
688 (1-4) Internship III

Supervised practical integrative experience.

Admission by application only.

Pre: Permission from instructor

694 (2) Alternate Plan Paper

699 (3) Thesis

For students desiring to consult experimental applied research in their graduate specialization's career.

Pre: Consent

CREATIVE WRITING MFA

College of Arts & Humanities

English Department

230 Armstrong Hall • 507-389-2117

See **ENGLISH**

CURRICULUM AND INSTRUCTION MS

CURRICULUM AND INSTRUCTION SP

TEACHING MAT

College of Education

Curriculum and Instruction Department

328 Armstrong Hall • 507-389-1516

Chair: Peggy Ballard, Ph.D.

Graduate Coordinator: Peggy Ballard, Ph.D.

Ronald Browne, Ph.D., Andrew Johnson, Ph.D.,
Marla Mastin, Ed.D., Karl Matz, Ed.D., Sandra
Mullins, Ed.D., Scott Page, Ph.D., Maureen Prenn,
Ph.D.

Curriculum and Instruction serves teachers, other professional educators and all persons concerned with quality education. Curriculum and Instruction graduate courses, seminars and in-service programs deal with the teaching-learning process-pre-kindergarten through high school. Graduate students can pursue advanced curriculum study, examining how curriculum is shaped, delivered, evaluated and changed to meet the needs of students and communities. Program emphasis is placed on helping graduate students strengthen and broaden the knowledge, skills and dispositions previously gained, helping them function even more effectively as educators.

The graduate offerings in the Curriculum and Instruction Department include the Master of Science Degree, Master of Arts in Teaching Degree, Specialist Degree and several non-degree programs, including licensure endorsements for Developmental and Remedial Reading and for Middle School.

Admission. In addition to meeting the general admission requirements of the College of Graduate Studies, requirements for specific degree programs and for licensure endorsements are described in the sections which follow. Detailed admission information is covered under each degree program below.

Financial Assistance. A limited number of graduate assistantships within the Curriculum and Instruction Department are available for full-time students. Contact the department for more detail.

CURRICULUM AND INSTRUCTION MS

(Thesis Plan - 30 cr)

(Alternate Plan Paper - 34 cr)

The Master of Science in Curriculum and Instruction emphasizes curriculum planning and improvement of teaching skills. The program is available to all teachers who wish to broaden their base of knowledge, enhance their classroom performance and better serve the needs of their students. Students choose to specialize in a particular focal area. Either the thesis or alternate plan may be followed.

For admission, applicants for the Master of Science program must have a valid Minnesota teaching license. They must have earned a bachelor's degree from an accredited college or university, and have a minimum grade point average of 2.75 for the last two undergraduate years or a score of 500 on the verbal, quantitative or analytical portions of the aptitude portion of the Graduate Record Examination. The Miller's Analogies Test may be taken in place of the Graduate Record Examination. They must also submit letters of recommendation to the department. Contact the department for further information.

Required Tools of Research Core, All Options (9 cr)

EDFN	600	Intro. to Educational Research (3)
CI	604	Teacher as Researcher: Classroom Inquiry (3)
CI	610	Preparing the APP (3) OR CI 699 Thesis (3-6)

Required C & I Courses, All Options (5 cr)

CI	603	Introduction to Graduate Studies (1)
CI	607	Introduction To Curriculum: Theory and Leadership (3)

Required 5/600 level Focal Courses in Education (Varies with each option, 9-15 cr)

5/600 level Elective Courses within the College of Education which will provide focus in a particular area of study (e.g., Early Childhood Education, Reading, Middle School, Secondary School, Elementary School, Environmental Education, Talent Development, Technology Education).

Focal Areas of Study (9-15 credits)

The courses listed under each area are meant to be suggestions only. The particular courses are to be selected in consultation with an advisor. They may be selected from Curriculum and Instruction, Educational Foundations, Library Media education, Special Education, Counseling and Student Personnel, Educational Leadership, and Experiential Education.

