


1996

Graduate Bulletin, 1996-1998 (1996)

Moorhead State University

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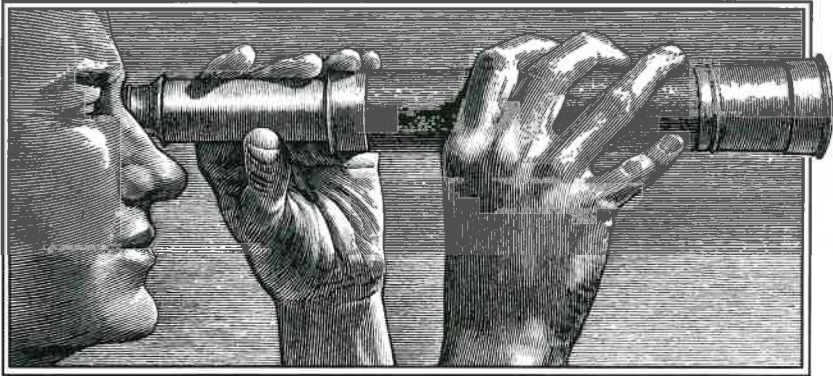
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**MOORHEAD
STATE UNIVERSITY**

Iris

1996-98 Graduate Bulletin



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The university calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes, interruption of utility services, acts of God, civil disorder and war. In the event of any such occurrences, the university will attempt to accommodate its students. It does not, however, guarantee that courses of instruction, extracurricular activities or other university programs or events will be completed or rescheduled. Refunds will be made to eligible students in accordance with MNSCU policy.

Graduate Calendar

1996-97

| | Fall Semester 1996 | Spring Semester 1997 | Summer Sessions* | |
|---|-----------------------|-------------------------|------------------|--------|
| | | | 1SS | 2SS |
| Registration and Payment of Fees | August 22-23 | January 7 | June 2 | July 7 |
| Classes Begin | August 26 | January 8 | June 2 | July 7 |
| Last Day to order academic garb from Bookstore | November 8 | March 14 | | |
| Dates of Written Comprehensive Examinations for degree in term | November 6-7 | March 26-27 | | |
| Last day to apply for Oral Examination for degree in term | November 12 | April 3 | | |
| Last day for Oral Examination | November 26 | April 17 | | |
| Last day to submit Thesis/Project to Office of Dean of Academic Services in Library for degree in term | December 12 | May 1 | | |
| Last day to submit Form 4 to Office of Dean of Academic Services | December 12 | May 1 | | |
| Last day to deliver academic garb to Office of Dean of Academic Services | December 13 | May 2 | | |
| Commencement | December 20 | May 9 | | |

*Dates subject to change.

1997-98

| | Fall Semester 1997 | Spring Semester 1998 | Summer Sessions* | |
|---|-----------------------|-------------------------|------------------|--------|
| | | | 1SS | 2SS |
| Registration and Payment of Fees | August 21-22 | January 6 | June 1 | July 6 |
| Classes Begin | August 25 | January 7 | June 1 | July 6 |
| Last Day to order academic garb from Bookstore | October 24 | March 13 | | |
| Dates of Written Comprehensive Examinations for degree in term | November 5-6 | March 25-26 | | |
| Last day to apply for Oral Examination for degree in term | November 11 | April 2 | | |
| Last day for Oral Examination | November 25 | April 16 | | |
| Last day to submit Thesis/Project to Office of Dean of Academic Services in Library for degree in term | December 11 | April 30 | | |
| Last day to submit Form 4 to Office of Dean of Academic Services | December 11 | April 30 | | |
| Last day to deliver academic garb to Office of Dean of Academic Services | December 12 | May 1 | | |
| Commencement | December 19 | May 8 | | |

*Dates subject to change.

NOTE: Form 4, Recommendation for Graduate Degree, serves as the application for graduation. The Form 4, final instructions checklist, and evaluation form are part of a packet given to the student when Form 3, Request for Announcement of Oral Examination, is submitted. The Form 4, with all signatures, must be submitted to the Graduate Administrative Office at least one week prior to Commencement for the student's transcript to show degree completion in term. All **I** (incomplete), **X** (continuing research), and **IP** (in progress) grades need to be cleared by appropriate faculty members with change of grade slips submitted to the Registrar's Office by the deadline for degree in term.

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MOORHEAD STATE UNIVERSITY



Congratulations on your decision to continue your education and personal and intellectual development. The world is changing and it is imperative we pursue life long learning. I am pleased that you are considering one of Moorhead State University's fine graduate programs or courses.

You can choose from an excellent variety of quality programs and courses. Each of these programs has been designed to help serious learners prepare themselves for advancements in their careers or cope effectively with career changes. There are even programs that can assist you in exploring ideas, issues and values.

We at Moorhead State University are proud of these graduate programs because they are taught by qualified scholars and researchers, they have strong academic foundations rooted in the Liberal Arts and they incorporate forward looking technological and professional concepts to meet the needs and challenges of the 21st century. We are also proud of the students who have gone through these outstanding programs and courses and have become successful in their careers and lives. The University has made a commitment for excellence and its graduate programs reflect the following institutional strategic planning goals:

1. **Quality**—Develop quality improvement initiatives, integrating programs of assessment and accountability for all students, faculty, staff and administrators;
2. **Transitions**—Actively orient students into the university community and assist students with the transition to college;
3. **Careers**—Develop career sensitive education, taking into account diversity, the global marketplace, and opportunities for collaboration;
4. **Technology**—Incorporate new technologies in an effort to use the most effective means of communication to deliver Moorhead State University's educational programs;
5. **Community**—Build a comprehensive community.

On behalf of the faculty, staff and students, I invite you to join us by enrolling in one of the graduate programs or courses described in this catalog. I invite you to become part of our community of life long learners dedicated to succeeding in the next century.

A handwritten signature in black ink that reads "Roland E. Barden". The signature is written in a cursive style.

Roland Barden
President

General Information

The University

Moorhead State University, with an enrollment of more than 6,500 full- and part-time students, offers more than 90 programs and majors which lead to baccalaureate, master's or specialist's degrees or certification, as well as 18 areas of pre-professional studies. As a part of the higher education system established by the State of Minnesota, the university provides the advantages of quality education at the lower costs made possible by the support of Minnesota's citizens.

History

Established in 1885 as a Normal School, the University began on six acres donated by State Senator Solomon G. Comstock. The first ten students graduated from its two-year curriculum in 1890. Major changes occurred in 1921, when it became Moorhead State Teachers College, authorized to offer the four-year degree of Bachelor of Science in Education; in 1946, when the Bachelor of Arts was added; in 1957, when the official name became Moorhead State College; and in 1975, when the school became Moorhead State University. In 1995 Moorhead State became part of the Minnesota State College and Universities (MnSCU).

Mission

The mission of Moorhead State University is to foster excellence in teaching and learning. The University strives to provide an educational environment that supports intellectual development, that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly and be learners all their lives. The academic programs at the University are founded upon a common liberal studies experience and emphasize developing the unique talents of each person. The University provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs.

The University encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning.

The University enhances the quality of life of the region with the professional, cultural, and recreational services offered by its students, faculty and staff.

Aim

The University's graduate programs provide instruction that promotes increased depth of learning in disciplinary or interdisciplinary studies and professional education.

The Faculty

There are more than 300 members of Moorhead State University's faculty. More than 75 percent of the faculty hold the highest degree in their fields. Class sizes average 19 students to one faculty member.

Accreditation

- **North Central Association**
Moorhead State University is accredited by the North Central Association of Colleges and Secondary Schools at the master's degree-granting level and the Education Specialist in School Psychology.
- **National Council for Accreditation of Teacher Education**
Moorhead State University is accredited by the National Council for Accreditation of Teacher Education as a five-year teacher education institution offering the degrees of Bachelor of Science and the Master of Science in Education.
- **American Speech-Language-Hearing Association**
Moorhead State University's graduate program in Speech-Language Pathology in the department of Speech/Language/Hearing Sciences is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association.

The Campus

Most of the 23 major buildings on the 104-acre campus have been constructed since 1957, including a new Center for Business that opened Fall semester, 1995. Campus buildings include nine residence halls, the Library, Comstock Memorial Union, Roland Dille Center for the Arts, the Regional Science Center, nine classroom buildings, the Nemzek Hall complex, and Owens administration building.

The Community

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Moorhead State University and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities support a symphony orchestra, community opera, community theatre and several art galleries. This University regularly offers a Performing Arts Series, monthly art exhibits and a number of dramatic and musical programs.

The character of this metropolitan community of more than 150,000 is also strongly influenced by its rural traditions. Situated in the rich farming land of the Red River Valley, Fargo-Moorhead is the hub for wholesale and retail trade, communications, transportation, industry, and medical care.

Facilities and Services

Residence Halls

With nine residence halls offering a variety of living arrangements, there is a capacity for 2,200 students to live on campus. Each hall floor houses 25-40 students under the supervision and direction of two student resident assistants.

Room furnishings include draperies, desk lamps, and all necessary furniture. Students provide linen, blankets, towels, pillows, and personal or decorative items.

Each hall complex is under the supervision of a Hall Director, but social, recreational, and cultural activities are conducted by resident assistants and student government through constitutions adopted by the residents.

No campus housing is available for families.

Dining Facilities

The university offers a complete dining service in Kise Commons. Meals are available for all students living in campus residence halls. Off-campus students, faculty, visitors, and guests may use the dining facilities.

Several dining options are available, including 5, 10, 14 or 21 meals per week; any 90 meals per semester, or any 150 meals per semester. Student I.D.'s also act as a declining balance debit card. Students who live on campus automatically receive \$100 on account. Questions about the meal plans should be referred to the dining service office in Kise Commons, (218) 236-2500. Off-campus student meal contracts are available through the Business Office in Owens Hall.

Comstock Memorial Union

Comstock Union is a center of campus life. Funding for the Union is, in part, provided by the Student Union and activity fees. The Union is a service organization designed to meet student needs, as well as providing a place for informal association outside the classroom. The Union also provides meeting rooms, programming areas, TV lounges and general lounges for meeting and studying.

Services that are funded and administered by the Union are: Copies Plus, Design Center, Et Cetera Shop, Recreation and Outing Center, The Underground Non-Alcoholic Nightclub, and Main Office Area Services.

Other services located in the Union are: Bakery, Burger King, Deli, Hair Salon, Job Shop, Pizza Hut, and Union Station.

Student organizations and administrative offices housed in the Union are: The Advocate, Campus Activities Board (CAB), Career and Placement Services, Conduct Officer, Disability Support Services, Job Shop, KMSC Radio, Minority Student Affairs, New Student Orientation, Student Development Office, Student

Organization Offices, Student Organization Resource Center (SORC), Student Senate, and Volunteer Visions.

Building hours of operation are 7 am-midnight, Mon-Wed; 7 am-1am, Thurs-Fri; 9 am-1am, Sat; and 10 am-midnight, Sun. Hours are posted on holidays and over breaks. For further details about the Union or to schedule space call (218) 236-3587.

Livingston Lord Library

Livingston Lord Library has 365,000 volumes, 1,600 periodical titles and is open 94 hours a week. Facilities include: Northwest Minnesota Historical Archives Collection, a 15,000 volume Curriculum Materials Center, a 25,000 volume children's book collection, and an extensive collection of Minnesota and United States government documents. A computerized catalog provides on-line access to library resources, periodical reference files, and regional libraries. Extensive interlibrary loan agreements make the collections of libraries in Minnesota and the region readily available to students and faculty.

Computer Labs

Computers are available for student use in several locations on the campus.

Computer Center

The Computer Center labs are located in LI 202, 203, 204, and 205 on the second floor of the Livingston Lord Library. This complex contains PC/Novel and Macintosh microcomputer local area networks (LAN's), as well as a mainframe terminal lab. [Gateway 486/66's with Windows 95, Macintosh 7100/80AV PowerPC's, Macintosh Quadra's and LC III's, Internet/e-mail terminals.]

Center for Business

The Center for Business classroom building is a recent addition to the MSU campus. Currently, the Center for Business houses an open lab in CB 209 and classroom labs in CB 200 and 212. [486/66 PC's with Windows 95, Pentium PC's with Windows 95.]

Hagen Hall

The Hagen Hall labs in HA 307, 310 and 312 are primarily used as Physics classroom labs. When no class is scheduled, the computers are available for general use with priority going to Physics students. [Windows 3.1 and Windows 95, Macintosh PowerPC's.]

Frick Hall

The Frick Hall labs are located in FR 250 and 255. These labs are frequently scheduled for classes, but are open for general use when not in use as classrooms. [Macintosh 7100/80AV PowerPC's, Macintosh Classics.]

Lommen Hall

The Lommen 101 lab is an AppleTalk network consisting of 25 Macintosh computers connected to a laser printer.

Bridges Hall

The Computer Science and Information Systems labs are located in BR 161, 63, and 166. These labs are primarily used as classrooms, but are open for general use when classes are not scheduled. [DEC 486/33's with Windows 95, Internet/e-mail terminals, and Sun workstations.] The Social Sciences lab is located in BR 165. This lab is primarily a classroom but is open for general use when no classes are scheduled. [Pentiums with Windows 95.]

MacLean Hall

The MacLean 343 lab computers have MathCAD and are used primarily as a Math classroom lab. When no class is scheduled, the computers are available for general use with priority going to Math students. [Pentiums with Windows 95.]

University Bookstore

The University Bookstore in MacLean Hall stocks required textbooks for classes, general trade books and study aids, MSU clothing and gifts, office and school supplies, art supplies, greeting cards and posters. The MSU Computer Store (in the Bookstore) sells hardware and software, and provides technical support and repair for computer customers. The adjacent Dragon Stop convenience store offers lunch and snack foods and beverages along with newspapers and magazines, postage stamps, and various personal items.

Roland Dille Center for the Arts

The Departments of Art, Music, and Speech-Theatre occupy this building. It includes a 900-seat auditorium, a seven-story stage area, an 80-foot gallery, a 316-seat thrust stage theatre, music recital hall, band rehearsal room, electronic music studio, record listening room, 32 individual music practice rooms, two scene shops, drama rehearsal room, dressing rooms, costume shop, classrooms, offices and studios for painting, drawing, design, glass blowing, ceramics, sculpture, graphics, crafts, and heat processing. The Center is the scene of year-round cultural activity, including the Performing Arts Series, musical performances and recitals, photographic and art exhibits, the Moorhead State University Theatre, the Straw Hat Players summer theatre company, and the Opera Workshop.

Alcohol/Drug Awareness Program

Moorhead State University discourages the use of alcoholic beverages or other drugs. However, MSU respects the rights of those of legal age to consume alcohol off campus.

