on the impact of accounting information on managerial decision making.

**902. Seminar in Accounting Research**

(AFA 902.) Spring. 1 to 4 credits. May reenroll for a maximum of 6 credits if different topics are taken. Doctoral students.

Research and research methodology in special accounting topics such as information economics, information systems, auditing, taxation, and behavioral accounting.

**999. Doctoral Dissertation Research**

(AFA 999.) Fall, Winter, Spring, Summer. Variable credit. Approval of department.

**ADMINISTRATION AND CURRICULUM EAC**

(Name changed effective September 1, 1981. Formerly departments of Administration and Higher Education, and Secondary Education and Curriculum.)

**College of Education**

**332A. Introduction to Driver and Traffic Education**

(ED 329F.) Fall, Spring. 4(3-2) Valid driver's license.

Introduction to and an analysis of the driving task. Theory and practical application will be provided.

**401. Sociology of Education**

(ED 401.) Winter. 4(4-0) SOC 241. Interdepartmental with and administered by the Department of Sociology.

School as a social institution, school-community relations, social control of education, and structure of school society.

**415. Student Leadership Training**

(ED 415.) Fall, Winter, Spring. 2(0-3) May reenroll for a maximum of 4 credits if different topic is taken. Approval of instructor.

Prepares students for leadership roles and responsibilities by encouraging the development of skills and techniques consistent with the principles of our democratic society.

**430. Teacher Preparation in Motorcycle Safety**

(ED 430.) Spring. 4(3-2) EAC 332A, teaching certificate or College of Education major, Motorcycle Endorsement.

Development of teacher competencies in developing, organizing, and teaching motorcycle safety education courses for novice drivers. Examination of existing curricula, teaching aids, and resources. Practice teaching of novice drivers.

**432A. Laboratory Programs in Driver and Traffic Education**

(ED 429G.) Spring, Summer. 5(3-4) EAC 332A.

Examination of the aims, objectives and role of laboratory programs in driver and traffic education. Directed laboratory experiences with new drivers will be provided.

**432C. Organization and Administration of Driver and Traffic Education**

(ED 429H.) Fall, Summer of even-numbered years. 3(3-0) EAC 332A.

Organizational and administrative aspects of driver and traffic education as they relate to the total school and other specialized programs. Historical and philosophical aspects, evaluation, related professional organizations, and occupational opportunities.

**432E. Personality Factors in Driver and Traffic Education**

(ED 429J.) Winter, Summer of odd-numbered years. 3(3-0) EAC 332A, PSY 225.

Study of behavior with emphasis on attitudes, motivation, and adjustment and their relationship to unsafe driving. Investigation of principles, and methods appropriate in identifying, understanding, and modifying unsatisfactory behavior.

**432G. Fundamentals of Traffic Law**

(ED 429K.) Spring. 3(3-0) Interdepartmental with the School of Criminal Justice.

Nature, function and application of traffic law as it applies to the safe and efficient movement of people and goods in a broadly conceived traffic accident prevention program.

**432K. Methods and Materials in Driver and Traffic Education**

(ED 429L.) Winter. 3(3-0) EAC 332A.

Classroom instruction in driver education. Selection and presentation of appropriate classroom materials. Evaluation of classroom teaching techniques.

**432M. Curriculum Development in Driver and Traffic Education**

(ED 429M.) Spring. 3(3-0) EAC 432A, EAC 432K.

Philosophical basis of curriculum construction. Trends in driver education curriculum development. Development of model curricula for two, three and four phase driver education programs using accepted principles of curriculum construction.