Early Childhood

- CI 565 PreKindergarten Curriculum and Methods (2)
- CI 595 Internship: Early Childhood Family Education (2-4)
- CI 608 Teacher-Parent Relationships (3)
- CI 609 Education of Infants and Toddlers (3)
- CI 612 Language and Literacy Development (2)
- CI 614 Cognitive Development in Early Childhood Education (2)
- CI 640 Seminar: Early Childhood Education (2)
- CI 685 New Directions in Kindergarten (2)
- SPED 520 Education of Young Children with Exceptional Needs (3)

Reading

- CI 520 Reading Difficulties (3)
- CI 522 Reading and Writing in the Secondary School (2)
- OR
- CI 528 Teaching Reading and Writing in the Content Areas (3)
- CI 612 Language and Literacy Development (2)
- CI 619 Identifying and Helping Struggling Readers (4)
- CI 626 Trends in Literacy (3)
- CI 628 Writing for Teachers (2)
- CI 629 Administration of Reading Programs (2)
- SPED 645 Clinical Procedures with Children (2)

Elementary School

- CI 617 Elementary School Curriculum (3)
- OR
- CI 631 Seminar: Elementary Curriculum (2)
- CI 620 Trends in Social Studies (3)
- CI 622 Trends in School Math (3)
- CI 624 Trends in School Science (3)
- CI 626 Trends in Literacy (3)
- CI 628 Writing to Teachers (2)
- CI 520 Reading Difficulties (3)
- CI 528 Teaching Reading and Writing

- in the Content Areas (3)
- CI 601 Experimentation and Innovation in the Elementary Classroom (2)
- CI 602 Improvement of Instruction (1-4)
- CI 608 Teacher-Parent Relationships (3)
- SPED 518 Education of Students with Learning Disabilities (2)
- LME 512 Materials for Children (2-3)
- OR
- LME 612 Advanced Materials for Children (2)
- EDFN 579 Grant Writing and Program Funding (3)

Middle School

- CI 611 The Middle School (3)
- CI 528 Teaching Reading and Writing in the Content Areas (3)
- CI 666 Interdisciplinary Curriculum (3)
- SPED 518 Education of Students with Learning Disabilities (2)
- CI 602 Improvement of Instruction (1-4)
- CI 520 Reading Difficulties (3)
- CI 644 Trends in Environmental Education (3)
- OR
- CI 645 Seminar: Environmental Education (2)
- EDFN 579 Grant Writing and Program Funding (3)

Secondary School

- CI 602 Improvement of Instruction (1-4)
- CI 522 Reading and Writing in the Secondary School (2)
- OR
- CI 528 Teaching Reading and Writing in the Content Areas (3)
- CI 520 Reading Difficulties (3)
- CI 654 Secondary School Curriculum (3)
- SPED 518 Education of Students with Learning Disabilities (2)
- EDFN 579 Grant Writing and Program Funding (3)

Environmental Education

- CI 644 Trends in Environmental Education (3)
- CI 645 Seminar: Environmental Education (2)
- CI 646 Readings in Environmental Education (1-2)

CI	647	Environmental Education Program (1-3)
CI	648	Curricular Materials in Energy Education (1-3)
EDFN	579	Grant Writing and Program Funding (3)

Talent Development

SPED	515	Introduction to Talent Development (3)
EDFN	625	Creativity and Intelligence (3)
CI	638	Curriculum and Instruction for Talent Development I (3)
CI	641	Curriculum and Instruction for Talent Development II (3)
CI	639	Seminar in Talent Development (3)

Related Area Electives (Area varies with each option, 6 cr)

Choose 6 elective credits in a related academic area (outside of the College of Education), chosen in consultation with an advisor.

To satisfy degree requirements, students following either plan must successfully complete a written comprehensive examination. Students completing the thesis plan must also defend their thesis orally. A minimum of 50 percent of all coursework must be taken at the 600 level.

5-12 Licensure

Community Arts and Literature, Family Consumer Science, Health Science, Mathematics, Science (Life Science, Chemistry, Earth and Space Science, Physics), Social Studies.

K-12 Licensure

Dance and Theater Arts, English as a Second Language, Vocal Music and Instrumental Music, Physical Education, Visual Arts, World Languages and Cultures (Spanish and French), Developmental Adapted Physical Education.