The use or possession of alcoholic beverages or illegal drugs on the university campus, in the residence halls, or at university-sponsored events on campus is prohibited by Minnesota State Law. Students selling alcohol or illegal drugs on campus will be subject to disciplinary action as set forth in the Student Handbook

section "Disciplinary Procedures." Drug and alcohol violators may be referred to the Conduct Officer.

To assure that state programs and service objectives are met (within the framework of the MSU policy statement governing alcohol use), the university has designated a Chemical Health Educator. Under the guidance and support of a faculty/student advisory board, this individual coordinates campus-wide services dealing with alcohol and other substance use/abuse. Contact the Coordinator of Health Promotions at Hendrix Health Center (218) 236-2211.

Counseling and Personal Growth Center

The Counseling and Personal Growth Center provides a setting where students may discuss personal or academic concerns. The Counseling Center staff assists students with their development in such areas as career and educational planning, personal and social adjustment, and study skills improvement. Counseling Center services include individual counseling, life skills classes, career and personality testing, free peer tutoring, conflict negotiation services, study skills programs, special programs for returning adult students, and a career library containing current career and educational information and related computer software.

Disability Services

Moorhead State University has a commitment to ensure that all students with physical, sensory, psychological or learning disabilities have equal access to programs and services. The Office of Disability Services addresses the needs of students who have disabilities or other health impairments which may interfere with a successful college experience.

Questions or requests for services should be directed to the Coordinator, Disability Services, Comstock Memorial Union 222, (218) 299-5859 V/TTY.

Minority Student Services

The Minority Student Affairs staff work with various campus offices in identifying special needs of students, especially minority students, and in planning and developing programs to meet those needs. Projects include orientation sessions, survival/study skills workshops, peer guide programs and tutorial services. The MSA Office, located in Comstock Memorial Union 222, provides information and referral for admission, counseling, financial aid and scholarships, recruitment, academic support, career development, advocacy, assistance and referral. In addition, the office coordinates a variety of programming for all interested students, faculty, community and others who wish to enhance their knowledge, interaction and understanding of other cultures.

Speech-Language-Hearing Clinic

The Speech-Language-Hearing Clinic provides service to students, faculty, and staff members as well as their families, and children and adults from the community and surrounding area. Services include detailed diagnostic evaluations, consultation and therapy, and referral to other agencies. The Clinic is located in Grier Hall. Inquiries should be addressed to:
Speech-Language-Hearing Clinic, (218) 236-2286.

Health Service and Insurance

The Hendrix Health Center, located in the lower level of Dahl Hall, is an out-patient clinic staffed with physicians, nurse practitioners, and other professionals. They offer medical examinations and treatment, referrals, health education, counseling, and pharmacy services. Specialists include a psychiatrist, nutritionist, chemical dependency counselor, and rape and abuse counselor/advocate. Minimal charges are made for pharmaceuticals and some of the laboratory tests.

A group plan of accident and health insurance is available through the University. Information concerning the student group policy is provided at the time of registration or from the University's Business Office. It is strongly recommended that all students have insurance protection against the cost of accident and illness.

Minnesota Law (M.S.135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles, mumps, and rubella, allowing for certain specified exemptions. All students are requested to fill out a medical history and immunization form. This form is designed to provide the Health Center with the information required by law and will be available for review by the Minnesota Department of Health and the local community health board.

Veterans Office

The Veterans Office provides counseling, GI Bill certifications, and tutorial assistance, and is concerned with recruiting veterans and veterans' dependents. Interested veterans should call (218) 236-2603, or stop by the library, room 201 between 7:30 a.m.–4:30 p.m.

Career and Placement Services

Career and Placement Services provides a wide variety of services for students and alumni in the career awareness and development areas. Resources available include company and government job descriptions, projections on the job market, and a career information library open to students, faculty and alumni.

Placement services consist of on-campus interviewing, career fairs, notification of job vacancies, and maintenance of credential files. Additional placement services deal with job interviewing techniques, resume and letter writing, and the development of a job search strategy, and are available to all MSU students and graduates. Registering with Career and Placement Services approximately nine months before graduation is encouraged to allow sufficient time to prepare for an effective job search, to network and interview with prospective employers, and to carry out a broad-based search.

Students who register with Career and Placement Services prior to graduation will receive a variety of free services. Fees may be charged for optional special services. Alumni will be charged an annual registration fee for active placement services.

Alumni Association

The Moorhead State University Alumni Association promotes and provides services to the university, its students and alumni. All graduates or former students who have attended MSU for at least one year may be members of the Association. The Association, which was incorporated in 1930, merged with the MSU Foundation in 1996.

The Association provides grants to students, faculty, and organizations; sponsors special projects such as homecoming, reunions and alumni awards; raises money for scholarships; and serves as a liaison between the university and the community.

Parking and Traffic Regulations

All motor vehicles driven or parked on the campus must be registered and bear a current parking permit which may be purchased in the Parking Office, Owens Hall 209. After 5:00 p.m. most lots offer free parking on a space available basis. Check signs in lots.

All motor vehicles must be operated in compliance with current official published parking and traffic regulations of the university.

Student Activities and Organizations

Campus organizations provide opportunities for extracurricular participation by students at Moorhead State University. Many graduate programs have their own professional associations and activities. Intramural athletics, departmental clubs, religious groups, and political, cultural, music, social, and service organizations are available. Special interest groups include the Non-Traditional Students Association and the Ten Percent Society. For a list of recognized student organizations, contact the Student Organization Resource Center, Comstock Memorial Union 225, 236-2790.

Financial Information

Tuition and Fees

Tuition and fees are set by the Minnesota State Colleges and Universities Board and are subject to change. Residents of North Dakota, South Dakota, Manitoba or Wisconsin may apply for tuition reciprocity by submitting forms to their higher education agency.

1996/97 resident tuition rates per semester hour are:

| | |
|--------------------------------|----------|
| Minnesota residents | \$119.05 |
| North Dakota reciprocity | \$119.05 |
| South Dakota reciprocity | \$119.05 |
| Wisconsin reciprocity | \$122.70 |
| Manitoba reciprocity | \$119.05 |

Non-resident tuition is \$188.65 per semester hour.
Midwest compret tuition is \$178.57 per semester hour.
Senior citizen administration fee is \$15.00 per semester hour. Senior citizens do not pay activity fees.

In addition to tuition, students pay a comprehensive activity fee (maximum up to 12 credit hours) of \$16.95 per semester hour.

Off-campus graduate rates differ slightly from on-campus rates and will be announced with the course bulletin listing specific off-campus offerings. Additional fees may be charged for late registration and change-of-registration.

Tuition Reciprocity

Residents of North Dakota, South Dakota, or Wisconsin may apply for tuition reciprocity by submitting forms to the higher education agency of their home state. These forms are available from the Registrar's Office, Owens Hall 104, (218) 236-2565.

Sources of Financial Assistance

Office of Scholarship and Financial Aid

107 Owens Hall
(218) 236-2251 (800) 59Dragon [800-593-7246]

Financial aid for MSU graduate students is usually a form of self-help, such as graduate assistantships, work or loans. Students who continue their education beyond the first undergraduate degree must assume more financial responsibility than is expected of undergraduates.

To be considered for state or federal aid, graduate students must do the following:

- Complete the **Free Application for Federal Student Aid** or the Renewal Application.
- Be admitted to a graduate program or be a continuing graduate student in good standing.
- Submit additional documentation such as tax forms and W-2's when requested.

Graduate awards assume full-time enrollment of 8 credits and award budgets are reduced if enrollment is for fewer than 8 credits. Students who receive a work award will have the award prorated if enrolled less than full-time.

FAFSA EXPRESS offers students the opportunity to apply for aid electronically using a computer software program. Appointments to use the program can be made by calling (218) 236-2251. In preparation, students must complete a paper copy of the FAFSA and bring it to the appointment.

If you have unusual circumstances or if your financial situation changes, notify the Office of Scholarship and Financial Aid and request a review of your file. An appeal form is available for submitting additional information.

Financial aid applications must be submitted annually. Additional information is available in the Financial Aid Aware Guide and by contacting the Office.

Graduate student awards may include funding in the following programs:

1. Graduate Work Internships. Eligibility is based on demonstrating financial need and completing the financial aid application. Awards are prorated for less than full time enrollment (six or seven credits). Application deadline is July 31; early applications receive priority. Departments must refer nominations to the Office of Scholarship and Financial Aid for review.

2. Graduate Assistantships. Academic departments and the Office of the Dean of Academic Services award assistantships in two categories:

1. Federal or state work assistantships require students to meet financial guidelines, including the July 31 deadline.
2. Institutional assistantships are awarded without regard to financial qualifications.

Assistantships generally require 10 to 12 hours of work each week and provide an opportunity for gaining experience in the field of major interest and for working with faculty in the discipline. Application materials are available from the Dean of Academic Services and Graduate Program Coordinators. Nominations are made by the graduate programs to the Dean of Academic Services. Graduate Assistantships do not include a waiver of tuition.

3. Federal Stafford Student Loans. Federal Stafford Subsidized and Unsubsidized Student Loans are available (up to a maximum of \$8,500 per year) for students enrolled in graduate degree programs. Additional borrowing is available in the Expanded Unsubsidized Stafford loan. Enrollment for six or more credits is required. MSU participates in an electronic funds transfer (EFT) process with all major lenders. By checking "yes, transfer funds" on the promissory note, students allow the lender to transfer their loan funds to MSU electronically.

4. SELF Loan. SELF is a low-interest loan available from the State of Minnesota which allows annual borrowing up to \$9,000 (minimum loan \$500). A co-signer and enrollment for six or more credits is required.

5. **Private Fellowships/Scholarships.** Funds may be available through private agencies. Inquire at the Counseling Center or your department for information.
6. **International Students.** International students are required to show evidence of their ability to finance their graduate work and living costs in the United States in order to obtain the I-20 visa to enter the country. There are no guarantees of financial support or scholarships available through the University. After successful completion of at least one semester's graduate study, students are eligible for consideration in the Graduate Assistantship program. GA work funds, student loans, and the other financial aid described here are, by regulation, not available to international students. Students are expected to be able to support their study through the sources of income indicated in the financial statement on their admission application.

All graduate students must maintain satisfactory academic progress in order to continue to receive financial aid. Students who are already repaying a student loan should check with their lender(s) regarding "in-school" deferment of loan payments. MSU automatically provides enrollment data to all guarantee agencies to enable lenders to determine deferment eligibility.

Graduate Information

Administration

Minnesota State College and Universities

CHANCELLOR: Judith Eaton, St. Paul

BOARD OF TRUSTEES:

Gary Mohrenwolser, Chair, Eden Prairie

Morris Anderson, St. Paul

Nancy Brataas, Rochester

Kathy Caffey, Loretto

Archie D. Chelseth, Cloquet

David Dotson, Mankato

David Erickson, Eagan

Robert Erickson, Bloomington

Christine Fritsche, Marshall

Randall Knudson, Winona

Stephen L. Maxwell, St. Paul

William Smoley, Minneapolis

Denise Stephens, Stillwater

William Ulland, Duluth

Michael Vekich, St. Louis Park

Moorhead State University

President

Owens Hall 203; (218) 236-2243

ACADEMIC AFFAIRS

Vice President for Academic Affairs

Owens Hall 205E; (218) 236-2765

Registrar's Office

Owens Hall 104; (218) 236-2565

Director of Continuing Studies

811 11th Street South, Moorhead; (218) 236-2182

Affirmative Action Officer

Flora Frick Hall 151; (218) 236-2229

ADMINISTRATIVE AFFAIRS

Vice President for Administrative Affairs

Owens Hall 206; (218) 236-2070

STUDENT AFFAIRS

Vice President for Student Affairs

Owens Hall 107D; (218) 236-2673

Office of Scholarship and Financial Aid

Owens Hall 107; (218) 236-2251

Hendrix Health Center

Dahl Hall, Lower Level; (218) 236-2812

Graduate Studies

Dean of Academic Services

Library 120; (218) 236-2344

The Dean of Academic Services is the academic officer charged with the primary responsibility for promoting, administering, and coordinating graduate education.

The Dean:

- promotes graduate programs in fulfillment of the University's mission.
- coordinates graduate programs.
- chairs the Graduate Studies Committee, the policy advisory body for graduate education.
- oversees the development of curriculum.
- coordinates admissions and graduation procedures.

Academic oversight for individual graduate programs is under the purview of the Deans of the respective divisions. The responsible Deans and programs are:

Dean of Arts and Humanities

Bridges 260D; (218) 236-2764

Art Education, Master of Fine Arts in Creative Writing, Master of Liberal Arts, Music, Music Education, and Studio Art

Dean of Business and Industry

Center for Business 100B; (218) 236-4654

Master of Business Administration

Dean of Education and Human Services

Lommen 214Q; (218) 236-2096

Counseling and Student Affairs, Curriculum and Instruction in Education, Educational Administration, Elementary Education, Reading, and Special Education.

Dean of Natural and Social Sciences

Bridges 160G/H; (218) 236-5892

Public and Human Service Administration, School Psychology, and Speech-Language Pathology

OTHER GRADUATE CONTACTS:

Graduate Information Office

Continuing Studies Office

811 11th Street South, Moorhead; (218) 236-2182

Graduate Admissions Office

Owens Hall 104; (218) 236-2164

Graduate Records Office

Owens Hall 104; (218) 236-2575

Graduate Administrative Office

Library 120; (218) 236-2344

General Mailing Address:

[Name of Office]
Moorhead State University
1104 7th Avenue South
Moorhead, MN 56563

Admission

Admission to a Master's Degree Program

Requirements for Full Standing

1. Four-year baccalaureate degree from an accredited institution.
2. GPA of at least 2.75 on a 4.00 scale, or for the last 30 semester credits of graded course work, a GPA of 3.25 on a 4.00 scale. In some programs, a 3.00 undergraduate GPA is required.

Many programs have additional entrance requirements. Refer to the section "Graduate Programs" for details.

Admission with Provisions

This admission occurs when students show potential for success in a graduate program but their past academic and examination performance is below the standard of the graduate school. Students admitted with provisions are informed at the time of acceptance how to proceed in course registration and advising in order to remain in a degree program. The usual requirement is that one-third of the total credits of graduate course work after admission to a program be planned in consultation with the advisor and completed with no grade below B.

Admission with Deficiencies

This admission specifies additional courses which must be completed before graduate work in certain areas may be undertaken. Students admitted with deficiencies must successfully complete the course work designated in their admission letter, as well as their program of graduate study, in order to earn the Master's degree.