**Descriptions – Administration and Curriculum  
of  
Courses**

- 433. Alcohol: A Social Dilemma**  
(ED 433.) Winter. 3(3-0) Juniors or approval of college. Interdepartmental with and administered by the School of Criminal Justice. Substance abuse with emphasis on beverage alcohol. Sociological, psychological and medical aspects. Prevention, treatment, rehabilitation.
- 438A. Classroom Management in Business and Distributive Education**  
(ED 471B.) Fall, Spring. 4(3-2) T E 200 or T E 200A or T E 200B or T E 200C, T E 322 or approval of department.  
Principles and practices of using materials and media; using community resources; providing directed occupational experiences; how-to-individualize instruction; evaluating student achievement.
- 482. Seminars in Administration and Curriculum**  
(ED 482.) Fall, Winter, Spring, Summer. 1 to 8 credits. Approval of department.  
Seminars in the various fields of emphasis in education.
- 483. Readings and Independent Study in Administration and Curriculum**  
(ED 483.) Fall, Winter, Spring, Summer. 1 to 8 credits. May reenroll for a maximum of 8 credits. Juniors; approval of department.  
Study on an individual basis in the various fields of emphasis in education.
- 484. Field Experience in Administration and Curriculum**  
(ED 484.) Fall, Winter, Spring, Summer. Variable credit. May reenroll for a maximum of 12 credits. Approval of department.  
Supervised undergraduate practicums in education.
- 800. Crucial Issues in Education**  
(ED 800.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.  
Problem analysis of timely issues in education analyzing their legal, historical, sociological, and philosophical dimensions. Attention centered on problems of continuing concern. Particular attention devoted to the role of the teaching profession in issues involving public policy.
- 801A. Seminars in Social and Philosophical Foundations of Education: Philosophy of Education**  
(ED 801A.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.  
Identification of underlying philosophical problems in education. Use of philosophical methodologies in resolving these problems. Development of a consistent personal philosophy of education.
- 801B. Seminars in Social and Philosophical Foundations of Education: Modern Philosophies of Education**  
(ED 801F.) Spring. 3(3-0) EAC 801A.  
Critical analysis and evaluation of leading modern philosophies of education and their implications for practice, such as: existentialism, idealism, perennialism, realism, reconstructionism.
- 801C. Seminars in Social and Philosophical Foundations of Education: Social Criticism and Education**  
(ED 801D.) Fall. 3(3-0) EAC 801A, approval of department.  
Educational implications of critical analyses of contemporary society. Particular attention given to discrepancies between ideology and practice. Building school programs designed to cope with cultural inadequacies.
- 802. Education in the U.S.A.**  
(ED 802A.) Fall. 3(2-4) Passed English Language Center examination or approval of department.  
Designed to provide first term foreign students in graduate programs with theoretical and experiential background in American education.
- 803A. Comparative and International Education**  
(ED 904.) Spring. 3(3-0) Approval of department.  
Objectives, content, methodology, research problems of comparative and international education analyzed. Social and cultural forces affecting educational planning and institution building studied. Agencies involved in international education identified.
- 803B. Historical and Comparative Foundations of Education: Education in the Western World**  
(ED 804E.) Fall. 3(3-0) Approval of department.  
Comparative study of educational systems and philosophies of Canada, England, France, Russia, and other Western countries. Visiting foreign educators. Field trip to Canada.
- 803C. Historical and Comparative Foundations of Education: Education in the Non-Western World**  
(ED 804F.) Winter. 3(3-0) Approval of department.  
Comparative study of educational systems and philosophies of Asian and African countries to gain insight into the American educational system. Visiting foreign educators.
- 804A. Historical and Comparative Foundations of Education: History of American Education**  
(ED 804A.) Winter. 3(3-0) Approval of department.  
Development of educational thought and practice in the United States. Importance of cultural influences. A critical examination of progress toward educational goals. Implications of historical background for present problems.
- 805A. Educational Development Planning: Basic Concepts**  
(ED 879.) Winter. 3(3-0) Approval of department.  
Basic concepts of economic, social and political development are studied as they place demands upon educational planners to cope with them. The distribution of development benefits is stressed.
- 805B. Educational Planning and National Development**  
(ED 880.) Spring. 3(3-0) EAC 805A.  
Formulation of educational development strategies and plans to deal with crucial national and community development problem areas paying particular attention to meeting the special needs of audiences with special problems.
- 810A. Principles of Curriculum Improvement**  
(ED 820.) Fall, Winter, Spring, Summer. 3(3-0) Experience in teaching; approval of department.  
Principles of curriculum improvement will be developed through the critical analysis of practices found in public schools.
- 810C. Curriculum Construction**  
(ED 821A.) Fall, Winter, Spring, Summer. 3(3-0) EAC 810A.  
Approaches to curriculum construction; organization and function of personnel; initiating and evaluating curriculum change; curriculum research.
- 812A. Elementary School Curriculum**  
(ED 861.) Fall, Winter, Summer. 3(3-0) Regular admission to graduate program and approval of department.  
Curriculum definition as related to purposes of the elementary school; foundations and rationale for curriculum study, revision, and improvement; procedures and organizational aspects of curriculum planning; key components of new educational curricular designs.
- 812C. Seminar in Middle School Curriculum**  
(ED 821D.) Spring, Summer. 3(3-0)  
Contrasting patterns of programs for early adolescents; age range and characteristics of middle school pupils; problems and potential of the middle school.
- 812E. The Secondary School: Role, Function and Structure**  
(ED 871.) Fall, Winter, Summer. 3(3-0) Teaching experience in secondary school classrooms.  
Examines the role, function and structure of various secondary schools. Emphasizes the relationships that do and should exist with other segments of the educational enterprise as well as with external agencies, organizations and institutions.
- 814A. Elementary Education Trends and Current Research**  
(ED 862.) Fall, Spring, Summer. 3(3-0) Completion of 27 credits of graduate course work on a regular program and approval of department.  
Advanced graduate students (those nearing completion of the M.A. program or on the doctoral program) are given an opportunity to explore current research activities.
- 814C. The American Secondary School Student**  
(ED 872.) Fall, Spring, Summer. 3(3-0) Teaching experience in secondary school classrooms.  
Focuses upon the issues and problems confronting the secondary school student as an adolescent and/or young adult. Attention is given to the relevance of school curriculums and staff competencies to meeting these needs of secondary students. Emphasis will be placed upon developing guidelines for needed change.
- 816A. Creativity in Education**  
(ED 856.) Fall. 3(3-0) Teaching Experience.  
Definitions, manifestations, processes and theories of creativity, experiences with modes of creative expression and problem solving techniques. Development and application to the education profession. Field trips may be required.

**816C. Futuristics and Education**

(ED 857.) Spring, Summer. 3(3-0) Teaching experience.  
Current educational programs in futuristics. Development of concepts, materials and programs related to education in and for the future. Proposed methodology for the future.

**816E. Instructional Simulation**

(ED 823.) Fall, Summer. 3(2-2) Teaching experience.  
Design and use of simulations and instructional games in the curriculum for development of social skills, values and affects.

**816G. Stress in Elementary School Children**

(ED 861A.) Winter. 3(3-0)  
Stressful events and conditions in children's lives. Review, analysis and practice of available identification procedures and intervention strategies which can be applied by regular classroom teachers in the school setting.

**816J. Studies in Nonformal Education**

Summer. 4(3-2) Approval of department.  
International invitational workshop for specialists, project planners, staff trainers and practitioners. Worldwide selection of contemporary case studies of nonformal education. Focus is on out-of-school education for development.

**816K. Curriculum for Nonformal Education**

(ED 821E.) Winter. 3(3-0) EAC 810A, EAC 810C or EAC 860.  
Principles of curriculum related to non-formal education programs. Consideration of various fields of out-of-school education and training associated with community level rural and urban human resource development.

**816L. Teaching for Cross-Cultural Perspective**

Summer. 6(4-4) Approval of department.  
A workshop offered in appropriate locations, usually overseas, to study and experience the problems, issues and instructional opportunities confronting the teacher or consulting specialist in "culture learning."

**818A. Introduction to Education of Gifted Students**

(ED 889L.) Fall, Summer. 3(3-0) Graduate students.  
History and theory of educating gifted students. Current developments in the field, promising programs and practices.

**818C. Classroom Strategies for Teaching Gifted Students**

(ED 889M.) Spring. 3(3-0) EAC 818A.  
Teaching strategies used with gifted students, K-12. Curricular designs and materials for academic areas. Students pursue individual in-depth studies.