TALENT DEVELOPMENT AND GIFTED EDUCATION MS

(36 credits)

This graduate program is designed to prepare teachers and leadership personnel in various aspects of gifted education and talent development for children and youth. It is designed for educators at all levels and in all subject areas who seek to broaden their base of knowledge in order to learn strategies to help students reach their fullest potential as well as those who specialize in working with intellectually and creatively gifted populations. This program is based upon the belief that the development of various talents and potentials is essential for all children, while meeting the needs of children with extraordinary talent or potential is imperative for quality

school programming. As a foundation, it addresses the concern for moral and ethical development of these children. The notion that persons who work with children should be committed to developing their own creative potentials is emphasized in coursework and practice in this program. Therefore, this program is intended for persons who are interested in developing their own personal selves as well as learning about the content and pedagogy that constitute gifted education and talent development.

Special Note

Students interested in this area who already have a master's degree might wish to consider the Educational Specialist degree in Curriculum and Instruction and integrate Talent Development and Gifted Education as their major area of focus. In doing so, they can take the core course in this program and develop their plans of study according to the C & I program guidelines.

A Certificate in Talent Development and Gifted Education is available.

Please see TALENT DEVELOPMENT AND GIFTED EDUCATION for more information.

MASTER OF ARTS IN TEACHING (SECONDARY) MAT

(Thesis Plan - 34 cr)

(Alternate Plan Paper - 36 cr)

The MAT degree is designed for students who are seeking initial teaching licensure. Licensure areas approved by the Board of Teaching include:

Art, Earth Science, English, English:TESL, Family Consumer Science, French, General Science, German, Life Science, Mathematics, Music, Physical Education, Social Studies, Spanish, Speech/Theatre, Theatre Arts, School Health, Speech, and Physics.

Admission Requirements. Applicants must satisfy the following requirements:

1. They must have completed an undergraduate subject-matter major or at least 30 credits or its equivalent in an area acceptable for teacher licensure in Minnesota.
2. They must have earned an overall average of "B" or better in their undergraduate programs or have attained the minimum required scores on the Graduate Record Examination (contact department for specific requirements).
3. Students must take the Pre-Professional Skills Test prior to approval of the Plan of Study (State Statute 8700.0210). This test assesses reading, writing and mathematics. Prior to being recommended for teacher licensure, students must have passed all three portions of the examination.

Required Tools of Research Core (3 cr)

EDFN	600	Introduction to Educational Research (3)
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Required Professional Education (CI and EDFN) Electives (23-25 cr)

EDFN	610	Philosophy of Education in Historical Context (3)
EDFN	621	Development & Learning: Middle Childhood/Adolescence (3)
EDFN	640	Assessment & Evaluation of Learning (3)
CI	547	Teaching in the Secondary School (3)
CI	611	The Middle School (3)
CI	660	Practicum in Teaching (4)
CI	662	Practicum in Teaching (4) Electives (Alternate Plan) (2)

Required 5/600 level Elective Courses in Teaching Field or in content area (8 cr)

Choose 500/600 level Elective Courses in Teaching Field or Content Area outside of the College of Education. These courses should be selected carefully with the graduate advisor in the department. These courses should be used to make up and deficiencies in the teaching major. In some cases it may be necessary to exceed the minimum of 8 credits in the Teaching Field.

Required Thesis or Alternate Plan Paper (2-3 cr)

Choose one of the following:

CI	699	Thesis (3)
CI	610	Preparing the Alternate Plan Paper (3)

In addition, Minnesota teacher licensure requires that each student take the following courses or their equivalents.

Health	101	Healthful Living (3)
EDFN	550	Human Relations and Cultural Diversity (4)
LME	402	Media Utilization for Secondary Education (2)
ED	507	Special Student in Regular Classroom (2)

Students will not be recommended for licensure until all requirements of this degree are fulfilled. This includes the completion of the research requirements. Students must also meet a clinical experience requirement in the K-12 schools prior to C&I 547 Practicum in Teaching.