Denial

This determination means that students are not admitted to degree programs and may not earn Master's degrees from Moorhead State University even if they have successfully completed advanced courses.

Admission of International Students

Students who are not United States residents must meet the admission requirements above and in addition follow special application procedures.

Graduate Special Students

Admission

Post-baccalaureate students desiring to take courses for graduate credit but **not** seeking admission to a Master's program may enroll as Graduate Special students. Students may attend indefinitely in this status, but should admission to a program be desired at a later date, the student must submit a new application and meet all admission criteria. Credits earned in Graduate Special Status which might later be used to fulfill minimum requirements in a degree program cannot exceed 8 semester hours for the Master's degree. **International students are not eligible for Graduate Special status.** Graduate Special students are not eligible for financial aid.

Application Procedures

Admission as a Graduate Special Student requires the following materials:

1. An "Application for Admission to Graduate Study"—check Graduate Special.
2. A non-refundable \$20.00 fee for first-time applicants to Moorhead State University.

Undergraduate Students

Seniors who meet the following requirements may enroll in 500 or 600 level courses for graduate credit. Students must:

1. Have completed a minimum of 112 semester credits.
2. Have cumulative grade point average of 3.0.
3. Satisfy prerequisites.
4. Obtain approval on the appropriate form from the instructor, the Dean of Academic Services, and the Graduate Records Office in advance of registration.

Graduate credits may not be applied to meet requirements for the baccalaureate degree. A maximum of six (6) graduate semester credits may be taken by seniors which may subsequently be applied to a graduate degree at MSU.

Master's Degree Application Procedures and Materials

Admission to a graduate program requires submission of the following materials. All materials are submitted to the Graduate Admissions Office unless otherwise noted.

1. Completed "Application for Admission to Graduate Study" form.
2. Official undergraduate and all other transcripts, which are sent from the institution directly to the Graduate Admissions Office. Transcripts issued to students are not considered official and may not be substituted for official transcripts.
3. A non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
4. Test scores, if required by the specific program. The test required could be the Graduate Management Admission Test (GMAT), the Miller Analogies Test (MAT), or the Graduate Record Examination, General Test, (GRE).
5. Graduate students seeking financial aid at Moorhead State University must provide a "Financial Aid Transcript" from all colleges and/or universities previously attended. They are sent by the college or university directly to the Office of Scholarship and Financial Aid at Moorhead State.
6. Immunization record, which is sent directly to Hendrix Health Center.
7. Other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.

All admission materials must be received and processed by the Graduate Admissions Office before files are forwarded to the Program Department and Divisional Dean for review. Incomplete files will not be reviewed.

The files are reviewed by the appropriate department or program for recommendation on admission. The Dean of the appropriate area then reviews the admission file and admits or denies admission to a graduate program. Departmental or program approval is required for admission to a graduate program and will in no case be waived, but approval by the major department or program does not guarantee admission to graduate study; it is a recommendation by the Divisional Dean, who certifies admission.

International Students:

1. The non-refundable fee for international students who are first-time applicants is U.S. \$35.00.
2. Completed Financial Statement listing the availability of adequate monetary support for the duration of graduate study and a certified bank letter. The current requirement is at least U.S. \$13,600.00 per year.
3. Official TOEFL examination score of 550 or more must be provided by those whose native language is not English as evidence of competency in the English language. A TOEFL score of 570 is required to be considered for admission to the Master of Liberal Arts program.
4. Official transcript with a four-year baccalaureate degree from an accredited college or university certified.
5. International students must purchase the University health insurance. **No exceptions will be made.**
6. Transfer form must be submitted if student is currently enrolled in an American university.

Application Deadlines

Applications must be completed by May 1 for Fall Semester or at least six weeks before the start of Winter Semester or Summer Session to ensure admission by the beginning of the term. Admissions to most programs are continuous; however, School Psychology and Speech/Language Pathology have limited enrollments and specific deadlines. Students wishing admission in Speech-Language Pathology must complete their admission files by February 1. The deadline for School Psychology is February 15.

International students are granted admission to a graduate program to begin studies either in the Fall or the Spring Semester. Because of academic as well as housing and weather conditions in January, Fall Semester is preferred. All application materials must be complete by April 1 to ensure consideration for admission the following fall. Note that some

programs, such as School Psychology and Speech-Language Pathology, have earlier application deadlines. International students are not eligible for Graduate Special status.

General Degree Requirements

Number of Credits Required

Master of Science, Master of Arts Degrees

Plan A:

A minimum of 30 credits is required, which includes a four-credit thesis.

Plan B:

A minimum of 32 graduate credits is required, which includes a two-credit project.

In either Plan A or Plan B at least one-half of the credits (exclusive of thesis or starred paper requirements) must be earned at the 600 level. All programs having education as the professional component will include at least 6 credits to be earned in course work, other than research or statistics, which is offered by one of the Departments of Education and is approved by a Graduate Faculty representative of that department.

Specific program requirements are given in the "Graduate Programs" section. Requirements vary from a low of 30 to a high of 48 credits. After being admitted to graduate study, the student will, in consultation with a departmental advisor, develop a preliminary plan of study which will meet the specific standards of the department, as well as the general requirements for all Master's degrees.

Residence and Transfer of Credit

- a. **Residence requirement.** At least one-half of the hours constituting the minimum requirements for the degree must be completed through registration at Moorhead State University in offerings by its faculty.
- b. **Courses taken before admission to graduate program.** A limited number of credits taken at Moorhead State before admission to a graduate program will be accepted. At least 22 credits must be taken after program admission to study for the Master's degree.
- c. **Transfer from other Minnesota State Universities.** Subject to their inclusion in a program previously approved by the departments or programs concerned and the Divisional Dean, courses constituting up to one-half of the minimum hours required for the degree may be taken at other Minnesota State Universities. However, in such instances the number of credit hours accepted from other institutions will be reduced correspondingly. The Graduate Records Office certifies and monitors degree requirements.
- d. **Transfer from Tri-College University (or registrations at NDSU).** Courses approved for registration through the Tri-College University or NDSU are to be transferred at the discretion of individual programs. These courses may constitute up to one-half of the minimum hours required for the degree.

- e. **Transfer from other accredited institutions.**

Subject to the approval of the department or program concerned, a maximum of 12 credits may be accepted in transfer from other accredited institutions after program admission.

- f. **Other requirements.**

A grade of A or B is required in any courses to be included in the program and not taken at this University. No "P" or "S" grades may be transferred.

Not more than 6 hours in workshops or in special in-service courses may be counted toward the minimum requirements for the degree. Such courses taken at Moorhead State University normally carry the 589 or 599 number.

Normally, courses transferred from other institutions must meet the seven year time limit for completion of the degree program.

GPA Requirement for Continuation in Good Standing in Graduate Programs

Students are required to maintain a 3.0 grade point average on a 4.0 scale to be continued in a graduate program. Students whose grade point average falls below 3.0 will be placed on probationary status. An official letter will be sent by the Graduate Administrative Office to notify such students that they are on probation. The record will be reviewed by the major department or program and by the divisional dean after the completion of 8-10 additional hours of credit to determine continuing status. In no case will continuation in the program be permitted if the grade point average remains less than 3.0 at the time of the review. Admission to a graduate program does not guarantee that students will successfully complete degrees.

Comprehensive and Oral Examinations and Research

In all graduate programs, a final integrating experience is required which assesses the body of knowledge that has been acquired through the course work and research. Such a final requirement is also a mark of quality in graduate education at the Master's degree level: no degree is granted simply as the record of the accumulation of appropriate courses with adequate grades. The form of the final requirement differs among degree programs, but always includes an oral discourse. In it, the examining committee discusses the thesis or project research, the creative endeavor, or the integrating paper, and the student's ability to reflect a mastery of the several components of the degree course work.

Comprehensive Examination

Master of Science, Master of Arts: Candidates in most MS and MA programs must demonstrate competence in the major field in a comprehensive examination. The exam is normally taken at **the completion of the course work and prior to undertaking the research component of the degree program.** The major department or program will determine the nature of the examination which must be satisfactorily completed and reported to the Graduate Records Office before the oral examination on the research component can be scheduled. A student who fails the comprehensive examination may appeal through the appropriate department to repeat it during a subsequent term. A second failure will result in termination of the degree program.

Oral Examinations

Master of Science, Master of Arts: For either Plan A or Plan B the thesis or project must be defended in a final oral examination.

Master of Business Administration: A final oral examination based on questions agreed upon by the Examining Committee and the student shall constitute the integrating experience for the MBA degree. There is no thesis or project required. However, students whose performance in the oral examination is judged inadequate shall be required to complete a written examination and then to re-take the oral examination.

Master of Fine Arts in Creative Writing: Students completing the MFA will present a final oral discourse to their thesis committee on their thesis and critical introduction, as well as give a public reading based upon their creative thesis.

Master of Liberal Arts: Students completing the MLA will present the written results of their research or creative work under MLA 610 rubric, an integrating paper, as the basis for a final oral discourse.

Research Components

Thesis Research (Plan A):

Master of Science, Master of Arts Degrees

A part of the program of every Master of Science or Master of Arts degree candidate under Plan A is the demonstration of ability to do individual, independent work of a creative or investigative kind in an area related to the major field through the preparation of a thesis. The thesis will be supported by the work represented in 4 hours of registration in Thesis 699, but not more than 4 hours of 699 may be counted in satisfying the minimum requirements for an advanced degree under Plan A. Credit hour registration in a given term may vary with the nature of the study, according to the department or area, and on the

previous agreement between the student and the advisor for expected research effort and adequate supervision.

Project (Plan B):

Master of Science, Master of Arts Degrees

Students enrolled in a Master of Science or Master of Arts degree program under Plan B complete a 2-credit project which will integrate the studies included in the individual's program. The project must be approved by the major advisor and department.

Research Involving Human Subjects

If research is to involve human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. No research of this type will be initiated until it has been approved by an examining committee and the Institutional Review Board (IRB). Forms are available in the Graduate Administration Office, Library 120. Allow at least four (4) weeks for IRB approval.

Policies and Regulations

Course Registration

Graduate students register during the regular university-wide registration period at the beginning of each semester or summer session. For evening and off-campus courses only, students may register at the first class meeting.

Class schedules and descriptions of the registration procedures for any semester may be secured from the Registrar's Office one week prior to pre-registration for that semester. Opportunities for advance registration for returning graduate students may be made available according to schedules and procedures specified by the Registrar.

Registration must be completed and all tuition and fees must be paid to the Business Office before published deadlines in order to avoid assessment of late registration fees.

Course Load

The normal course load is 12 credits. Eight (8) credits of enrollment are required for full-time status for students receiving financial aid, including the graduate assistant or work-study awards. The normal load in each summer session is 6 credits. Permission of the appropriate divisional dean is required for registration in excess of 15 credits in any academic term.

Graduate Courses

Courses at the 600 and 700 level are offered for graduate credit only. Courses offered at the 600 level are open to graduate students or to undergraduate seniors who meet specific requirements. Courses at the 500 level may be counted toward a graduate degree; these courses are also offered as 400 level courses for undergraduates. Graduate students are expected to perform on a qualitatively higher level than the undergraduates in 500 level courses; normally, additional requirements are made in these courses for graduate students. At least one half of the credits meeting the degree requirement must be in 600 or 700 level courses (exclusive of thesis or starred paper).

Auditing Courses

An entry of V (visitor or auditor) may be made upon a student's permanent record when a course is audited. As an auditor, a student may attend all class sessions, but need not complete assignments or projects, take part in class discussion, or take examinations. A student who wishes to audit a course must register and pay tuition and fees as though taking the course for credit. A student may change from regular credit to audit status with the written permission of the instructor through the tenth day of classes during the semester, or the fourth day of classes in a summer session. Credit may not be earned in courses taken as a visitor or auditor except by re-enrollment for credit and completion of the course with a satisfactory grade.

Time Limitation

All requirements for the degree must be completed within **seven years** (5 years in Counseling and Student Affairs) after taking the first graduate course that will be included in the program of study. In the exceptional case when students need to petition for an extension in order to complete the degree, they should contact the Dean of Academic Services to initiate an appeal process.

Credit for Non-Academic Experience

It is the policy of Moorhead State University that graduate credit will not be granted for work and other non-academic experiences.

Grading System

Grades

Grades given in graduate courses include A, B, C, D, F and S (Satisfactory). In a continuing research course, a student may be given a grade of X until the course is completed. W signifies withdrawal without penalty from the course. Only those credits which were completed with a grade of A, B, C, or S may be applied toward a Master's degree. Graduate programs may designate core courses which must be completed with a grade of A or B in order to count toward the degree. Students may repeat a course with a grade of C, D, or F one time.

The mark of I (Incomplete) is given in cases where it is beyond the student's control to complete the last course requirements. Arrangements must be made with the instructor before the end of the semester using the "Removal of Incomplete Form" from the Registrar's Office. It is the responsibility of the student to follow the guidelines agreed upon for removing an Incomplete within one semester, the time granted by University policy.

GPA Computation

A student's grade point average is computed from credits earned in courses in which the grades of A, B, C, D, and F are given. A grade of A earns four grade points per credit hour; B, three grade points; C, two grade points; D, one grade point, and F, zero grade points.

Failure to pass the comprehensive examination after two attempts results in termination of the degree program.

The grade on the final project or thesis is an X until the final oral examination has been successfully completed. Then the grade is changed to S. A student who fails the final oral examination cannot receive a passing grade on the project or thesis.

Continuing/Continuous Registration

Candidates for graduate degrees must be enrolled for academic credit at the time they sit for the final oral examination. This requirement may be satisfied in one of three ways:

1. Concurrent enrollment in course work.
2. Enrollment for project (697) or thesis (699) credits.
3. Enrollment for one credit in 698: Continuing Registration.

Continuous registration is required in the School Psychology and Counseling and Student Affairs programs.

Appeals

- a. Course Grade Appeal.** The appeal process for course grades follows the standard procedure set for undergraduate work at the University. Students first bring their appeal to the faculty member of the course. If the matter is not satisfactorily resolved in discussion, students bring their appeal to the Department Chair, and then to the Divisional Dean for informal discussion and appeal. If the informal process does not resolve the issue, the students may request the forms from the Divisional Dean to begin a formal, written review process. The Dean will give the students the printed outline of the review process to follow if a formal review is requested.
- b. Appeal of University Regulations.** Retroactive withdrawal from courses or other appeals of academic university regulations should be made to the Academic Appeals Committee, and then, if contested, to the Vice President of Academic Affairs.
- c. Programmatic Appeals.** Admission, termination, degree requirements, and other such matters may be appealed at the appropriate administrative level. For example, if the department recommends admission, but the Divisional Dean denies it, the initial appeal is made to the Divisional Dean not the department or program chair. The order of appeal is from the program coordinator or chair, to the Divisional Dean, to the Graduate Studies Programmatic Appeals Committee, to the Vice President for Academic Affairs.