**820A. Problems in Elementary Reading Instruction**

(ED 830C.) Fall, Winter, Spring, Summer. 3(3-0) Graduate student in education; undergraduate methods course in reading; approval of department.  
For experienced teachers. Includes consideration of the basic aspects of ability to read, desirable reading attitudes, habits, and skills. Practices and materials used in reading programs are examined and appraised. Outstanding investigations dealing with problems in this area are studied and evaluated.

**820C. Methods in Reading at the Secondary Level**

(ED 830D.) Fall, Winter, Spring, Summer. 3(3-0) Graduate students; teaching experience; approval of department.  
An analysis of the reading problems of high school and college students. Material and procedures for identifying the reading attainments and needs of the individual. Basic principles and techniques for improving reading skills.

**820D. Reading and Learning in Content Area Subjects**

Fall, Winter, Spring, Summer. 3(3-0) Graduate student or approval of instructor.  
Developing reading comprehension abilities in content area subjects. Based on theories of interactive language development, the course presents methodology designed to help teachers develop literacy on levels 4-12.

**820E. Diagnosis of Reading Difficulties**

(ED 830E.) Fall, Winter, Spring, Summer. 3(2-2) Graduate students in education; EAC 820A or EAC 820C or approval of department.  
Causes and types of reading retardation are considered, and procedures for working with retarded readers are examined. Laboratory experiences in administering and interpreting standardized and informal tests are provided.

**820G. Clinical Practice in Remedial Reading**

(ED 830F.) Fall, Winter, Spring, Summer. 3(2-2) Graduate students in education; EAC 820A or EAC 820C or approval of department; EAC 820E recommended.  
Students work with individual cases, observe and practice group procedures in the University reading clinic.

**820K. Seminar in Developmental Reading**

(ED 830H.) Fall, Winter, Spring, Summer. 3(3-0) EAC 820G.  
Focuses on subject matter of reading and reading instruction factors which psychologically influence the acquisition of reading skills, the implementation of developmental reading programs and evaluation of such programs.

**820M. Seminar in Diagnostic and Remedial Reading**

(ED 830J.) Fall, Winter, Spring, Summer. 3(3-0) EAC 830G.  
Focuses on the psychological and physiological nature of reading retardation, the relationships between clinical reading programs and the larger curriculum environment, and the role of the reading diagnostician.

**822A. Advanced Methods of Teaching Language Arts**

(ED 809.) Fall, Winter, Spring, Summer. 3(3-0) Graduate students.  
Survey of principles and instructional methods for teaching listening, speaking and writing attitudes and skills at the elementary and middle school levels; examination of current references and resources through self-selected area of special study.

**822C. Children's Writing in the Elementary and Middle School**

(ED 809A.) Winter, Summer. 3(3-0) EAC 822A.  
Methods for stimulating children's expression in a variety of modes of writing research on growth in skills of organization, vocabulary, sentence and paragraph development, and mechanical skills.

**822E. Trends and Issues in Language Arts**

(ED 849.) Fall, Summer of odd-numbered years. 3(3-0) EAC 822A.  
To investigate and criticize trends, issues and research in language arts programming and instruction.

**824A. Methods and Materials in Children's Literature**

(ED 808.) Fall, Winter, Spring, Summer. 3(3-0) Undergraduate course in children's literature, graduate students.  
Critical evaluation and utilization of literature for children.

**824C. Trends and Issues in Children's Literature**

(ED 863.) Winter and Summer of odd-numbered years. 3(3-0) EAC 824A.  
Provides graduate students an opportunity to discuss and evaluate current research related to children's literature as well as juvenile books and to conduct an in-depth study in the field of children's literature.

**824E. The Teaching of Critical Reading**

(ED 864.) Winter and Summer of even-numbered years. 3(3-0) EAC 824A.  
Provides graduate students an opportunity to study current research in critical reading, to identify and evaluate appropriate instructional materials, and to conduct an in-depth study in the field of critical reading.

**824G. Illustrations in Children's Books**

(ED 893.) Spring of even-numbered years; Summer every three years. 3(3-0) EAC 824A.  
Significant aspects of graphic arts pertaining to book illustrations especially those in books for children.

**826A. Specialized Methods and Materials for Teaching Elementary Science**

(ED 846.) Fall, Spring, Summer. 3(3-0) Experience in teaching; approval of department.  
Develops additional competency in science education for the experienced teacher at elementary and middle school levels. Specialized methods for individual and group instruction are emphasized and evaluated.

**826C. Seminar in Elementary Science Education I**

(ED 847.) Winter, Summer. 3(3-0) Experience in teaching; EAC 826A or TE 318 or approval of department.  
Philosophical and psychological concepts relevant to the objectives and implementation of science education and a review of research in teaching science at the elementary level.

**826E. Individual Problems in Elementary and Middle School Science Education**

(ED 848.) Fall, Winter, Spring, Summer. 1 to 3 credits. May reenroll for a maximum of 6 credits. EAC 826A or EAC 826C; teaching experience.  
Identification of one or more problems in elementary or middle school science to be studied independently. Problem analysis would typically include readings, action research and original composition.