CURRICULUM AND INSTRUCTION, SP
(30 credits)**Required Research Core (6 cr)**

EDFN	601	Quantitative Research in Education (3)
	OR	
EDFN	602	Qualitative Research in Education (3)
EDFN	579	Grant Writing (3)

Required C & I Courses (8 cr)

Choose 8 credits of 500/600 level CI Courses chosen in consultation with an advisor

Required Practicum Course (3 cr)

CI 660 Practicum (1-6)

Related Area Electives (8 cr)

8 elective credits in a related academic area, chosen in consultation with an advisor

Electives (5 cr)

Choose any 500/600 level elective courses chosen in consultation with an advisor.

Licensure Endorsements

Students may earn endorsements in Developmental and Remedial Reading, Middle School, and Parent Education by meeting licensure requirements. Students may use this coursework as part of a program in consultation with an advisor or they may elect to work toward the endorsement independently from a program.

Elementary Remedial Reading

Reading Teachers holding an elementary school teaching license based on a bachelor's degree and who have had at least two years of successful elementary school teaching experience may qualify for state licensure in remedial reading by completing the following courses: CI 332/333 (3), 420 (3), or 520 (3), 619 (4), and SPED 645 (2)

Secondary Remedial Reading

Teachers holding an elementary or secondary school teaching licensure based on a bachelor's degree and who have had at least two years of successful teaching experience may qualify for state licensure for teaching remedial reading in secondary school by completing the following courses: CI 332/333 (3), 422 (2) or 522 (2) or 428 (3) or 528 (3), 420 (3) or 520 (3), 619 (4), and SPED 645 (2).

Secondary Developmental Reading

Teachers holding an elementary or secondary school teaching license based on a bachelor's degree and who have had at least two years of successful teaching experience may qualify for state licensure for teaching developmental reading in secondary school by completing the following courses: CI 332/333 (3), 422 (2) or 522 (2) or 428 (3) or 528 (3), 420 (3) or 520 (3), and ENG 653 (2) or ENG 564 (3).

Middle School

Teachers holding an elementary or secondary school teaching license based on a bachelor's degree may seek an endorsement to teach in the middle school.

Those currently holding the elementary license are required to complete the following courses: CI 611 (3), CI 666 (3), SPED 518 (2), CI 660 (3), and 9 semester credits of coursework in mathematics, science, social studies, English, modern language, or developmental reading.

Those currently holding the secondary licensure are required to complete the following courses: CI 611 (3), CI 666 (3), CI 332/333 (3), CI 522 (2) or 528 (3), CI

520 (3), SPED 518 (2), CI 660 (3) in addition to having a major in the licensure subject area.

COURSE DESCRIPTIONS

501 (2) Teaching the Culturally Different

Adaptation of curriculum, classroom organization and teaching practices.

502 (3) Introduction to Teaching the LEP Student

For teachers of students whose dominant language is other than English.

504 (2) Curriculum Applications of Technology in Education

To prepare pre-service and in-service teachers to use technology in the elementary classroom. Applications to each content area will be considered.

514 (2-4) Diagnosis and Corrective Instruction in Elementary Mathematics

Diagnostic teaching, evaluating deficiencies, skill analysis, use of case studies and tools of diagnosis.
Pre: CI 324

518 (2) Elementary School Science Activities

Identification of appropriate science equipment, process skills, concepts and instructional attitudes for science in the elementary school.
Pre: CI 322

520 (3) Reading Difficulties

Foundation level of knowledge concerning the characteristics, causes, diagnosis and treatment of reading difficulties.
Pre: CI 332 or 334

522 (2) Reading and Writing in the Secondary School

Concepts, objectives, procedures and reading in subject matter field.
Pre: EDFN 333

528 (3) Teaching Reading and Writing in the Content Area

Presents strategies for teaching and reading knowledge, attitudes and skills in the various teaching content areas.
Pre: EDFN 333

547 (3) Teaching in the Secondary School

Analysis of teaching/learning strategies used in today's secondary schools. Allows students to develop an awareness of working conditions.
Pre: Admission to Professional Education

564 (1) Early Childhood Final Project

Professional portfolio, self video, career options.