Certification/Licensure

Programs of study at Moorhead State University are designed to help graduates meet certification or licensure requirements in Minnesota and North Dakota, but actual certification or licensure is the function of the states, not of any college or university. Earning an academic degree does not lead automatically to state certification or licensure. Students should consult with a faculty member for advice about current state requirements for licensure or certification and design a program of study accordingly.

Background Checks

Minnesota law requires that any person who provides services that involve direct contact (as defined in *Minnesota Statutes*, section 245A.04, subd. 3) with patients and residents at a health care facility licensed by the Minnesota Department of Health have a background study conducted by the state. Any individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program.

Students whose programs may involve health care facilities should contact the coordinator of their graduate program. Forms may be obtained from the faculty member responsible for their clinical placement or from the program coordinator.

Degree Completion Procedures

Proposed Graduate Course Plan: Form 1

Students are assigned a graduate advisor upon admission to a degree program. It is the student's responsibility to meet with the advisor to plan the appropriate course of study in order to meet degree requirements. The plan should be recorded on Form 1, along with the signatures of advisor, department chairperson, and divisional dean, and submitted to the Dean of Academic Services for final approval and placement in the student's official file.

Examining Committee, Topic Approval and Human Research: Form 2

After students and their advisors have determined their topic for thesis research, project, or other work to complete degree requirements, they must request its approval by the department, divisional dean and the Dean of Academic Services. At this time the final Examining Committee is chosen by students in consultation with their advisor. The outside member of the committee must come from a different discipline and/or department or program and is chosen in consultation with the Dean of Academic Services.

Human Subjects Review: If human subjects are involved in the research, it is incumbent upon the students to submit appropriate forms to the University Institutional Review Board and to have their written approval before the research may be undertaken.

Comprehensive Examination

When the course work for the degree is essentially complete, students register for and take the comprehensive examination, if it is required. A passing score shall be recorded in the Graduate Records Office before the research component is begun. In the case of part-time students whose professional lives require most of the full seven years to complete the degree, the research and the comprehensive exam often get commingled. However, 1) the research normally follows the written comprehensive and, in any case, the comprehensive exam must be completed at least three weeks before the oral examination on the research; and 2) failure to pass the comprehensive exam on the second attempt means the degree program is terminated. The degree will not be awarded even if the research is satisfactorily completed.

Announcement of Oral Examination: Form 3

When students are prepared to take the Oral Examination, they set the time, place, and date in consultation with their Examining Committee. The oral exam shall take place **at least two weeks prior to** the end of the semester in which the student intends to complete the degree. Consult the annual calendar at the front of the **Graduate Bulletin** to learn of the specific deadline dates in each academic term for requesting and scheduling the oral examination.

The request for announcement of the oral examination (Form 3) must be submitted at least two weeks in advance of the time of the examination, signed by each of the four members of the committee. Attached to this form should be an **Abstract** of the final research or other work prepared for the final Oral Examination. Students who fail the final oral examination cannot receive a passing grade on the project or thesis and will not receive the degree. Students may appeal through the appropriate department and the Dean of Academic Services to repeat the oral examination during a subsequent term.

Continuing registration requirement: Students must be registered for at least one credit in the term in which the oral examination is scheduled. The registration may be in Thesis or Project, a program course required for the degree, or a "Continuing Registration" rubric in the degree program.

Final Form for Thesis or Project Paper

Standards for the preparation of a research paper must conform to the manual of style required by the discipline in which the degree is taken. Students must work closely with their advisors and committees in the preparation of the research paper.

The thesis research or project paper must be letter quality printing; dot matrix printing is not appropriate. It must be reproduced on at least 20 pound, 25% rag-content, white bond paper, printed on one side only. Suitable reproduction processes may be used. A left-hand margin of one and one-half inches and a right, top, and bottom margin of one inch are required, including appendices. Tables placed lengthwise on the paper should be placed so that the top of the table is at the left margin.

Neither the thesis nor the project paper should be bound in any permanent form prior to the oral examination.

Application for Graduate Degree: Form 4

Final Submission of Thesis or Project Paper

After the oral examination has been successfully completed, any correction, editing, or other re-writing of thesis or project paper needs to be completed so that the student's advisor can sign off on the Form 4 (Recommendation for Graduate Degree) at least one week prior to Commencement. The student must submit three copies of the thesis to the University Library after all corrections and additions required by the Examining Committee have been completed. Students submit project papers to the library if the graduate program requests that they be submitted. The thesis or project paper must be accompanied by Form 4 signed by the advisor verifying that the final copy has been approved. The library staff will examine the format of the final copy (see specifications above) and will, upon receipt of the binding fee, currently \$8.00 per copy, verify the thesis deposit by signing Form 4.

Students are responsible for submitting Form 4, with required signatures, to the Dean of Academic Services no later than one week prior to the date of Commencement. In programs which do not require a thesis or project paper, the Form 4 may be signed and delivered to the Dean of Academic Services following the successful completion of the oral examination.

Commencement

Notify the Registrar's Office of your intent to graduate as soon as possible but no later than two weeks prior to commencement. Commencement dates are available at the Registrar's Office. Academic garb should be ordered from the Bookstore no less than **8 weeks prior** to Commencement. Students who plan on attending the Commencement ceremonies will need to submit their hood to the Dean of Academic Services at least one week prior to Commencement.

Graduate Programs

Master of Arts in Music

Program Coordinator: Ruth Dahlke • (218) 236-2101 • Roland Dille Center for the Arts 102C

Program Description

The Master of Arts in Music is a program of advanced study in music with the opportunity for emphasis in several areas: performance, pedagogy, composition, and theory and literature.

The Master of Arts in Music offers considerable flexibility in program design so that the emphasis of the advanced study may be individualized. Although not intended as a performance degree, the Master of Arts does provide the opportunity to concentrate in the performance area.

Admission Requirements

1. Baccalaureate degree with a major in music or equivalent from an accredited institution.
2. 3.0 grade point average. Students with a lower GPA may be admitted on a provisional basis after review by the department and consultation with the Dean.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Students wishing to pursue a performance emphasis must pass an audition.
7. Immediately upon entry, students will be examined in music theory, history, and performance. Deficiencies will be noted, and appropriate course work will be required as prerequisites to graduate study.

Degree Requirements

The program is designed with two plans. **Plan A** culminates in a thesis on a topic in music theory and/or literature; music electives are chosen to support the thesis topic. **Plan B** culminates in either a recital, composition, or a project paper. The recital and composition options also require a written document. The recital is appropriate for both performance and pedagogy-oriented programs.

1. Minimum of 30 credits for Plan A, 32 for Plan B.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Written comprehensive examination.
4. Thesis or project.
5. Oral examination.

A minimum of 3 credits at the 600 level is required in order to present a recital. One semester prior to the recital, a hearing for the graduate committee will be held to make a recommendation concerning the proposed recital. Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.A. Degree in Music—Plan A

Requirements (12 Credits)

In addition to the courses listed below, students must earn four credits in applied music electives at the 500 or 600 level. Students must earn at least four credits in MUS 699.

MUS 640 Directed Study in Music History (2)

MUS 674 Directed Study in Music Theory (2)

MUS 699 Thesis in Music (4)

Restricted Electives (14 Credits)

In addition to the courses listed below, students must earn two credits in ensembles. Students must also earn eight credits in Music electives chosen in close consultation with a faculty advisor.

MUS 630 Research in Music (2)

MUS 645 Seminar in Music of the 20th Century (2)

Electives (4 Credits)

Students must earn four credits in electives chosen in close consultation with a faculty advisor.

M.A. Degree in Music—Plan B

Requirements (12 Credits)

In addition to the courses listed below, students shall (a) earn two credits in MUS 697, earn two credits chosen from MUS 641-644, and earn four credits in applied courses at the 500 /600 level, or (b) earn one credit in MUS 650, earn one credit in MUS 697, and earn six credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for MUS 650).

MUS 640 Directed Study in Music History (2)

MUS 674 Directed Study in Music Theory (2)

Restricted Electives (14 Credits)

In addition to the courses listed below, students must earn two credits in ensemble courses and eight credits in Music electives chosen in close consultation with a faculty advisor.

MUS 630 Research in Music (2)

MUS 645 Seminar in Music of the 20th Century (2)

Electives (6 Credits)

Students must earn six credits in electives chosen in close consultation with a faculty advisor.

Master of Arts in Studio Art

Program Coordinator: Allen Sheets • (218) 236-2369 • Roland Dille Center for the Arts 164

Program Description

The Master of Arts degree in studio art is intended to further artistic growth and development within a strong historical and philosophical framework. Students graduating from the program are required to produce and exhibit a body of work related to a central theme.

Areas of concentration include: painting, print making, ceramics, graphic design, sculpture, drawing, photography and illustration. There are many opportunities for one-on-one work with art faculty specialists.

Admission Requirements

1. Baccalaureate degree in art from an accredited institution.
2. 2.75 grade point average overall, or a 3.25 on the last 30 semester hours of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Portfolio of art work submitted to the Art Department Graduate Faculty.
7. An evaluation interview by three members of the Art Department Graduate Faculty.
8. Scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

Degree Requirements

The program is designed with two plans: **Plan A** for candidates wishing to strengthen the theoretical aspect of their studies, and **Plan B** for those who desire to emphasize the studio aspect. Students in Plan A will write a thesis, and those in Plan B will complete a paper related to their studio work. A synopsis of this research in the form of an artist's "statement" is required for exhibition. Both Plan A and Plan B require an exhibit. Students in Plan B will be expected to produce an exhibition reflecting the greater concentration on studio work.

1. Minimum of 33 credits—15-17 credits must be studio courses, 6-8 credits art history, 6 credits approved related courses, and 4 credits thesis or 2 credits project.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.

3. Students must maintain a 3.0 grade point average to continue in the program.
4. Yearly portfolio review by the student's review committee.
5. Thesis or project and an exhibit.
6. Oral examination.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.A. Degree in Studio Art—Plan A

Requirements (27 Credits)

Students must earn eight credits in Art History and fifteen credits in studio courses in Art. In addition, students must earn at least four credits in ART 699. ART 699 Thesis (1-4)

Electives (6 Credits)

Students must earn six credits of Art electives chosen in close consultation with a faculty advisor.

M.A. Degree in Studio Art—Plan B

Requirements (27 Credits)

Students must earn eight credits in Art History courses and seventeen credits in studio courses in Art. In addition, students must earn at least two credits in ART 697. ART 697 Individual Study in Art (1-2)

Electives (6 Credits)

Students must earn six credits of Art electives chosen in close consultation with a faculty advisor.

Master of Business Administration (MBA)

Program Coordinator: Sam Roy • (218) 236-4647 • Center for Business 207

Program Description

This program is designed as a formal learning experience for the practitioner seeking a foundation for steady growth as a professional manager. The curriculum combines theory and practice in a variety of educational delivery styles, including seminars, small group discussion, and team projects. The intent of the program is to provide a solid grounding in the relevant disciplines, as well as an integrative perspective. All MBA classes are offered in the evening.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Following admission, any deficiency in basic finance, marketing, management, microeconomics, macroeconomics, advanced statistics, financial accounting, and advanced writing must be removed before graduate courses may be taken in the corresponding area.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Scores on Graduate Management Admission Test (GMAT). Students should normally have at least 1,000 points based on the formulation: 200 times undergraduate grade point average (4.0 basis) plus GMAT composite score.
7. Completed application form for the program.
8. Letters of recommendation (forms provided).
9. Personal statement of qualifications and career objectives.

Upon admission, the student should consult with the assigned advisor to plan initial registration.

Degree Requirements

1. Minimum of 32 credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. 3.0 grade point average. A student earning three or more grades of C or one or more grades of D or F in graduate level courses will be permanently suspended from the program.

4. Oral examination, which serves as a comprehensive exam of the conceptual basis of the program. Students are provided review questions in advance of the oral exam.
5. A written examination may be an additional requirement if recommended by the Oral Examining Committee at the conclusion of the oral exam.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.B.A. Program

Prerequisite Core (24 Credits)

Courses in the prerequisite core may be met by prior completion of an equivalent course. See program director for substitute courses.

ECON 202 Principles of Economics I: Micro (3)
 ECON 204 Principles of Economics II: Macro (3)
 FINC 340 Financial Management (3)
 MATH 134 Introduction to Probability and Statistics (4)

MBA 600 Professional Communication (3)

OR Advanced Writing Course

MBA 601 Statistics for Business Management (3)
OR Advanced Statistics

ACCT 230 Principles of Accounting I (3)
 MGMT 360 Principles of Management (3)
 MKTG 310 Principles of Marketing (3)

Core Requirements (28 Credits)

MBA 610 Applied Microeconomics and Macroeconomics (3)
 MBA 620 Marketing Administration (2)
 MBA 630 Managerial Accounting (2)
 MBA 640 Advanced Financial Management (2)
 MBA 650 Business and Society (2)
 MBA 652 Organizational Theory and Behavior (2)
 MBA 654 Production/Operations Management (2)
 MBA 655 Management Science (3)
 MBA 658 International Business (2)
 MBA 680 Strategy I (4)
 MBA 681 Strategy II (4)

Restricted Electives (4 Credits)

Students must choose two courses from the following list.

MBA 624 Consumer Behavior (2)
 MBA 635 Business Tax Planning (2)
 MBA 644 Investment Analysis and Portfolio Management (2)
 MBA 653 Seminar: Personnel Administration (2)
 MBA 656 Management Information Systems (2)
 MBA 685 Directed Research (1-2)
 MBA 690 Advanced Seminar: Topic (2)

Master of Fine Arts in Creative Writing
Program Coordinator: Mark Vinz • (218) 236-4678 • Weld Hall 202

Program Description

The Master of Fine Arts (MFA) in Creative Writing is a degree for students who wish to improve their creative writing abilities on the graduate level. The program is designed to be completed on either a full-time or a part-time basis. Students usually complete the program in two and a half to five years. The MFA is a terminal degree. Most of the student's work will be in actual writing courses, in tutorials, and in thesis preparation.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. GPA of 2.75, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Submission of a representative manuscript sample of creative work: 20-25 pages of original writing in fiction, 10-20 pages of poetry, or a similar amount of material in the student's preferred genre.
7. Submission of three letters of reference from those who can speak to the student's potential and/or experience as a creative writer.
8. Gifted writers may study in the program as special students without declaring specific degree intentions.
9. Applicants who earned their undergraduate degrees more than 10 years before the time of application must be interviewed by the MFA Program Coordinator or his/her designee before admission. The Graduate Record Examination is not required for admission.