## Descriptions – Administration and Curriculum

### of

### Courses

- 826G. Environmental Education in the School**  
(ED 854.) Spring, Summer. 3(3-0)  
Environmental issues and their implications for educational practices and policies. The role of the school in developing environmental consciousness.
- 828A. Teaching Elementary School Mathematics**  
(ED 833.) Fall, Summer. 3(3-0) Experience in teaching and approval of department.  
Advanced methods and materials used in teaching mathematics concepts in the elementary school.
- 828C. Teaching Elementary School Arithmetic**  
(ED 835.) Winter, Summer of even-numbered years. 3(3-0) Experience in teaching and approval of department.  
Advanced methods and materials used in teaching concepts of the whole, integer, rational and real number systems including systems of numeration.
- 828E. Elementary Education: School Mathematics Instruction**  
(ED 836.) Summer. 3(3-0) Experience in teaching and enrolled in mathematics education.  
Review of the literature—theoretical and research—on instruction in school mathematics including planning, group instruction, individual instruction, evaluation and instructional materials.
- 830A. Teaching Elementary School Social Studies**  
(ED 810.) Fall, Winter, Summer. 3(3-0) Experience in teaching and approval of department.  
Methods and materials used in teaching social studies in kindergarten through the eighth grade.
- 830B. Social Studies for Gifted Students**  
Fall, Spring. 3(3-0) Undergraduate social studies methods course. Approval of instructor.  
Designing social studies curricula for gifted students, grades K-12. Theory and research, curriculum development processes, state mandates, and exemplary lessons and programs will be stressed.
- 830C. Social Studies Curriculum K-12**  
(ED 826.) Winter, Summer. 3(3-0) Teaching experience.  
Social studies curriculum planning, development and improvement. Emphasis on holistic K-12 view but each student will be encouraged to concentrate on a selected area or topic.
- 830E. Improving Secondary Social Studies Instruction**  
(ED 827.) Fall, Spring. 3(3-0) Teaching experience.  
Recent literature, curricular materials, and research in secondary social studies. Individual projects on new curricular developments in one of the following areas: history, geography, civics, economics, sociology, anthropology, or psychology.
- 830G. Law Focused Education: Methods and Materials for the Social Studies**  
(ED 845L.) Winter, Summer. 3(3-0) Undergraduate course in Social Studies methods or approval of instructor.  
Techniques for infusing and teaching law related concepts within school social studies programs. Emphasis placed upon the identification and development of materials for use in the classroom.
- 830K. Seminar on Global Education**  
(ED 859.) Fall, Spring, Summer. 3(3-0) Approval of instructor.  
Issues bearing upon the increasing global interdependence of people and nations; instructional materials and strategies designed to develop global perspectives in American elementary and secondary schools.
- 832A. Driver and Traffic Education: Innovations in Driver and Traffic Education.**  
(ED 841A.) Fall of odd-numbered years. 3(3-0)  
Explanation of the broad spectrum of innovations in driver and traffic education. Particular emphasis will be placed on their adoption and application for improving classroom and laboratory instruction.
- 832C. Driver and Traffic Education: Motor Vehicle Administration**  
(ED 841D.) Fall of even-numbered years. 3(3-0)  
Functions of motor vehicle administration in highway traffic administration. Driver licensing, motor vehicle inspection, vehicle titling and registration, and financial responsibility as legal and administrative methods of driver and vehicle control.
- 832E. Driver and Traffic Education: Principles of Traffic Communications**  
(ED 841C.) Winter of odd-numbered years. 3(3-0)  
Specialized problems involved in traffic safety communications in a transportation centered society. Design and manipulation of the communication process to better understand and influence driver behavior. Planning public information and community support programs.
- 834A. Program Development in Distributive Education: Principles and Organization**  
(ED 839A.) Fall. 3(3-0)  
Goals, historical background, and trends; contributions to individual development and manpower needs; program organization for secondary, post-secondary, and adult levels; overview of curriculum and instructional strategies; program evaluation.
- 834C. Program Development in Distributive Education: Curriculum Development**  
(ED 839B.) Winter. 3(3-0) EAC 834A or approval of department.  
Adapting content of marketing and related disciplines to develop occupational competencies; selection of learning experiences; materials, and media; development of performance goals related to career objectives; scope and sequence patterns.
- 834E. Program Development in Distributive Education: Seminar in Distributive Education**  
(ED 839D.) Summer. 2 to 3 credits.  
Advanced graduate standing or approval of department.  
Focus on current issues and problems, curriculum development projects, and research; emphasis upon individual investigations and writing.
- 834G. Improving Instruction in Business Education: Distributive Subject**  
(ED 839C, ED 840D.) Summer. 3(3-0) Experience in teaching.  
Improving instructional processes through research findings, readings, and experience: Objectives, scope and sequence, diagnosis of learning difficulties, selecting learning activities, evaluating achievement, selecting materials, media and equipment. Selecting appropriate teaching strategies; use of the project method, laboratory simulations, on-the-job training, youth organizations, and other methods; evaluation of student achievement.
- 838A. Curriculum and Program Planning**  
(ED 842A.) Summer of even-numbered years. 3(3-0)  
Needs and goals in education and manpower training for business, general business and economic education; program structure; professional and youth organizations; related legislation and historical background.
- 838C. Contemporary Issues in Education for Business**  
(ED 842B.) Summer of odd-numbered years. 3(3-0) Twenty-four graduate credits or approval of department.  
Analysis and discussion of selected issues relating to: 1. education for business—structure, manpower needs, legislation, curriculum, training by government and business. 2. curriculum and instruction. Emphasis upon problem-solving and extensive reading.
- 838E. Seminar-Research in Business Education**  
(ED 842D.) Summer. 2 to 8 credits.  
Prior course in research or approval of department.  
Emphasis on review of research and developmental projects and application to business education program; study of design particularly to student's personal research interests.
- IDC. Subsaharan Africa Seminar**  
For course description, see *Interdisciplinary Courses*.
- 840A. Program Development in Office Education: Strategy and Structure**  
(ED 843A.) Fall. Summer of even-numbered years. 3(3-0) Twelve graduate credits in Business or Vocational Education or approval of department.  
Criteria of vocational office education planning/organizing a program; curriculum patterns including block-time and senior intensive; content scope and sequence; program evaluation; special attention to legislation and curriculum research.

**840C. Program Development in Office Education: Classroom Systems**  
(ED 843B.) Winter. Summer of odd-numbered years. 3(3-0) Approval of department.

The initiation of new classroom systems in office education, the scope and sequence in office education systems, their curriculum content and instructional objectives. Emphasis on follow up and evaluation design.

**840E. Program Development in Office Education: Seminar**  
(ED 843C.) Spring. 2 or 3 credits. Advanced graduate standing or approval of department.

Focus as needed on current issues and problems; curriculum development projects; contemporary research. Emphasis on individual investigations and writing.

**840G. Improving Instruction in Business Education: Typewriting and Office Procedures**  
(ED 840A.) Summer of even-numbered years. 3(3-0) Experience in teaching.

Improving instructional processes through research findings, readings, and experience: Objectives, scope and sequence, diagnosis of learning difficulties, selecting learning activities, evaluating achievement, selecting materials, media and equipment.