565 (2) PreKindergarten Curriculum and Methods

Planning the curriculum for teaching pre-kindergarten children.

583 (2) Supervision of Student Teachers

To assist K-12 classroom teachers in developing their skills for supervising pre-service and student teachers.

586 (1-3) Topics in Environmental Education

How to develop energy activated for educational purposes.

590 (1-3) Workshop

The workshop format provides teachers and others opportunity to study a specific topic in a shortened, hands-on course. May be repeated.

591 (2) In Service

Special courses designed to meet changing educational trends.

595 (2-4) Internship: Early Child Family Education

Principals and practices in Early Childhood/Family Education and programs. On-site experiences are required.
Pre: FCS 483, 488; CI 435

601 (2) Experimentation and Innovation in the Elementary Classroom

Examination of innovative instructional procedures for implementation, evaluation tools and techniques in K-8 settings.

602 (1-4) Improvement of Instruction

Planning, teaching, skills, instructional procedures, and evaluation with emphasis on classroom implementation.

603 (1) Introduction to Graduate Studies

Administrative processes. Skills of the Graduate Student. Resources: Professional journals and their use. Introduction to library and research skills, tools and technology, electronic advising, writing at the graduate level.

604 (3) Teacher as Researcher: Classroom Inquiry

Teachers use observations and informal data to learn more about their own classrooms. Designed to provide learning experiences in using research techniques and procedures in actual field research.

605 (1-2) Discipline and Classroom Management

An in-depth examination of concepts and practices.

606 (1-4) Selected Topics

Selected topics explored for elementary or secondary teaching. May be repeated.

607 (3) Introduction to Curriculum: Theory and Leadership

An examination of the role of leader, theories of leadership and their applications in school improvement.

608 (3) Teacher-Parent Relationships

Emphasis on parent-teacher-child relationships for effective learning of children through the elementary grades. Includes Early Childhood Family Education.

609 (3) Education of Infants and Toddlers

Developmentally appropriate materials and methods for use with infants and toddlers in the home, in HEAD START, in family daycare and in center based day care.

610 (3) Preparing for the Alternate Plan Paper

Designed to provide learning experiences in utilizing techniques and procedures in actual field research situations.

Pre: EDFN 602 and CI 604

611 (3) The Middle School

Objectives, type of program, instructional resources, facilities, evaluation and perspectives.

Pre: EDFN 333

612 (2) Language and Literacy Development

Relationship between speaking, listening, reading and writing; role and techniques of assessment; language development in literacy and writing; effective literary programs.

614 (2) Cognitive Development in Early Childhood

Examination of family development and systems, development of children, environmental needs, problem-solving and critical thinking.

615 (2) Organize and Direct In-Service Reading Program

To identify special areas of staff needs in literacy: theory and research, cooperation, implementing change.

Pre: CI 4/520

616-01 (2) Multi-Ethnic Curriculum Materials and Resources

Provides teachers with information needed to develop curriculum and instruction materials, locate resources and enhance awareness of the multi ethnic heritage of this nation.

617 (3) Elementary School Curriculum

Historical foundations; influencing factors, issues, analysis of materials, projects in construction.

618 (2) Preparation of Supplementary Reading Materials

Relates basic reading instruction theory to materials used in the classroom and provides guidance in identifying and preparing needed supplementary materials.

619 (4) Identifying and Helping Struggling Readers

Selection and use of materials and methods; practical application of techniques.

620 (3) Trends in Social Studies

Recent research and current developments with an interdisciplinary nature to include history, geography, social studies and humanities in K-12.

621 (3) Trends in Early Childhood

From historical background to contemporary issues, the broad spectrum of Early Childhood Education is

explored including licensure options and requirements.

622 (3) Trends in School Math

Recent research and current developments. Contemporary trends and teaching strategies in K-12.

624 (3) Trends in School Science

Recent research and current developments of learned societies in teaching practices and techniques in K-12.

626 (3) Trends in Reading

Emphasizes recent research, issues, teaching methods, and new materials in developmental reading and K-12 levels.