Degree Requirements

1. A minimum of 42 semester credits.
2. A minimum of 30 of the total 42 semester credits required for the degree must be taken at Moorhead State University. Transferred credit must have received a grade of either A or B, and must have been completed within seven years previous to admission.
3. 3.0 grade point average. A grade of "C" or less is unacceptable in the program.
4. Thesis.
5. Oral discourse presented to the student's thesis committee following completion of the thesis and based on the thesis and on the student's program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

MFA Degree in Creative Writing

Core Requirements (9 Credits)

Students must earn at least five credits in MFA 677 and at least four credits in MFA 699.

MFA 677 Tutorial (1-3)

MFA 699 Thesis (1-4)

Requirements (15-18 Credits)

Students must earn a minimum of 15 credits in MFA 688. All students must meet all stated minimum credit totals of the various degree components and earn a total of forty-two credits. With the approval of instructors and graduate coordinator, up to six credits of MFA 669, MFA 677, and MFA 688 may be taken on a pass/fail basis.

MFA 688 Workshop (3)

Electives (15-18 Credits)

Students need to earn at least 15 credits in graduate-level literature and/or seminar courses. These courses are to be chosen in close consultation with a faculty advisor. Graduate level courses in English or other graduate level courses may be used to satisfy this requirement with the permission of the Coordinator of the Creative Writing program and the student's MFA advisor. With the approval of the Coordinator and an internship committee composed of MFA faculty, candidates who wish to strengthen a professional expertise may substitute MFA 669 for part of the above elective credits.

MFA 669 MFA Internship-Writing (1-6)

Master of Liberal Arts

Program Coordinator: Dieter Berninger • (218) 236-4039 • MacLean Hall 328

Program Description

The Master of Liberal Arts program is designed for post-baccalaureate students who seek an interdisciplinary educational experience that emphasizes historical and cultural breadth rather than specialization. The program establishes an environment which encourages the integration of learning and life experiences and provides college graduates an opportunity to develop further the competencies essential for participation in a world of unprecedented change. The program, which is seminar-based, is open to all undergraduate majors.

Students may design programs that are non-professional in intent, that lead to doctoral programs in the liberal arts, or that enhance professional opportunities and advancements. For example, it is suitable for certified, practicing teachers who wish to gain depth and breadth of understanding in the liberal disciplines. Students may take up to one-third of the program in related fields, if the courses meet the spirit of liberal studies by which the program defines itself. Students develop the plan of study in consultation with the program advisor.

All courses in the core curriculum of the program are offered evenings.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work. Applicants presenting a lower average may be admitted with provisions.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Personal essay (between 250-300 words) describing their academic experiences and why they are interested in pursuing an MLA degree.
7. TOEFL score of at least 570 for foreign students whose native language is not English.

Degree Requirements

1. Minimum of 32 credits, at least 23 of which must be completed in specifically designed graduate liberal studies (MLA) courses, including MLA 610 (2 credits). Up to nine of the credits may be in other graduate courses.

2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information. Any courses completed at this or at other institutions more than five years previous to admission will be individually reviewed.
3. 3.0 grade point average, including an average of at least 3.0 in MLA courses.
4. The program is distinguished by an integrating course, MLA 610, requiring a written project. A grade of satisfactory is required in this course.
5. Final discourse, based mainly on the final written project. The discussion may also deal with earlier papers and other components of the program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

The Integrating Course

MLA 610 (2 credits) is a written project to be undertaken near the completion of course work in the program. It consists of a research paper or essay for the purpose of exploring ideas or issues congruent with the objectives of the MLA program. The paper shall have an interdisciplinary perspective, incorporating two or more academic disciplines. Students, in some cases, may propose a creative project, which would be accompanied by an explanatory essay discussing the goals, interdisciplinary aspects, and results of the undertaking. The written project becomes the basis for the final discourse.

Liberal Arts Courses

Liberal Arts courses are intended for persons enrolled in the Master of Liberal Arts program. Others may register with permission of the instructor.

MLA Degree

Requirements (2 Credits)

MLA 610 Integration Seminar (2)

Restricted Electives (21 Credits)

Students must take 21 credits from the MLA curriculum.

Electives (9 Credits)

Students must take nine credits in electives which may be selected from the MLA curriculum or from other graduate level courses. Any non-MLA courses will need to be chosen in close consultation with the MLA advisor.

Master of Science—Art Education

Program Coordinator: Allen Sheets • (218) 236-2369 • Roland Dille Center for the Arts 164

Program Description

The Master of Science degree in art education is intended to strengthen teaching practice and development within a strong research, philosophical, and studio framework. Students may select from several areas of emphasis as they relate to art education: pedagogy, criticism, studio art, art and education history, and philosophy.

Two plans of study are available to students. Plan A emphasizes research and theory, while Plan B focuses on studio production. Candidates electing either plan must relate their work to art education.

Admission Requirements

1. Baccalaureate degree in art or art education from an accredited institution.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Portfolio of art work.
7. Writing sample.
8. Evaluation interview by three members of the Art Department Graduate Faculty.
9. Scores on the Graduate Record Examination, General Test (GRE) or a minimum score of 30 on the Miller Analogies Test (MAT).

Degree Requirements

The program is designed with two plans. **Plan A** should be followed by students working in research and theory. Students with emphasis in studio are advised to follow **Plan B**.

1. Minimum of 33 credits.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Written comprehensive examination in art education.
4. Thesis or art project.
5. Oral examination. This examination is based on the research conducted for the thesis in Art Education under Plan A. In addition, students are required to give a presentation of their research as part of the examination. The oral examination for students in Plan B includes a gallery talk by the candidate and a review and evaluation of the exhibition by faculty.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Art Education—Plan A Requirements (11 Credits)

- ART 630 Research Methods in Art Education (3)
- ART 640 Current Practices in Art Education (2)
- ART 680 Seminar in Art Education (2)
- ART 699 Thesis (1-4)

Students must earn at least four credits in ART 699.

Restricted Electives (17 Credits)

Students must complete eight credits of Art History and nine credits in studio courses in Art.

Electives (5 Credits)

Students must earn five credits of Art electives chosen in close consultation with a faculty advisor.

M.S. Degree in Art Education—Plan B Requirements (9 Credits)

- ART 630 Research Methods in Art Education (3)
- ART 640 Current Practices in Art Education (2)
- ART 680 Seminar in Art Education (2)
- ART 697 Individual Study in Art (1-2)

Students must earn at least two credits in ART 697.

Restricted Electives (20 Credits)

Students must earn eight credits in Art History and twelve credits in studio courses in Art.

Electives (4 Credits)

Students must earn four credits of Art electives chosen in close consultation with a faculty advisor.

Master of Science—Curriculum and Instruction in Education

Program Coordinator: Sandra Gordon • (218) 236-3580 • Lommen 215

Program Description

The Master of Science degree in Curriculum and Instruction provides candidates with study in educational foundations, curriculum theory, instructional practices, and educational research. A thematic approach is used across all courses. Dominant themes are purposes of school, relationship of society to schools, learning from inquiry, teacher as decision maker, critical reflection, and improving teaching and learning. All candidates complete a common group of courses over two summers and two academic years. This course work leads to an action research project conducted in the candidate's classroom.

Admission Requirements

1. Baccalaureate degree in Education or equivalent from an accredited institution.
2. Minimum one year documented and successful teaching, or comparable human service experience.
3. Undergraduate GPA of 2.75, or at least 3.0 on the last 30 semester hours of graded course work.
4. Completed "Application for Admission to Graduate Study" form.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
6. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
7. Scores on the Miller Analogies Test (MAT).

Degree Requirements

1. Minimum of 32 credits under Plan B.
2. Students wishing to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Field Research Project.
4. Committee Assessment of Field Research Project.
5. Final Integrative Experience: Presenting Field Research Project and Capstone Paper.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Curriculum and Instruction in Education

Requirements (27 credits)

- ED 601 Psychological Foundations of Education (2)
- ED 604 Education and Society (3)
- ED 608 Educational Research (3)
- ED 632 Curriculum, Instruction, and Learning (4)
- ED 670 Educational Alternatives for Learning (2)
- ED 671 Issues in Education
- ED 690 Topics in Socio-Cultural Foundations of Education (3)
- ED 695 Special Problems (2)
- ED 699 Field Research (4)
- EECE 612 Literacy in Society (2)

Electives (5 Credits)

Students earn five graduate credits in areas of study that support the Curriculum and Instruction in Education degree.

Master of Science and Education Specialist in Educational Administration

Program Coordinator: Dennis Van Berkum • (218) 236-2014 • Lommen 108B

Moorhead State University cooperates with North Dakota State University in programs leading to the Master of Science and Education Specialist degrees in the field of educational administration through the Tri-College University. The principle purpose of the Tri-College University Educational Leadership Program is to provide professional/academic education for individuals preparing for mid-management administrative positions (i.e., elementary school principal, secondary school principal, community education director), staff administrative positions (i.e., school district business managers, technology coordinators, curriculum coordinators), and upper-echelon administrative positions (i.e., superintendent of schools).

The program is built on the belief that the professional/academic preparation of educational leaders is best offered in an organizational context that is rich in professional diversity and represents the various subdisciplines of education with which school administrators must be familiar.

The core faculty is a group of professors that provides most of the instruction in the program and makes programmatic and curricular decisions. This faculty is drawn from the educational faculty of Moorhead State University and North Dakota State University. In addition, other faculty include specialists in educational leadership with special interests and special competence in other related fields of professional education from the two universities and surrounding area.

The program is committed to expanding the research on and the knowledge base of education, leadership, and the administration of educational programs. This is accomplished through the individual research efforts of professors and the resulting publication of articles, monographs, and books. It is also accomplished through collaborative efforts between faculty and students on research and/or grant projects, and through advising of research resulting in master's papers, theses, and field studies.

Enrolling for Classes

Courses in the TCU Educational Leadership Program are offered by both Moorhead State University and North Dakota State University. Course enrollment and registration are normally conducted on the campus of the university through which the student applied for admission. Tuition is then paid to the home institution.

Unless otherwise indicated, each of the courses in educational leadership is an approved graduate-level course at both Moorhead State University and North Dakota State University. The courses may be offered on

campus at either MSU or NDSU. Courses at MSU are listed as 600 numbers for master's level courses and 700 numbers for the specialist degree.

Trice, the TCU newspaper, is published four times during the academic year. It includes the official program schedule, advance schedules of the educational leadership offerings, and articles about the program. For additional program information see the Tri-College Graduate Bulletin.

The Master of Science Program

Degree Requirements

The master of science program in educational leadership consists of four main components:

1. Admission requirements.
2. Curriculum (between 33 and 47 semester credit hours of course work, depending on the degree plan and individual study option chosen by the student).
3. A written comprehensive examination.
4. A thesis or individual study option and subsequent oral examination.

Admission Requirements

Admission to the master's degree program is considered only after all required application materials have been received and reviewed. Included among the required materials are:

1. A completed, signed application form.
2. Official transcripts of all previous collegiate work, including one verifying graduation with a baccalaureate degree from an accredited institution.
3. Two references which evaluate the applicant's potential for success as a graduate student and as an educational administrator.
4. An exhibit of their written competency through an essay of their professional goals.

Admission decisions are based upon the predicted success of the applicant as a student and professional administrator and are made only after considering all available data. The criteria for admission are as follows:

Admission in Full Standing: Accumulative baccalaureate GPA of 3.0 or better on a 4.0 scale, or a GPA of at least 3.25 during the final 30 semester credits of graded undergraduate course work, or a minimum GPA of 3.0 on 10 semester credits of graduate course work.

Appropriate demonstration of written competencies (essay on application).

Admission with Provisions: A student who does not meet all requirements for full admission may be admitted with provisions by showing evidence that the applicant's potential is not adequately reflected in one's record. The following set of criterion act as guidelines for conditional acceptance: A minimum cumulative GPA of 2.8 or better on a 4.0 scale; and Miller Analogies Test (MAT) [or Graduate Record Examination (GRE) quantitative] scores that show prospects of satisfactory graduate school performance. Graduate course work of 3.0 or better will also be considered for admission with provisions.

A student admitted to this status will be provided with a statement of the provisions necessary to be satisfied before being reviewed for advancement to full standing. A student must be advanced to full standing before a Plan of Study can be approved.

Degree Plans

Students pursuing a master's degree through the TCU Educational Leadership Program have five degree plans to choose from. To help choose a degree plan, students are advised to carefully read specific state certification and licensure procedures. Listed are the prescribed curriculum for each plan. Modifications to the prescribed curricula may be made in special cases only with the approval of the student's advisor and program chair.

Plan One - General Administration Program (no specialty option)

36 semester credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 630 Leadership, Planning and Organizational Behavior in Education (3)

ED 634 Personal Communications and Ethics (3)

Curricular Block II - Legal and Political Foundations in Education (3 credits)

ED 631 Educational Law and Organizational Structure of Education (3)

Curricular Block III - Supervision and Staff Development (3 credits)

ED 635 Personnel, Supervision, and Staff Development (4)

Curricular Block IV - Statistics, Research, Analysis, and Writing (7-8 credits)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

Plan A - Thesis Option (4)

ED 697 Individual Study in Education: Thesis (2)

Plan B - Individual Study Option (4)

ED 794 Practicum in General Administration (2)

ED 697 Individual Study: A portfolio project combined with a reflective essay demonstrating mastery of program objectives (2)

A final oral examination will be based on portfolio materials and reflective essay.

Curricular Block V - Educational Foundations, Curriculum, and Instruction (8 credits)

ED 632 Curriculum, Instruction, & Learning Theory (4)

ED 613 Social, Political, and Community Dimensions of Education (4)

OR ED 610 Philosophy of Education (2)

AND ED 601 Psychological Foundations of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (2 credits)

ED 633 Technology and Information Systems (2)

Specialty Course Work (6 credits)

Plan Two - Specialty Option: Elementary School Principal

Students must demonstrate that they have completed two years of successful elementary-level teaching experience before filing a plan of study under this specialty option. 36-37 semester credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 630 Leadership, Planning, and Organizational Behavior in Education (3)

ED 634 Personal Communications and Ethics (3)

Curricular Block II - Legal and Political Foundations of Education (3 credits)

ED 631 Educational Law and Organizational Structure of Education (3)

Curricular Block III - Supervision and Staff Development (4 credits)

ED 635 Personnel, Supervision, and Staff Development (4)

Curricular Block IV - Statistics, Research, Analysis, and Writing (7-8 credits)

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

Plan A - Thesis Option (4)

ED 697 Individual Study in Education: Thesis (2)

Plan B - Individual Study Option (4)

ED 794 Practicum in Elementary School Administration (2)

ED 697 Individual Study: A portfolio project combined with a reflective essay demonstrating mastery of program objectives (2)

A final oral examination will be based on portfolio materials and reflective essay.