**840K. Improving Instruction in Business Education: Shorthand and Transcription**  
(ED 840B.) Summer of odd-numbered years. 3(3-0) Experience in teaching.

Improving instructional processes through research findings, readings, and experience: Objectives, scope and sequence, diagnosis of learning difficulties, selecting learning activities, evaluating achievement, selecting materials, media and equipment.

**842A. Principles and Programs of Vocational Education and Practical Arts**  
(ED 822N.) Summer of even-numbered years. 3(3-0)

Principles of vocational and technical education, comprehensive school program characteristics, program planning. Special emphasis is given to programs in agriculture, distributive, health, home economics, industrial, and office education. For vocational and practical arts teachers and local coordinators and directors of programs.

**842C. Work Experience in the Curriculum**  
(ED 821C.) Winter. 3(3-0)

Work environment in schools, colleges, agencies and business and industry; educational objectives and outcomes; administrative aspects of work experience programs, research in the field.

**842E. Current Issues and Developments in Occupational Education**  
(ED 822Q.) Winter. Summer of odd-numbered years. 3(3-0)

Examination of issues and problems in occupational education. Special emphasis on the emerging role of various governmental and private agencies in manpower development. Designed for majors in fields other than vocational education.

**844A. Curriculum Construction in Industrial Education**  
(ED 822G.) Fall. Summer of even-numbered years. 3(3-0) Approval of department.

Selection of general and specialized areas of study in junior and senior high school and adult industrial education courses. Industrial problems, their relation to a particular community and its needs in relation to instruction.

**844C. Occupational Analysis and Course Construction in Vocational Education**  
(ED 822F.) Winter. Summer of odd-numbered years. 3(3-0) Approval of department.

Techniques of analyzing an occupation to determine the processes; instructional units and curricular arrangements.

**844E. Instructional Materials in Vocational and Practical Arts Education**  
(ED 831D.) Fall. Summer of even-numbered years. 3(3-0) Approval of department.

For teachers of agriculture, business, home economics, industrial arts and vocational-industrial education. Selection, preparation and use of distinctive materials that characterize shop and laboratory instruction.

**844G. Developing Occupational Curricula in Two-Year Colleges**  
(ED 822S.) Fall. Summer of even-numbered years. 3(3-0) EAC 842A, EAC 870E or approval of department.

Occupational curriculum development and course construction. Developmental projects involving community college faculty, students and employers. For prospective teachers and administrative personnel in two-year colleges.

**846A. Administration of Vocational Education Programs.**  
(ED 853B.) Spring. Summer of odd-numbered years. 3(3-0) Twelve graduate credits in Education or approval of department.

Application of principles of administration to the administration of vocational and technical education programs in public and private institutions and federal, state and local educational agencies. Emphasizes competencies required in planning, managing, and evaluating vocational programs.

**846C. Coordination in Occupational Training Programs**  
(ED 822P.) Spring. Summer of odd-numbered years. 3(3-0) Approval of department.

Analysis of objectives and scope of distributive, office, trade and industrial cooperative education programs, apprenticeship, and general education work experience. Emphasizes organization and administration, instructional procedures, coordination techniques, club activities, and evaluation of cooperative occupational education.

**848A. Evaluation of Programs of Vocational and Practical Arts Education**  
(ED 868.) Spring. Summer of odd-numbered years. 3(3-0) Approval of department.

Evaluation principles and practices in the specialized areas of agricultural, business, and industrial education.

**848C. Current Research and Development in Vocational Education**  
(ED 888.) Spring. 3(3-0) CEP 803 or approval of instructor.

Current research and development concepts and practices.

**850. The Teacher and Administrative Leadership**  
(ED 850.) Winter, Summer. 3(3-0) Twelve credits in Education and approval of department.

Not intended for school administration majors. Theory and practice underlying administration of schools in a democratic society. Intended for educational personnel seeking basic information in such areas as educational organization, roles of administrative leadership in schools and communities, and teacher's roles in administration.

**851A. Foundations of Administration: Theory and Organization**  
(ED 851A.) Fall, Winter, Summer. 3(3-0) Approval of department.

Emphasizes basic administrative theory and research, focuses on current practice and emerging trends in such problems and issues as personnel, plant, finance, community school programs, and instructional improvement. Intended primarily for persons actively preparing for administrative positions in schools and other educational agencies.

**851B. Foundations of Administration: Practice and Problems**  
(ED 851B.) Winter, Spring, Summer. 3(3-0) EAC 851A or approval of department.

Emphasizes basic administrative theory and research, focuses on current practice and emerging trends in such problems and issues as personnel, plant, finance, community school programs, and instructional improvement. Intended primarily for persons actively preparing for administrative positions in schools and other educational agencies.

**852A. Administration of Educational Institutions: Elementary School Administration**  
(ED 852A.) Winter, Summer. 3(3-0) Twelve graduate credits in Education including EAC 851A, EAC 851B or approval of department.

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas.

**852B. Administration of Educational Institutions: Secondary School Administration**  
(ED 852B.) Fall, Winter, Spring, Summer. 3(3-0) Twelve graduate credits in Education including EAC 851A, EAC 851B or approval of department.

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas.

**852C. Administration of Educational Institutions: Instructional Supervision**  
(ED 852C.) Fall, Winter, Spring, Summer. 3(3-0) Twelve graduate credits in Education including EAC 851A, EAC 851B or approval of department.

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas.

**Descriptions – Administration and Curriculum  
of  
Courses**

**852D. Administration of Educational Institutions: Business Administration of Schools**

(ED 852D.) Winter, Summer. 3(3-0)

Twelve graduate credits in Education including EAC 851A, EAC 851B or approval of department.

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas.

**852E. Administration of Educational Institutions: Middle School Administration**

(ED 852E.) Winter, Summer. 3(3-0)

Twelve graduate credits in education including EAC 851A, EAC 851B or approval of department.

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas. Organization and administrative aspects of middle schools. Emphasis on basic characteristics of a middle school and how the administrator implements these characteristics. Research on middle schools studied.