628 (2) Writing for Teachers

Readings of current issues and trends in methodologies, linguistics, grammar, composition and applications in K-12 settings.

629 (2) Administration of Reading Programs

A study of the role of the reading supervisor in planning, implementing and evaluating the total reading program.

631 (2) Seminar: Elementary Curriculum

Critical study of problems and research related to elementary school curriculum.

632 (2) Elementary School Supervision

Theory of supervision; models, techniques, in-service, role of cooperating teaching; supervision components. Designed for supervision of student teachers and beginning teachers.

635 (3) Curriculum Appraisal

An investigation and application of techniques for curriculum analysis and assessments.

636 (1-6) Clinical Experience in Curriculum Development

Supervised practical experiences in curricular design and development. Admission by application only.

638 (3) Curriculum and Instruction for Talent Development I

This course will focus on high-end learning strategies from which all students can benefit.

639 (3) Seminar in Talent Development

Examines the latest research related to talent development and gifted education, critically examines and interprets research, and refines students' abilities to use research to write scholarly articles.

640-01 (2) Seminar: Early Childhood Education

Contemporary issues in early childhood education. May be repeated for a maximum of four semester hours of credit.

641 (3) Curriculum and Instruction for Talent Development II

Advanced focus on development of differentiated curricular and instructional strategies to promote optimal individual students growth and talent development.

642 (2) Organization and Administration of Early Childhood Programs

Develops basic principles of organizing and administering early childhood programs.

644 (3) Trends in Environmental Education

The nature and problems of teaching environmental education in the schools.

645 (2) Seminar: Environmental Education

Examines current research, teaching strategies, and outstanding local, state, and national programs in outdoor and environmental education.

646 (1-2) Readings in Environmental Education

Investigation of environmental issues and problems through existing literature.

647 (1-3) Environmental Education Program

Research, compare, contrast environmental education programs.

648 (1-3) Curricular Materials in Energy Education

Examines state and national energy education programs and materials with an opportunity to develop materials for classroom use.

650 (1-4) Curriculum Materials Microcomputers

To refresh and update skills and knowledge related to computer use in the elementary classroom.

651 (2) Trends in Secondary Science

Emphasizes recent trends, research and new curriculum projects and materials in secondary school science.

654 (3) Secondary School Curriculum

A look at evolving nature of the secondary school curriculum and the factors influencing development.

656 (1-2) Seminar: Secondary School Curriculum

Critical study of problems and research related to the secondary school curriculum.

658 (2) Pre-Practicum Clinical Experience I

Each student will learn about teaching and learning in a different educational setting, e.g., charter school, four period day, Middle School.

659 (2) Pre-Practicum Clinical Experiences II

Students will experience teaching and learning in a different educational setting, e.g., culturally diverse locations, options based curriculum.

660 (1-6) Practicum

Special teaching projects of an experiential and creative nature in the students' field of preparation.

661 (2-4) Practicum

Special teaching projects of an experimental or creative nature in the students' field of preparation.

662 (1-6) Practicum

Special teaching projects of an experimental or

creative nature in the students' field of preparation.

663 (3) Curriculum Development

Various theories for organizing curriculum are investigated and experiences are provided in designing an articulate program.

664 (2) Curriculum Development in Environmental Education

Curriculum concept; goals for environmental education; selecting objectives, content, concepts, evaluation.

665 (2) Curriculum Leadership

An examination of the role of the leader, theories of leadership and their applications in school improvement.

666 (3) Interdisciplinary Curriculum

Development of a rationale for and a survey of the opportunities to develop cross-disciplinary curricular and learning experience.

670 (2) Advanced Seminar in Elementary Education

May be repeated for a maximum of six semester credits. To provide opportunity to study, analyze and synthesize research findings.

675 (2-4) Advanced Practicum in Elementary Education

Special projects of an experimental or innovative nature in elementary instruction, curriculum development of supervision.

676 (2) Strategies for Individualized Instruction

Examine theory and designs for developing implementing and evaluating various individualized instructional strategies.

677 (1-4) Individual Study

Opportunity for individual study on curriculum or instruction topics under direction of graduate faculty.