Curricular Block V - Educational Foundations, Curriculum and Instruction (8 credits)

ED 632 Curriculum, Instruction, & Learning Theory (4)

ED 613 Social, Political, and Community Dimensions of Education (4)

OR ED 610 Philosophy of Education (2)

AND ED 601 Psychological Foundations of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (4 credits)

ED 633 Technology and Information Systems (2)
ED 636 Policy and Educational Finance (2)

Specialty Course Work (4 credits)

ED 642 Elementary Curriculum (2)
ED 638 Administration of the Elementary School (2)

Plan Three - Specialty Option: Secondary School Principal

Students must demonstrate that they have completed two years of successful secondary-level teaching experience before filing a plan of study under this specialty option. 36-37 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 630 Leadership, Planning, and Organizational Behavior in Education (3)
ED 634 Personal Communications and Ethics (3)

Curricular Block II - Legal and Political Foundations of Education (3 credits)

ED 631 Educational Law and Organizational Structure of Education (3)

Curricular Block III - Supervision and Staff Development (4 credits)

ED 635 Personnel, Supervision, and Staff Development (4)

Curricular Block IV - Statistics, Research, Analysis, and Writing (7-8 credits)

ED 602 Statistics in Educational Research (2)
ED 603 Methods of Research (2)

Plan A - Thesis Option (4)

ED 697 Individual Study in Education: Thesis (2)

Plan B - Individual Study Option (4)

ED 794 Practicum in General Administration (2)

ED 697 Individual Study: A portfolio project combined with a reflective essay demonstrating mastery of program objectives (2)

A final oral examination will be based on portfolio materials and reflective essay.

Curricular Block V - Educational Foundations, Curriculum, and Instruction (8 credits)

ED 632 Curriculum, Instruction, & Learning Theory (4)
ED 613 Social, Political, and Community Dimensions of Education (4)

OR ED 610 Philosophy of Education (2)

AND ED 601 Psychological Foundations of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (4 credits)

ED 633 Technology and Information Systems (2)
ED 636 Policy and Educational Finance (2)

Specialty Course Work (4 credits)

ED 636 Administration of the Secondary School (2)
ED 643 Secondary School Curriculum (2)

Plan Four - Specialty Option: Superintendent of Schools

Students must demonstrate that they have completed two years of successful elementary or secondary level teaching experience before filing a plan of study under this specialty option. 44-47 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 630 Leadership, Planning, and Organizational Behavior in Education (3)
ED 634 Personal Communications and Ethics (3)

Curricular Block II - Legal and Political Foundations of Education (3 credits)

ED 631 Educational Law and Organizational Structure of Education (3)

Curricular Block III - Supervision and Staff Development (4 credits)

ED 635 Personnel, Supervision, and Staff Development (4)

Curricular Block IV - Statistics, Research, Analysis, and Writing (5-8 credits)

ED 602 Statistics in Educational Research (2)
ED 603 Methods of Research (2)

Plan A - Thesis Option

ED 697 Individual Study in Education: Thesis (2)

Plan B - Individual Study Option

ED 697 Individual Study: a portfolio project combined with a reflective essay demonstrating mastery of program objectives (2)

A final oral examination will be based on portfolio materials and reflective essay

Curricular Block V - Educational Foundations, Curriculum, and Instruction (8 credits)

ED 632 Curriculum, Instruction, & Learning Theory (4)
ED 613 Social, Political, and Community Dimensions of Education (4)

OR ED 610 Philosophy of Education (2)

AND ED 601 Psychological Foundations of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (4 credits)

ED 636 Policy and Educational Finance (2)
ED 633 Technology and Information Systems (2)

Specialty Course Work (14 credits)

ED 638 Administration of the Elementary School (2)
ED 639 Administration of the Secondary School (2)
ED 690 Seminar: The Superintendency (2)
ED 794 Practicum: Superintendency (2)
ED 642 Elementary School Curriculum (2)
ED 643 Secondary School Curriculum (2)
ED 788 Advanced Educational Finance (2)

The Specialist Degree Program

Degree Requirements

The specialist program in educational leadership requires a total of at least 34 semester credit hours and consists of five main components:

1. Admission requirements
2. Course work in educational leadership, the nature of which depends on the degree plan chosen by the student.
3. Six semester credits of practica [field based study] (ED 794).
4. A minimum of two semester credits of course-work in an elective area.
5. A four semester credit field study and subsequent oral examination.

Admission Requirements

Admission in Full Standing: A cumulative GPA of 3.25 or better in all graduate-level courses.

Admission with Provisions: A student who does not meet all requirements for full admission may be admitted with provisions by showing evidence that the applicant's potential is not adequately reflected by his record. The following set of criterion act as guidelines for conditional acceptance: A minimum cumulative GPA of 3.0 or better on a 4.0 scale at the graduate level and MAT (or GRE quantitative) scores that show prospects of satisfactory graduate school performance. Graduate course work of 3.0 or better will also be considered for admission with provisions.

Students admitted to this status will be provided with a statement of the provisions necessary to be satisfied before being reviewed for advancement to full standing. Students must be advanced to full standing before their Plan of Study can be approved.

Students admitted to this status must achieve full standing before filling their Plan of Study.

Degree Plans

Students pursuing a TCU specialist degree in educational leadership have five degree plans to choose from, depending on their ultimate career goal. Each of the five plans follow, along with the prescribed curriculum for that track.

Specialist degree students are required to have completed all of the course work prescribed for the master's degree in the same specialty option area. Students may complete deficiency work while enrolled in the specialist degree program, but credit earned in course work taken to remove deficiencies may not count in the minimum number of credits required for the specialist degree.

Students who have completed prescribed specialist-level course work as part of the master's degree program are not required to repeat courses; however,

they are required to complete the minimum number of credits established for each program and, therefore, may be required to complete additional elective courses.

Modifications of the prescribed curricula may be made in exceptional cases only with approval of the student's advisor and program chairperson.

Plan One - General Leadership Program (No Specialty Option)

34 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 786 School Facility Planning (2)
ED 789 School-Community Relations (2)
ED 794 Practicum: General Leadership (2)

Curricular Block II - Legal, Political, and Ethical Foundations of Education (2 credits)

ED 748 Collective Bargaining and Negotiations in Education (2)
ED 777 Tort Liability (2)
ED 779 Politics and Policy Analysis in Education (2)

Curricular Block III - Supervision and Staff Development (8 credits)

ED 782 Supervisory and Administrative Theories (4)
ED 784 School Personnel Administration (2)
ED 794 Practicum: Supervision (2)

Curricular Block IV - Statistics, Research, Analysis, and Writing (4 credits)

ED 799 Field Study (4)

Curricular Block V - Educational Foundations, Curriculum, and Instruction (4 credits)

ED 780 Instructional Models (2)
AND ED 710 Philosophy of Education (2)
OR ED 714 History of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (6 credits)

ED 783 Computer Data Management and Decision Making (2)
ED 778 School Business Management (2)
ED 794 Practicum: Budget and Finance (2)

Electives (4 credits)

Plan Two - Specialty Option: Elementary School Principal

Students must demonstrate that they have completed two years of successful elementary-level teaching experience before filing a program of study under this specialty option.

34 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 786 School Facility Planning (2)
ED 789 School-Community Relations (2)
ED 794 Practicum: Elementary School Principalship (2)

Curricular Block II - Legal, Political, and Ethical Foundations of Education (2 credits)

ED 748 Collective Bargaining and Negotiations in Education (2)
 ED 777 Tort Liability (2)
 ED 779 Politics and Policy Analysis in Education (2)

Curricular Block III - Supervision and Staff Development (8 credits)

ED 782 Supervisory and Administrative Theories (4)
 ED 784 School Personnel Administration (2)
 ED 794 Practicum: Supervision (2)

Curricular Block IV - Statistics, Research, Analysis, and Writing (4 credits)

ED 799 Field Study (4)

Curricular Block V - Educational Foundations, Curriculum, and Instruction (4 credits)

ED 780 Instructional Models (2)
 AND ED 710 Philosophy of Education (2)
 OR ED 714 History of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (8 credits)

ED 783 Computer Data Management and Decision Making (2)
 ED 778 School Business Management (2)
 ED 788 Advanced Educational Finance (2)
 ED 794 Practicum: Budget and finance (2)

Electives (2 credits)

Plan Three- Specialty Option: Secondary School Principal

Students must demonstrate that they have completed two years of successful secondary-level teaching experience before filing a program of study under this specialty option. 34 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 786 - School Plant Planning and Maintenance (2)
 ED 789 School-Community Relations (2)
 ED 794 Practicum: Secondary School Principalship (2)

Curricular Block II - Legal, Political, and Ethical Foundations of Education (2 credits)

ED 748 Collective Bargaining and Negotiations in Education (2)
 ED 777 Tort Liability (2)
 ED 779 Politics and Policy Analysis in Education (2)

Curricular Block III - Supervision and Staff Development (8 credits)

ED 782 Supervisory and Administrative Theory (4)
 ED 784 School Personnel Administration (2)
 ED 794 Practicum: Supervision (2)

Curricular Block IV - Statistics, Research, Analysis, and Writing (4 credits)

ED 799 Field Study (4)

Curricular Block V - Educational Foundations, Curriculum, and Instruction (4 credits)

ED 780 Instructional Models (2)
 AND ED 710 Philosophy of Education (2)
 OR ED 714 History of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (8 credits)

ED 783 Computer Data management and Decision Making (2)
 ED 778 School Business management (2)
 ED 788 Advanced Educational Finance (2)
 ED 794 Practicum: Budget and Finance (2)

Electives (2 credits)

Plan Four - Specialty Option: Superintendent of Schools

Students must demonstrate that they have completed two years of successful secondary-level teaching experience before filing a program of study under this specialty option. 34 credits required, distributed as follows:

Curricular Block I - Theory and Practice of Leadership and Administration (6 credits)

ED 786 School Plant Planning and Maintenance (2)
 ED 789 School-Community Relations (2)
 ED 790 Seminar in the Superintendency (2)
 ED 794 Practicum: Superintendency (2)

Curricular Block II - Legal, Political, and Ethical Foundations of Education (2 credits)

ED 748 Collective Bargaining and Negotiations in Education (2)
 ED 777 Tort Liability (2)
 ED 779 Politics and Policy Analysis in Education (2)

Curricular Block III - Supervision and Staff Development (8 credits)

ED 782 Supervisory and Administrative Theories (4)
 ED 784 School Personnel Administration (2)
 ED 794 Practicum: Supervision (2)

Curricular Block IV - Statistics, Research, Analysis, and Writing (4 credits)

ED 799 Field Study (4)

Curricular Block V - Educational Foundations, Curriculum, and Instruction (4 credits)

ED 780 Instructional Models (2)
 AND ED 710 Philosophy of Education (2)
 OR ED 714 History of Education (2)

Curricular Block VI - Information Systems for Management and Instruction (8 credits)

ED 783 Computer Data Management and Decision Making (2)
 ED 778 School Business Management (2)
 ED 788 Advanced Educational Finance (2)
 ED 794 Practicum: Budget and Finance (2)

Electives (2 credits)

Master of Science—Elementary Education

Program Coordinator: Beth Anderson • (218) 236-3580 • Lommen Hall 215

The M.S. in Elementary Education is under revision during 1996-97. Please contact the department chair (Dr. Roberta Shreve) or program coordinator (Dr. Beth Anderson) for current information about the nature of the program.

Program Description

The Master's of Science in Elementary Education provides a candidate with multiple opportunities to broaden and reflect upon knowledge based on research and experience with detailed application to pedagogy.

All candidates complete a common core of courses. In-depth work may be undertaken in any one of a number of areas such as: early childhood, language arts/reading, science, or curriculum and instruction. Most candidates are full-time teachers who enroll in graduate courses as part-time students. These candidates typically enroll in one night course per semester and a selection of courses in the summer to complete the program in two to three years. Full-time students could complete the program in less time.

Admission Requirements

1. Baccalaureate degree in Elementary Education or the equivalent from an accredited institution.
2. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Score of 30 or more on the Miller Analogies Test (MAT).

Degree Requirements

1. Minimum of 30 credits for Plan A with thesis; 32 credits for Plan B with project.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Written comprehensive examination of all course work applied to the Master's program. After all course work is completed, the exam will be presented during a four-hour period on each of two consecutive days. The exam must be completed and scored a minimum of four weeks prior to candidates presenting a thesis/project proposal to their graduate committee.

4. Thesis or project. Each includes extensive review of the literature and is completed with the on-going guidance of an advisor.
5. Oral examination on completed thesis/project.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Elementary Education—Plan A Requirements (18 Credits)

In addition to the courses listed below, those candidates whose area of intent is Elementary Education must take a course in Language Arts or Reading. Those candidates whose area of intent is Early Childhood Education will also take EECE 620. Students must earn at least four credits of EECE 699. Students in Plan A must earn a total of 30 credits. If additional credits are needed after students have satisfied the area requirements, students will select electives in close consultation with a faculty advisor.

ED 601 Psychological Foundations of Education (2)
 ED 602 Statistics in Educational Research (2)
 ED 603 Methods of Research (2)
 EECE 615 Literature for Young Readers (2)
 EECE 618 Teacher-Arranged Environment (2)
 EECE 642 Elementary School Curriculum (2)
 EECE 650 Science: Elementary School (2)
 EECE 699 Thesis or Field Research (1-4)

Related Requirements (4 Credits)

Students must earn at least four credits of electives chosen from MLA courses.

M.S. Degree in Elementary Education—Plan B Requirements (16 Credits)

Those candidates whose area of intent is Elementary Education must take a course in Language Arts or Reading. Those candidates whose area of intent is Early Childhood Education must take EECE 620. Students must earn at least two credits in EECE 697. In addition to the courses listed below, students must earn a total of 32 credits to satisfy the requirements of Plan B. If additional credits are needed after completing area requirements, students will chose electives in close consultation with a faculty advisor.