**852F. Administration of Educational Institutions: The Principal and Individualized Instruction**

(ED 852F.) Summer. 3(3-0)

Exploration of the nature and scope of responsibilities of areas in educational administration. Designed to serve as an initial application of administrative theory for those aspiring to one of the several areas. Role of the principal in implementing administrative-instructional strategies in individualizing instruction including decision making, teaming strategies, home-school community relations, instructional programming, and differentiated staffing.

**852G. Foundations of Educational Law**

(ED 850A.) Winter, Summer. 3(3-0)

Graduate students.

Fundamentals of educational law, oriented particularly towards the needs of teachers to understand legal issues of governance, teaching and student-related relationships.

**853A. Principles of Guidance and Personnel Services**

(ED 815B.) Fall, Winter, Spring, Summer. 3(3-0)

Survey of guidance services and their application in educational settings—elementary and secondary. Introduction to the field of pupil personnel work in schools. Practical guidance problems are considered.

**853B. Procedures in Guidance: Counseling and Guidance in the Classroom**

(ED 816B.) Fall, Winter. 3(3-0) EAC

853A or approval of department.

Examination of factors underlying counseling activities of teachers and administrators. Basic principles, methods and techniques related to diagnosing, interviewing, consulting and referring counselees for special assistance are included.

**853C. Administration of Educational Programs: Administration of Pupil Personnel and Guidance Programs**

(ED 853C.) Spring, Summer. 3(3-0)

EAC 853A.

Designed to promote the study of application of theory and research to specialized program areas. Persons will normally select the section allied to their major program area.

**853D. Procedures in Guidance: Practice in Group Counseling Techniques**

(ED 816C.) Winter, Summer. 3(3-0)

EAC 853B.

Emphasis upon development of counseling skills through analyzing and leading small groups. Students participate in a group to examine in depth their own self-image and motives. Didactic content is related to experiences in the group.

**855. Research in Educational Administration**

(ED 855.) Fall, Winter, Spring, Summer. 3(3-0) EAC 851A, EAC 851B, CEP 803.

The identification of an individual research problem and the application of principles and techniques of educational research in seeking a solution to the problem.

**860. Adult Education: A General Survey**

(ED 822B.) Fall, Spring, Summer.

3(2-2) Approval of department.

Overview of extent, origins, forms, purposes, content, sponsors, methods and guiding theories of continuing education and its significance for individuals, institutions, communities and nations.

**861. Continuing Education: Learning Theory and Program Development**

(ED 828C.) Winter, Summer. 3(2-2)

Twelve credits in Education, approval of department.

Theories of adult learning and community development, their implications for design and management of continuing education, and alternative methods for integrating social and physical environments, materials, media and personnel to increase knowledge and enhance personal and social maturity.

**862. Seminar: Continuing Education Leadership in Local Communities**

(ED 887.) Fall, Winter, Spring, Summer. 3(3-0) May reenroll for a maximum of 6 credits. Majors or approval of department.

Formal and non-formal community education for adults. Administration, agency cooperation, accountability, ethical and political concerns, managing controversy, and balancing objective study with advocacy in programs of personal and community development.

**868. Non-Formal Education for Rural Development**

(ED 870.) Fall. 3(3-0)

General principles relating non-formal education and rural development. Comparison of non-formal, extension, continuing education systems in African, Asian, American, European rural societies; impact on continuity and change in rural social systems.

**869A. Career Education**

(ED 829A.) Fall, Summer. 3(3-0)

Historical background, curricular implications and instructional strategies related to kindergarten through adult career education programs. Program content and organization for developing awareness, exploration, decision making and planning skills.

**869B. Procedures in Guidance: Career Development Services**

(ED 816A.) Winter, Summer. 3(3-0)

EAC 853A; or concurrently.

Analysis of group and individual methods providing information related to career planning, educational opportunities, and person-social concerns. Utilization of information from placement agencies, follow-up studies, and community surveys in curriculum revision is stressed.

**870A. U. S. Society and Higher Education**

(ED 828F.) Fall, Spring. 3(3-0) Ap-

proval of department.

The U. S. society and its relationship to higher education with emphasis on the current status and future of post secondary education in the U.S.

**870B. Historical and Comparative Foundations of Education: Higher Education in the United States**

(ED 804B.) Winter, Summer. 3(3-0)

Approval of department.

Development of higher education in the United States and its foreign antecedents. Survey of higher education today with attention to purposes, curriculum, organization, financing, and the major issues in these areas. Attention is also given to a world view of higher education with special focus upon the influences of United States higher education in foreign countries.

**870C. Political Issues in American Higher Education**

(ED 806A.) Fall. 3(3-0) Graduate stu-

dents in College and University Administration or approval of instructor.

Current political power and decision-making issues in higher education. Emphasis given to the role of the educator in the legislative process and techniques for improving governmental relations.

**870D. Contemporary Issues in American Higher Education Administration**

(ED 807.) Winter. 3(3-0) Graduate stu-

dents in College and University Administration or approval of instructor.

External and internal demands and stresses facing American higher education. How administrators should respond to critical issues and problems.

**870E. Community College**

(ED 822A.) Fall, Spring. 3(3-0) Ap-

proval of department.

Purposes, functions, and offerings of the community college.

**870F. The American College Student**

(ED 876.) Fall, Winter, Summer. 3(3-0)

Students in graduate degree programs or approval of department.

Analysis of research data, theory, hypotheses and strategies regarding the nature of the college student and learning environment.

**870G. Student Affairs Administration in Higher Education**

(ED 815C.) Fall. 3(3-0) Approval of in-

structor.

Overview of student personnel services in colleges and universities. Philosophy, organization, and administration of the personnel program at this level and of specific services provided. Opportunity to visit and study college personnel programs.

**870H. Problems of the Professional in Higher Education Administration: Men and Women**

(ED 806.) Spring. 3(3-0) Graduate students in College and University Administration or approval of instructor.

Presents academic, administrative, legal, sociological and psychological factors which affect members of both sexes in the fields of teaching and administration.

**871A. Budgeting in Higher Education**

Fall, Spring, Summer. 3(3-0) Approval of instructor.