685 (2) New Directions in Kindergarten

Current research, instructional techniques and materials regarding kindergarten curriculum in language arts, reading, science, mathematics, social studies, psychomotor and creative arts.

Pre: CI 370

686 (1-4) Curriculum Design

Supervised practical experiences in curriculum design and development. Permission required.

Pre: consent

690 (1-3) Workshop

Graduate workshops covering a wide range of content.

691 (1-4) In Service**694 (1-2) Alternate Plan Paper**

For students completing a Master's degree with the alternate plan paper option.

699 (6) Thesis

For students completing the Masters or Specialist degree using the thesis option.

ECONOMICS

*College of Social & Behavioral Sciences
Economics Department*

150 Morris Hall • (507) 389-2969

Chair: Ved Sharma, Ph.D.

Mohamed Askalani, Ph.D., Ashok Chowdhury, Ph.D., Steven Hickerson, Ph.D., Donald Renner, Ph.D., Richard Schiming, Ph.D., Robert Simonson, Ph.D., Arlen Skorr, Ph.D., Gerald Smith, Ph.D., Arnold Wells, Ph.D.

Admissions to the MA program in Economics are currently suspended. Students may use economics courses as electives in other programs or as part of a Multidisciplinary Studies program.

COURSE DESCRIPTIONS

503 (3) Labor Problems

Employment, wages, and economic security. The structure and impact of labor organizations and labor legislation.

Pre: ECON 201 and 202

504 (3) Economics of Human Resources

Quantitative and qualitative aspects of human resources; human capital; changing population structure; economic decisions within the household; intergenerational transfers; earnings differentials by race and gender; pensions and social security; public policy towards human resources.

Pre: ECON 201,202

505 (3) Monetary Analysis

A detailed examination of the Federal Reserve System and monetary policy. The topics will include a history of the Federal Reserve and its monetary tools and strategies: Monetarism, the demand for money, the money supply process, and the impact of financial deregulation on federal policy.

Pre: ECON 305

506 (3) Collective Bargaining

Emphasis on philosophy, structure, process of negotiation, grievances, arbitration, important developments and trends, and economic impact of collective bargaining.

Pre: ECON 201 and 202

508 (3) Government Regulation of Labor Relations

A historical review of the past public policy concerning labor organizations, an analysis of the economic causes and effects of the negotiations of

labor, current economic problems in labor legislation, and the role of federal and state governments in the industrial relations.

Pre: ECON 201 and 202

510 (3) Quantitative Analysis in Economics

This course will introduce the student to the use of mathematics in economic analysis. Topics include equilibrium analysis, metric algebra and linear models, comparative statistics and derivatives, optimization, dynamics and integration, and first-order differential equations.

Pre: ECON 355, 356, 207, and MATH 112

511 (3) Urban Economics

Economics forces which account for the development of cities and application of principles to some of the major problems of the modern urban community.

Pre: ECON 201 and 202

512 (3) Resource and Environmental Economics

Concepts and techniques for evaluating the alternative uses, management and development of natural resources.

Pre: ECON 201 and 202

520 (3) International Economics

The economic rationale for interregional trade: emphasis on current problems.

Pre: ECON 201 and 202

525 (3) Social Control of Economic Activity

Considers the role of government in the implementation of social values such as freedom, equality, efficiency and justice in those areas where markets are imperfect or fail. Theoretical, historical and philosophical treatment of these issues as manifested in the development of the antitrust laws and economic and social regulation.

Pre: ECON 201 and 202

529 (3) Economic Education

Fundamental ideas and structure of economics with emphasis on the application of such ideas in the K-12 school curriculum.

540 (3) Public Finance

Public expenditures, taxes and other revenues, debts and financial administration at federal, state, and local levels.

Pre: ECON 201 and 202

545 (3) Survey of Economic Ideas

A survey and analysis of the development of economic ideas treated in historical perspective.

Pre: ECON 201 and 202

546 (3) American Economic Development

An examination of major trends and events of U.S. history from colonial times to the present, using tools of economic analysis. Major topics include role of transportation, economic impact of the Civil War, role of government in the economy, trends in money and