ED 601 Psychological Foundations of Education (2)
 ED 602 Statistics in Educational Research (2)
 ED 603 Methods of Research (2)
 EECE 615 Literature for Young Readers (2)
 EECE 618 Teacher-Arranged Environment (2)
 EECE 642 Elementary School Curriculum (2)
 EECE 650 Science: Elementary School (2)
 EECE 697 Individual Study in Education (1-2)

Related Requirements (4 Credits)

Students must earn at least four elective credits chosen from MLA courses.

AREAS OF INTEREST**Early Childhood**

- EECE 534 Kindergarten Education (3)
- EECE 532 Curriculum Development for Young Children (4)
- EECE 620 Children's Play, Creativity and Development (2)
- EECE 577 Early Childhood Education Workshop (1-2)

Curriculum and Foundation

- EECE 595 Comparative Education (2)
- EECE 597 Readings in Education (1-2)
- EECE 637 Curriculum Theory and Principles (2)
- CNSA 612 Individual Appraisal (3)

Reading/Language Arts

- EECE 525 Improvement of Instruction in Reading and Language Arts (2)
- EECE 545 Remedial and Corrective Reading (3)
- EECE 546 Remedial and Corrective Reading Clinic (1)
- EECE 623 Special Topics in Literature for Young Readers (2)
- SPED 645 Diagnosis and Correction of Reading Difficulties (2)
- SPED 646 Reading Clinic: Diagnosis (1)

Special Education

- SPED 645 Diagnosis and Correction of Reading Difficulties (2)
- SPED 672 Educational Diagnosis and Programming (2)

Gifted Education

- SPED 521 The Gifted Child (2)
- SPED 522 Curriculum and Methods for the Gifted (2)
- SPED 662 Seminar: Special Education (2)
- ED 628 Counseling the Gifted (2)

Supervision

- EECE 635 The Process of Supervision (4)
- EECE 631 School Law (4)

Master of Science—Music Education

Program Coordinator: Ruth Dahlke • (218) 236-2101 • Roland Dille Center for the Arts 102C

Program Description

The Master of Science degree in Music Education is designed for advanced study in music with a concentration in music education. Additionally, students may select from several areas of emphasis: performance, conducting, pedagogy, composition, and theory and literature.

Admission Requirements

1. Baccalaureate degree in music education from an accredited institution.
2. 3.00 grade point average. Students with a lower GPA may be admitted on a provisional basis after consultation with the Dean.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Upon admission, all students are required to take examinations in music theory and music history. In addition, performance auditions are required. The examinations and auditions are used for advising purposes, and the students who show deficiencies are required to correct them with undergraduate study.

Degree Requirements

The program is designed with two plans. **Plan A** (30 credits) culminates in a thesis; music electives are chosen to support the thesis topic. **Plan B** (32 credits) culminates in a project paper or a recital and an accompanying document.

1. Minimum of 30 credits for Plan A, 32 for Plan B.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Written comprehensive examination.
4. Thesis, project, or recital and document.
5. Oral examination.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Music Education—Plan A

Requirements (12 Credits)

In addition to the courses listed below, students must earn six credits in courses in Music Education and Pedagogy.

MUS 630 Research in Music (2)

MUS 699 Thesis in Music (4)

Restricted Electives (14 Credits)

In addition to the courses listed below, students must earn two credits in Music Theory or Music History, two credits in ensemble courses, and four credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for recital).
 MUS 640 Directed Study in Music History (2)
 MUS 645 Seminar in Music of the 20th Century (2)
 MUS 674 Directed Study in Music Theory (2)

Electives (4 Credits)

Students must earn four elective credits chosen in close consultation with a faculty advisor.

M.S. Degree in Music Education—Plan B

Requirements (10 Credits)

In addition to the courses listed below, students must earn six credits in Music Education and Pedagogy electives.

MUS 630 Research in Music (2)

MUS 697 Individual Study (2)

Restricted Electives (16 Credits)

In addition to the courses listed below, students must earn four credits in Music Theory/History, two credits in ensemble courses and four credits in applied courses at the 500/600 level (at least two credits must be at the 600 level to prepare for recital).
 MUS 640 Directed Study in Music History (2)
 MUS 645 Seminar in Music of the 20th Century (2)
 MUS 674 Directed Study in Music Theory (2)

Electives (6 Credits)

Students must earn six elective credits chosen in close consultation with a faculty advisor.

Master of Science—Reading

Program Coordinator: Barbara Wasson • (218) 236-2000 • Lommen Hall 205

Program Description

The Master of Science in Reading program is designed for teachers who wish to improve their instructional effectiveness in teaching reading. Teaching experience is required. The program is designed to be completed on a part-time basis. Core reading courses are scheduled in the evening. Students generally complete the program in two to four years.

Admission Requirements

1. Baccalaureate degree from an accredited Institution.
2. Completion of a teacher licensure program.
3. Evidence of two or more years of successful teaching.
4. 2.75 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
5. Completed "Application for Admission to Graduate Study" form.
6. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
7. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
8. Score of 30 or above on the Miller Analogies Test (MAT).
9. Written description of past teaching experience and future goals.
10. Recommendation from principal based on two or more years of successful teaching.

Degree Requirements

The degree is offered under Plan A (30 credits) or Plan B (32 credits).

1. A minimum of 30-32 credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. 3.0 grade point average. A grade of "C" or less is unacceptable in core courses.
4. Written comprehensive examination
5. Thesis or project.
6. Oral examination administered by the student's thesis or project committee following completion of the thesis or project and based on the thesis or project and the student's program.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Reading—Plan A

Requirements (25 Credits)

The M.S. Degree in Reading is open to students who hold a valid teaching license plus a minimum of two years as a reading teacher. Students must earn at least four credits of SPED 699.

- ED 602 Statistics in Educational Research (2)
- ED 603 Methods of Research (2)
- EECE 612 Reading in Society (2)
- EECE 613 Analysis of Development Reading (2)
- EECE 614 Reading and Language Arts in the Content Area (2)
- EECE 615 Literature for Young Readers (2)
- EECE 623 Special Topics in Literature for Young Readers (2)
- EECE 637 Curriculum Theory and Principles (2)
- SPED 616 The Gifted Child and Reading (2)
- SPED 645 Diagnosis and Correction of Reading Difficulties (2)
- SPED 646 Reading Clinic: Diagnosis (1)
- SPED 699 Thesis (4)

Electives (5 Credits)

Students must earn five credits in graduate level electives to be chosen in close consultation with a faculty advisor.

M.S. Degree in Reading—Plan B

Requirements (23 Credits)

The M.S. in Reading is open to students who hold a valid teaching license plus a minimum of two years as a reading teacher. Students must earn at least two credits in SPED 697.

- ED 602 Statistics in Educational Research (2)
- ED 603 Methods of Research (2)
- EECE 612 Reading in Society (2)
- EECE 613 Analysis of Development Reading (2)
- EECE 614 Reading and Language Arts in the Content Area (2)
- EECE 615 Literature for Young Readers (2)
- EECE 623 Special Topics in Literature for Young Readers (2)
- EECE 637 Curriculum Theory and Principles (2)
- SPED 616 The Gifted Child and Reading (2)
- SPED 645 Diagnosis and Correction of Reading Difficulties (2)
- SPED 646 Reading Clinic: Diagnosis (1)
- SPED 697 Individual Study (2)

Electives (9 Credits)

Students must earn nine hours of graduate level electives to be chosen in close consultation with a faculty advisor.

Master of Science—Special Education

Program Coordinator: Paul Beare • (218) 236-2004 • Lommen Hall 205

Program Description

The Master of Science in Special Education is designed for students with the experiences and abilities to understand advanced concepts, critically review research, and apply these concepts and research to their own professional practice through on-going, systematic professional development experiences.

The MS in Special Education has a core of two courses. The remaining requirements will be developed by the student and advisor to meet the unique needs of the students and to address program-specific requirements. A student may choose to emphasize specific disability areas, such as Moderate to Severe Mentally Handicapped, Specific Learning Disabilities, Mild to Moderate Mentally Handicapped, Emotional/Behavioral Disorders, or Early Childhood Special Education or to take more generic course work, focusing on any area of specialization related to Special Education.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Minimum of one year documented, successful teaching or comparable experience. Comparable experience includes working in human services, in the helping professions, or having an undergraduate education major.
3. Undergraduate GPA of 3.0 overall or 3.25 in the last 30 semester credits of course work.
4. Completed "Application for Admission to Graduate Study" form.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
6. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
7. Minimum combined score of 30 on the Miller Analogies Test (MAT).

Degree Requirements

The degree is offered under Plan A or Plan B.

1. A minimum of 30 credits for Plan A or 32 credits for Plan B, 17 of which must be at the 600 level.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Maximum of four credits practicum. Only 600 level practicum may apply to the MS degree.
4. Written comprehensive examination over course work.

5. Thesis or Plan B Project.
6. Oral examination over thesis or project by thesis committee.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Special Education

Requirements (17 Credits)

In addition to the courses listed below, students must earn at least 12 credits in Special Education electives. Students must meet all specified minimum credit totals for the degree, and must earn at least 30 approved graduate credits in total. At least 17 credits must be earned at the 600 level. Students may apply a maximum of four credits of practicum toward the degree provided that the practicum is at the 600 level. SPED 620 Perspectives and Policies in Special Education (3)
SPED 664 Theory and Process of Consultation (2)

Restricted Electives (6 Credits)

ED 602 Statistics in Educational Research (2)
ED 603 Methods of Research (2)
OR ED 605 Single Subject and Small Group Research Designs (2)
OR ED 611 Introduction to Qualitative Research (2)
SPED 697 Individual Study (2)
OR SPED 699 Thesis (4)

Electives (4 Credits)

Students must earn at least four credits of electives outside the major area. These courses should be selected in close consultation with a faculty advisor.

Master of Science—Counseling and Student Affairs
Program Coordinator: William Packwood • (218) 236-2044 • Lommen Hall 211C

Program Description

The Counseling and Students Affairs program is a two-year program leading to a Master of Science degree. It emphasizes the integration of developmental theory, acquisition of strong interpersonal skills, and personal development resulting in the ability to enter beneficially into the other person's world and provide opportunities for them to grow. The program has a generalist orientation, but individualized specializations can be developed to meet each student's needs. Through the program, students are provided with opportunities to develop core helping skills and to engage in concentrated study leading to a speciality in one of three program options.

The **Secondary School Counseling** option leads to Minnesota and North Dakota State Certification for public secondary school counseling. Only persons with teaching experience can be accommodated, because to be certified as a counselor you must have a teaching certificate and have taught for one year. The option includes internships and practicum experiences in the public secondary schools.

The **Student Affairs** option prepares persons for counseling and student affairs positions in higher education, including admissions, career planning and placement, financial aid, health, housing, orientation, and the student union and activities. The option emphasizes course work in the development of college students and internships and practicum experiences at college and university sites.

The **Community Counseling** option prepares persons to provide counseling assistance in a variety of settings in the community, including social service agencies; community mental health sites; centers dealing with families, rape and abuse, and crises; chemical dependency programs; as well as other speciality areas. Psychology courses are emphasized, and the internships and practicum experiences are in the appropriate community settings.

The program also prepares one to become certified as a National Certified Counselor (NCC), to be certified as a secondary school counselor, and to become licensed as a professional counselor in North Dakota.

The Counseling and Student Affairs graduate program at Moorhead State is unique in the individual attention paid to graduate students. The class sizes are small, teachers get to know students, and advisor contact is welcomed. Most courses are offered in the evenings to accommodate part-time students. Through

additional courses and personal advising, graduate students are encouraged to develop and meet their personal career goals.

The purpose of the program is to provide students with a high level of counseling skills so that they can offer therapeutic experiences to their clients. The program is intended for students who seek to become competent counselors, have strong academic and verbal and written skills, are aware of and able to articulate feelings, want to gain some self-awareness, and want a thorough knowledge of the major content areas required to be a certified professional counselor.

All of the courses, except one or two, are offered in the evenings after 5:00 p.m. The program takes two years full-time to complete, and the maximum amount of time allowed to complete the program is five years. Full-time as well as part-time students are admitted year round.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required.
2. 3.0 grade point average, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Score from the Miller Analogies Test (MAT) or from the Graduate Record Examination, General Test (GRE). No specific minimum score is required.
7. Counseling and Student Affairs Application.
8. 350 word statement of personal career goals.
9. A writing sample, which is completed at the department office.
10. Three letters of recommendation from people who have been your professors, employers, counselors, or have known you in other professional capacities.
11. An interview with the faculty in order to assess your communication skills.

Degree Requirements

1. A core of 34 credits is required of all candidates. An additional 12 credits specific to each of the three options are also required.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.

3. Continued improvement in interpersonal competence and counseling skill development. Students are reviewed periodically to determine their satisfactory progress.
4. 3.0 grade point average and a grade of B or better in all required courses.
5. Six-credit internship.
6. Written comprehensive examination.
7. Research project, satisfied through either Plan A or Plan B.
8. Oral examination which is a review of the student's research project.

Students must adhere to ethical standards of the profession, function in an adequate fashion and at an acceptable professional level in the practicum setting, demonstrate personal qualities consistent with professional norms, and maintain continuous registration.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Counseling and Student Affairs

Core Requirements (34 Credits)

The core must be completed by all students majoring in one of the Counseling and Student Affairs concentrations: Community Counseling, School Counseling, or Student Affairs. Students must complete CNSA 697 for two credits or CNSA 699 for four credits.

- CNSA 610 Foundations of Counseling (3)
- CNSA 611 Counseling Theories (3)
- CNSA 612 Individual Appraisal (3)
- CNSA 613 Career Development (3)
- CNSA 614 Human Growth and Development for Counselors (3)
- CNSA 615 Social and Cultural Foundations of Counseling (3)
- CNSA 616 Consultation for Counselors (1)
- CNSA 620 Counseling Skills I (3)
- CNSA 621 Counseling Skills II (3)
- CNSA 630 Group Counseling (3)
- ED 602 Statistics in Educational Research (2)
- ED 603 Methods of Research (2)
- CNSA 697 Master's Project (2)
- OR** CNSA 699 Master's Thesis (4)

School Counseling Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as "Core Requirements" under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the School Counseling concentration must repeat CNSA 691A to a total of six credits. A full year of practicum is required. CNSA 650 Organization and Administration of Guidance Services (3)
CNSA 691A Practicum in School Counseling (3)
SW 530 Generalist Practice: Families (3)

Community Counseling Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as "Core Requirements" under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the Community Counseling concentration must repeat CNSA 691D to a total of six credits. A full year of practicum is required.
CNSA 670 Community Counseling (3)
CNSA 691D Practicum in Community Counseling (3)
PSY 563 Abnormal Psychology (3)

Student Affairs Concentration

Core Requirements (34 Credits)

Students must complete the courses listed as "Core Requirements" under the M.S. Degree in Counseling and Student Affairs.