Principles, practices, and problems related to budgeting in colleges and universities.

**872A. Principles and Problems of Instruction in Higher Education**

(ED 828E.) Fall, Winter, Spring, Summer. 3(3-0) Graduate students in College and University Administration or approval of instructor.

Instructional problems in the various areas of higher education with emphasis on common principles underlying each of them.

**873A. Student Development and Student Services I**

(ED 873.) Fall. 3(3-0) Graduate students with Student Affairs Emphasis or approval of instructor.

History, development, philosophy, organization and administration of college student personnel as a profession. Emphasis upon the college student as an individual and a study of services, programs and staff skills needed to provide for growth, needs and development.

**873B. Student Development and Student Services II**

(ED 874.) Winter. 3(3-0) Graduate students with Student Affairs Emphasis or approval of instructor.

Emphasis upon the student as a member of groups; peer and group influence and behavior; student organizations and group activities; services, strategies and staff skills for conducting such programs.

**873C. Student Development and Student Services III**

(ED 875.) Spring. 3(3-0) Graduate students with Student Affairs Emphasis or approval of instructor.

Study of living and learning environments and related staff skills, facilities and programs which affect student behavior and development; examination of personal qualities, professional organizations and other factors associated with being a professional person.

**874A. Dynamics of Life Transitions**

Fall, Spring. 3(3-0) Graduate students or approval of instructor.

Students explore stages, psychosexual conflicts, and strategies for managing career related transitions with particular emphasis on implications for staff and student development in educational organizations.

**874B. Transactive Process in Organizational Settings**

Winter. 3(3-0) EAC 874A or approval of instructor.

Students identify and analyse personal, professional and organizational variables which affect transactions within organizations in educational settings.

**874C. Designing Developmental Activities**

Spring. 3(3-0) EAC 874B or approval of instructor.

Students will explore staff development activities and their adaptation to the needs of a variety of clientele. Alternative approaches to staff development programming.

**876A. Practicum Experience in Student Affairs Administration**

(ED 876A.) Fall, Winter, Spring, Summer. 2(1-5) May reenroll for a maximum of 8 credits. Graduate students with Student Affairs Emphasis only.

Observation and participation in on and off-campus offices and agencies related to the student's major field of study.

**878A. Independent Research in Higher Education**

(ED 878.) Fall, Winter, Spring, Summer. 2 to 6 credits. May reenroll for a maximum of 9 credits. Master's students in College and University Administration. CEP 803.

Problems and practices in Higher Education Administration. Development of research prospectus, review of significant literature, conduct of research under supervision, and presentation of findings and conclusions.

**881. Workshops in Administration and Curriculum**

(ED 881.) Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 6 credits. Approval of department.

Laboratory approach which provides opportunities for experienced educational personnel to concentrate their study on common administrative and supervisory problems.

**882. Seminars in Administration and Curriculum**

(ED 882.) Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.

Seminars in the various fields of emphasis.

**883. Readings and Independent Study in Administration and Curriculum**

(ED 883.) Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.

Study on an individual or group basis in the various fields of emphasis.

**884. Laboratory and Field Experience in Administration and Curriculum**

(ED 884.) Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.

Supervised graduate practicums, observations, internships, and externships in the various areas of emphasis.

**899. Master's Thesis Research**

(ED 899.) Fall, Winter, Spring, Summer. 2 to 12 credits. May reenroll for a maximum of 12 credits. Approval of department.

**901. Educational Sociology: Seminar**

(ED 901.) Fall, Winter. 3 or 4 credits. Approval of department. Interdepartmental with and administered by the Department of Sociology.

**910A. Seminar: Curriculum Competencies and Careers**

(ED 923.) Fall. 3(3-0) Doctoral students in curriculum or approval of department.

Identification of generic competencies related to curriculum development. Analysis and development of student competencies. Exploration of careers in the curriculum field.

**910C. Seminar: Curriculum Issues**

(ED 924.) Spring. 3(3-0) Doctoral students in curriculum or approval of department.

In-depth exploration of the nature, history and significance of several perennial issues such as curriculum balance and curriculum control. Overview of selected current and probable future issues.

**910E. Curriculum Research Seminar**

(ED 921.) Spring. 3(3-0) EAC 810B; CEP 803.

Identification of researchable variables in the curriculum of an educational institution or program. Design of descriptive, evaluative and experimental studies within ongoing complex social systems.

**910G. Seminar: Curriculum Innovation**

(ED 925.) Summer. 3(3-0) Doctoral students in curriculum or approval of department.

Theories of and models for curriculum innovation and change. Use of models to effect change. Analysis and evaluation of past and present curriculum innovations. Characteristics and roles of change agents.

**910K. Comparative Curriculum Studies**

(ED 942.) Winter. 3(3-0) Advanced graduate students in Education.

Comparative study of global issues related to curriculum practices and designs.

**910M. Seminar in Curriculum Theory**

Winter, Summer. 3(3-0) EAC 810A, EAC 810B.

Examination of the historical, philosophical and epistemological foundations of the study of curriculum, especially comparing major positions about educational purpose and appropriate structure of learning experiences.

**948. Research in Vocational Education**

(ED 941.) Winter. 4(4-0) CEP 803, CEP 904 or approval of instructor.

Research designs appropriate for vocational education. Selection of appropriate statistics, analysis of data using computers, and interpretation of findings.

**950. Theory and Practice of Administration**

(ED 950.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.

Administrative process as exemplified in agencies such as schools, colleges, universities, government agencies, business enterprises, and voluntary organizations. Relation of administrative theory to the practice of administration and to scientific knowledge of human relations in a free society.

**951A. Community Relations**

(ED 951.) Winter, Spring, Summer. 3(3-0) Approval of department.

Communications strategies and problems for administrator of educational institutions. Problem identification and analysis are stressed.

## Descriptions - Administration and Curriculum

### of Courses

- 951B. Educational Finance**  
(ED 952.) Fall, Summer. 3(3-0) Approval of department.  
Current issues concerning financing public elementary and secondary education in the United States. Current and historical analysis of patterns of revenue and sources and expenditures.
- 951C. Education Law**  
(ED 953.) Fall, Winter, Summer. 3(3-0) Approval of department.  
Designed to discover general legal principles and examine laws and lawmaking agencies that affect educators and educational institutions and appropriate means to influence law development.
- 951D. Planning Facility Learning Environments**  
(ED 954.) Spring. 3(3-0) Approval of department.  
A multi-discipline approach to the learning environment of the individual through life-long educational experiences. Role of the educator and specialists in facilitating the educational program. Sites, building and equipment.
- 951E. Educational Personnel Administration**  
(ED 955.) Fall, Spring, Summer. 3(3-0) Approval of department.  
Recruitment, selection, orientation, training, salary and fringe benefits, welfare, morale, negotiations, etc., to assist the administrator to function more effectively with personnel.
- 951F. Planning Change in Educational Organizations**  
(ED 956.) Winter, Summer. 3(3-0) Approval of instructor.  
Analysis of research, theory and practice of the change process in educational organizations. Planned change concepts and methods are examined and tested by laboratory and field experiences.
- 951G. Using Standardized Tests for Decision Making**  
(ED 959.) Fall, Spring. 3(3-0) Approval of department.  
School administrative decision-making based on information yielded by standardized tests. Participants will also engage in private consultations with the instructor concerning system or building data.
- 951I. Professional Lectures in Educational Administration.**  
(ED 978.) Fall. 3(3-0) Graduate students in Educational Administration or approval of department.  
Lectures by faculty in Educational Administration in individual faculty research and service interests, exploration of recent research and other scholarly publications.
- 952A. Externship in Educational Administration**  
(ED 971.) Fall, Winter, Spring. 3 credits. May reenroll for a maximum of 27 credits. Present or past position as an educational administrator.  
Discussion of participants' current administrative problems and solution strategies, faculty visits to participants' schools and speakers on issues in educational administration.
- 952B. Multidisciplinary Seminar in Educational Administration**  
(ED 972.) Fall, Winter, Spring. 3 credits. May reenroll for a maximum of 18 credits of EAC 952A.  
Discussion of generic problems and issues in administration identified and interpreted through selected readings and speakers from the several behavioral sciences.
- 960. Seminar: Continuing Education in Higher Education Institutions**  
(ED 987B.) Winter. 3(3-0) May reenroll for a maximum of 6 credits. Majors or approval of department.  
Patterns, problems, and potential for continuing education in two and four year colleges. Problems of governance, reward system, leadership roles, etc.
- 970A. The Law of Higher Education**  
(ED 980.) Fall, Spring. 3(3-0) Graduate students in College and University Administration; others, approval of instructor.  
Principles and cases of law applied to problems of governance, management, and instruction in post-secondary educational institutions. Emphasis upon personnel and student administration and equity issues.
- 971A. The Department in Higher Education**  
(ED 957.) Winter. 3(3-0) Approval of instructor.  
The Department as an administrative structural element of the University. The duties and responsibilities of the chairperson as they relate to the management of the Department.
- 971B. Management Systems in Higher Education Administration**  
(ED 958.) Fall, Spring. 3(3-0) Graduate students in College and University Administration; others, approval of instructor.  
The application of National Center for Higher Education Management Systems tools to decision making in higher education administration. Resource Requirement Prediction Model 1.6, student flow and faculty activity analysis are major tools investigated.
- 971C. Evaluation of Higher Education**  
(ED 965C.) Spring. 3(3-0) Graduate students in College and University Administration, EAC 872A or approval of instructor.  
Ways in which evaluation takes place in higher education; course examinations, grading, comprehensive examinations, teacher evaluation, institutional evaluation, state surveys, and regional and national studies of higher education problems.
- 971D. Community College Administration**  
(ED 979.) Winter. 3(3-0) Graduate students in College and University Administration. Others, approval of instructor.  
Functional areas of community college administration with emphasis upon instruction, finance and student services including the importance of local, state and federal influences.
- 973A. College Student Affairs Administration I**  
(ED 973.) Fall. 3(3-0) Doctoral students in Student Affairs Emphasis. Others, approval of instructor.  
Emphasis on planning, organization, financing, research, evaluation and administration for programs and services which exist principally to serve individual student needs: counseling, orientation, health, placement, financial aids, etc.
- 973B. College Student Affairs Administration II**  
(ED 974.) Winter. 3(3-0) Doctoral students in Student Affairs Emphasis. Others, approval of instructor.  
Student organizations and activities; student union; on and off-campus living environments. Emphasis on planning, organization, financing, research, evaluation and administration of these programs and services.
- 973C. College Student Affairs Administration III**  
(ED 975.) Spring. 3(3-0) Doctoral students in Student Affairs Emphasis. Others, approval of instructor.  
Analysis of student rights and responsibilities; academic freedom; regulation of student conduct; systems of governance and judicial processes; legal basis for student personnel programs and administration.
- 976A. Doctoral Internship in College and University Administration**  
(ED 991.) Fall, Winter, Spring, Summer. 3(0-9) May reenroll for a maximum of 12 credits. Doctoral students in College and University Administration, approval of instructor.  
Students intern in on- and off-campus offices and agencies as observers of and participants in the administration of programs particular to their major field of study.
- 978A. Independent Research in Higher Education Administration**  
(ED 940.) Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 6 credits. Doctoral students in College and University Administration.  
Supervised and guided in-depth readings in literature and research specific to higher education administration which lead to the development of materials such as position papers, articles for publication, and grant and dissertation proposals.
- 982. Seminars in Administration and Curriculum**  
(ED 982.) Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.  
Seminars in the various fields of emphasis.
- 983. Readings and Independent Study in Administration and Curriculum**  
(ED 983.) Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.  
Study on an individual or group basis in the various fields of emphasis.
- 984. Laboratory and Field Experience in Administration and Curriculum**  
(ED 984.) Fall, Winter, Spring, Summer. Variable credit. Approval of department.  
Supervised advanced graduate practicums, observation, internships, and externships in the various areas of emphasis.
- 999. Doctoral Dissertation Research**  
(ED 999.) Fall, Winter, Spring, Summer. Variable credit. Approval of department.