Requirements (12 Credits)

Students in the Student Affairs concentration must repeat CNSA 691B or CNSA 691C to a total of six credits. A full year of practicum is required.
CNSA 660 Introduction to Student Affairs (2)
CNSA 661 Higher Education in the U.S. (1)
CNSA 662 Administration of Student Affairs in Higher Education (2)
CNSA 663 The College Student (1)
CNSA 691B Practicum in Student Affairs in Higher Education (2-3)
OR CNSA 691C Practicum in College Counseling (3)

Master of Science—Public and Human Service Administration

Program Coordinator: James Danielson • (218) 236-2825 • MacLean Hall 311

Program Description

This program is designed to provide the theoretical background and practical skills needed to administer public agencies, nonprofit organizations, or social service facilities. Individuals considering careers as social service directors, government administrators, health care managers, arts directors, managers in higher education, law enforcement leaders, court administrators, and similar fields will find this program valuable. The program is available for both full-time and part-time students. All core curriculum classes are offered in the evening.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major is required, but proficiency in communication with broad-based grounding in the social sciences is expected.
 2. 2.75 grade point average, or a 3.25 grade point average on the last 30 semester credits of graded course work.
 3. Completed "Application for Admission to Graduate Study" form.
 4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
 5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
 6. Quantitative, verbal and analytical scores on the Graduate Record Examination (GRE). Both grade point average and graduate record examination scores are evaluated to determine admission.
 7. Demonstrated proficiency in basic statistics, accounting and social sciences are required. Students who are deficient in one or more of these areas may be granted provisional admission to the program, contingent on completion of specific requisite courses.
4. A Final Project administrative research paper is required of each student. The project should analyze some topic or issue such that an administrative decision could be made based on the research.
 5. To complete the program, the student must pass a comprehensive oral examination covering the Final Project and course work in the program. The oral examination is conducted by a committee of four faculty members.
 6. Students are responsible for all specific program requirements included in the **PHSA Student Handbook**, which is available from the Public and Human Service Administration Program Coordinator upon the student's admission to the program. Students in the program are urged to consult with the Coordinator prior to registration each term.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Public and Human Services Requirements (29 Credits)

- PHSA 611 Survey of Public and Human Service Administration (4)
- PHSA 612 Research Methods for Public and Human Service Administration (3)
- PHSA 653 Human Resource Development (2)
- PHSA 655 Public and Non-Profit Financial Management (3)
- PHSA 665 Legal Issues of Nonprofit Organizations (3)
- PHSA 671 Leadership in the Public and Non-Profit Sectors (2)
- PHSA 681 Policy Analysis in Public and Human Service Administration (3)
- PHSA 697 Final Project in Public and Human Service Administration (4)
- MKTG 621 Non Profit Marketing (3)
- SOC 512 Sociology of Complex Organizations (2)

Electives (6 Credits)

Students must take six credits of PHSA electives or other graduate level electives chosen with the approval of the Public and Human Services Coordinator.

Degree Requirements

1. Minimum of 35 semester credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. A grade of "B" or higher in all courses submitted for completion of the program on the student's "Course Plan." A grade of C or lower in two or more graduate courses is grounds for removal from the program.

Master of Science and Specialist Degree—School Psychology

Program Coordinator: Margaret Potter • (218) 236-2805 • Bridges Hall 360

Program Description

School psychologists provide a variety of psychological services primarily in public school settings. Through their skills in consultation, assessment, intervention and program evaluation, school psychologists work closely with teachers, administrators, parents, and community agencies to identify and treat students' problems. Specialist degree level school psychologists are in demand regionally and nationally. Our program is approved by the National Association of School Psychologists, NCATE, and the Minnesota Board of Teaching. Graduates meet the requirements for certification as school psychologists in Minnesota, North Dakota, South Dakota, and most other states.

The School Psychology program requires 61 semester credits taken over three years. The program consists of two years of full-time on-campus course work and a one year internship. A non-terminal, thesis-based Master's degree is awarded after the first 30 semester credits with the terminal Specialist degree awarded after the remaining 31 credits. It is expected that students will earn both the Master's and the Specialist degrees.

Students are admitted only on a full-time basis with attendance beginning in the fall semester. Admission is limited and competitive. The application deadline is February 15 for both degree programs. Late applications will be considered if space is available.

The Master of Science Program

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific undergraduate major required, however, preparation must include nine semester hours of course work in psychology and one statistics course.
2. 3.0 grade point average.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Combined score of 1,000 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE). The GRE scores must be no more than five years old.
7. Letter of intent specifying career goals and research interests.

8. Three letters of recommendation. We do not have a specific form. At least one letter should be from someone who can speak to the candidate's academic skills.
9. A personal or telephone interview is highly recommended.

Degree Requirements

The program must be completed under **Plan A** with a thesis required.

1. Minimum of 30-32 credits.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Written comprehensive examination.
4. Thesis.
5. Oral examination in defense of the thesis.

M.S. Degree in School Psychology

Requirements (20 Credits)

- ED 603 Methods of Research (2)
- PSY 601 Foundations of School Psychology (2)
- PSY 620 Measurement Theory (2)
- PSY 621 Assessment/Intervention I: Basic Processes (3)
- PSY 622 Assessment/Intervention II: Special Populations (3)
- PSY 632 Advanced Psychological Methodology (2)
- PSY 641 Practicum in School Psychology I (1)
- PSY 642 Practicum in School Psychology II (1)
- PSY 699 Thesis in Psychology (1-4)

Restricted Electives (6 Credits)

Students must choose six credits from the listed courses.

- PSY 611 Human Learning and Cognition (2)
- PSY 613 Biopsychology (2)
- PSY 615 Developmental Psychology (2)
- PSY 617 Personality and Psychopathology (2)
- PSY 619 Social Psychology (2)

Related Requirements (4 Credits)

Students must earn four to six credits from the following courses.

- CNSA 520 Basic Counseling Skills (3)
- ED 664 Theory and Process of Consultation (2)
- SPED 571 Behavior and Environment Management (3)
- SPED 690 Seminar: Current Trends in Special Education (1-2)
- SPED 513 Instructional Strategies (3)
 - OR SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)
 - OR SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)
 - OR SPED 578 Educational Interventions: Emotional/ Behavioral Disorders (3)

The Specialist Degree Program
Admission Requirements

Students who have completed the M.S. in School Psychology from Moorhead State will be considered for admission to the Specialist degree program upon submission of the following:

1. A completed "Application for Admission to Graduate Study" (submit to the Graduate Records Office).
2. A letter of interest and intent (submit to the Coordinator of the School Psychology Program).
3. All requirements for the M.S. degree must be completed before 9 semester hours of credit toward the Specialist degree are earned.

Applicants from other universities must submit evidence of satisfactory completion of a substantially equivalent Master's degree. In addition, all of the requirements for admission to the Master's degree program, as described above, must be met. For more information, contact the program director.

Degree Requirements

Degree completed under **Plan B**

1. Minimum of 29-31 credits (to total 61 for combined Master's and Specialist program).
2. National School Psychology exam.
3. Portfolio demonstrating mastery of program objectives.
4. Final oral examination based on portfolio materials.

Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

Specialist Degree in School Psychology**Requirements (18 Credits)**

The M.S. degree in School Psychology is a prerequisite for admission to this degree.

- PSY 701 Issues in the Practice of School Psychology (2)
- PSY 723 Assessment/Intervention III: Early Childhood (3)
- PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)
- PSY 728 Systems Intervention (2)
- PSY 744 Practicum in School Psychology III (1)
- PSY 760 Internship in School Psychology (1-3)

Restricted Electives (4 Credits)

Students must earn four credits from the listed courses. These electives may not duplicate courses taken to complete the M.S. degree.

- PSY 611 Human Learning and Cognition (2)
- PSY 613 Biopsychology (2)
- PSY 615 Developmental Psychology (2)
- PSY 617 Personality and Psychopathology (2)
- PSY 619 Social Psychology (2)

Related Requirements (7 Credits)

Students must earn seven to nine credits from the following courses. These electives may not duplicate courses taken as part of the M.S. degree. (Course requirements not taken for the M.S. degree must be completed for the Specialist.)

- CNSA 520 Basic Counseling Skills (3)
- ED 664 Theory and Process of Consultation (2)
- SPED 571 Behavior and Environment Management (3)
- SPED 690 Seminar: Current Trends in Special Education (1-2)
- SPED 513 Instructional Strategies (3)
 - OR SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)
 - OR SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)
 - OR SPED 578 Educational Interventions: Emotional/ Behavioral Disorders (3)

Master of Science—Speech-Language Pathology

Program Coordinator: Arne D. Teigland • (218) 236-4643 • Grier Hall 108

Program Description

The program is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). Candidates for the Master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence. This level of training is regarded as the minimum entry-level requirement for speech-language pathologists. It includes a minimum of 250 clock hours of clinical practicum at the graduate level. No more than 10 credit hours of clinical practicum and internship can be applied toward the Master's degree.

Enrollment is limited. Applications must be postmarked by February 1. Completing the degree requirements involves two years of full-time study.

Admission Requirements

1. Baccalaureate degree in Speech/Language/Hearing Sciences from an accredited institution. A student with no background in this field of study will be expected to take basic undergraduate prerequisites before applying.
2. 2.75 grade point average overall, or a 3.25 on the last 30 semester hours of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Admissions Office.
5. Non-refundable \$20.00 fee for first-time applicants to Moorhead State University.
6. Graduate Record Examination (GRE) scores.
7. Department program application form.
8. Letters of recommendation (forms provided).

Degree Requirements

1. Minimum of 40 credits—required courses, elective courses, a research experience (thesis or research project), and clinical practica.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Writing competency assessment, based on a blind review of the faculty. It is designed to identify and assist students who need to strengthen their writing skills.
4. Comprehensive written examination based on ASHA certification examination.
5. Thesis or project.
6. Oral examination.

A maximum of one workshop credit may be counted toward the major, providing the workshops are offered for graduate credit at Moorhead State University.

Detailed information on these requirements and departmental policies and procedures are found in the department's **Graduate Student Handbook**. Further information on degree requirements is also found in "General Degree Requirements" at the front of the **Graduate Bulletin**.

M.S. Degree in Speech-Language Pathology

Core Requirements (4-6 Credits)

Students must complete SLP 696 for at least two credits or SLP 699 for at least four credits.

SLP 601 Research Design in Speech-Language Pathology (2)

SLP 696 Research Project (2)

SLP 699 Thesis (1-4)

Requirements (13 Credits)

SLP 609 Clinical Speech Measurement (1)

SLP 621 Seminar: Articulation Disorders and Cleft Palate (2)

SLP 630 Neurogenic Communication Disorders I (3)

SLP 631 Neurogenic Communication Disorders II (2)

SLP 641 Seminar: Language Intervention (2)

SLP 647 Diagnostic and appraisal Procedures (3)

Restricted Electives (10 Credits)

Students will complete various practicum experiences as directed by a faculty advisor. SLP 669 is also a practicum experience.

SLP 643 Agency Practicum: Speech-Language (1)

OR SLP 644 University Practicum: Speech-Language (1)

OR SLP 645 Hospital Practicum: Speech-Language (1)

OR SLP 646 School Practicum: Speech-Language (1)

SLP 669 Internship (4)

Electives (11-13 Credits)

Students will need to earn between 11 and 13 credits of SLP electives depending upon whether they have selected SLP 696 or SLP 699. All students are required to earn at least 40 credits to accomplish the degree.

Students may choose electives from the courses listed below or other SLP courses with consent of the advisor.

SLP 623 Seminar: Voice (2)

SLP 624 Seminar: Fluency (2)

SLP 626 Language Development and Disorders in Adolescents (2)

SLP 627 Communication in Normal Aging and Dementia (2)

SLP 642 Augmentative and Alternative Communication (3)

SLP 680 Cultural Aspects of Communication Disorders (2)

SLP 681 Seminar: Dysphagia (2)

UNIVERSITY OF MINNESOTA—MSU PARTNERSHIP
Master of Science Degree with a Major in Nursing

Program Coordinator: Barbara Vellenga • (218) 236-4696 • Murray Commons 214

Program Description

Courses leading to a Master of Science degree with a major in Nursing from the University of Minnesota are available at Moorhead State University as part of the Partnership Model Program. Courses are available at Moorhead State University both on site and via interactive television.

Areas of Study

Adult Health Nursing
 Child and Family Nursing
 Children with Special Health Care Needs
 Family Nurse Practitioner
 Gerontological Clinical Nurse Specialist
 Gerontological Nurse Practitioner
 Nursing Administration
 Nursing Education
 Nurse-Midwifery
 Oncology Clinical Nurse Specialist
 Pediatric Nurse Practitioner
 Public Health Nursing with emphasis in:
 Administration, Adolescent Health; Older Adult,
 especially women; Parent, Child and Family; and
 School Health.
 Psychiatric-Mental Health Nursing
 Women's Health Nurse Practitioner

Dual degree options are available for students who would like to receive a Master's of Public Health (MPH) Degree in addition to the Master's degree with a major in Nursing (MS).

Admission Requirements

1. Baccalaureate degree from an accredited institution. If the degree is in a field other than nursing, the student must show evidence of ability in the following areas:
 - Health Promotion
 - Community Health Nursing
 - Leadership/Management
 - Teaching/Counseling
 - Systematic Investigation
2. Competitive scores on the Graduate Record Examination (GRE) taken within the past two years.
3. Evidence of high scholastic achievement.
4. Photocopy of a current RN license in good standing.
5. Three letters of reference.
6. Written narrative discussion of the student's past and future professional goals and proposed area of study (profile statement).

Application to the Graduate Nursing program can be initiated at Moorhead State University. To obtain further information, call Barbara Vellenga at (218) 236-4696.

Students are admitted to the program during fall, winter, spring & summer quarters. Application deadlines are: October 25 — Winter, Spring or Summer Quarter; December 15 — Spring, Summer or Fall Quarter; April 15 — Summer, Fall or Winter Quarter.

Degree Requirements

The U of M Graduate School offers the master's degree under two plans: **Plan A**, requiring a thesis and supporting course work, and **Plan B**, which requires a special project and course work. A minimum of 44 quarter credits is required for Plan A and Plan B.

Plan A

The emphasis of Plan A is research. The student and faculty advisor plan a program of study that supports the student's thesis. The thesis research is carried out under the direction of the faculty advisor. The final examination is an oral defense of the thesis. The faculty committee is composed of at least two representatives from the School of Nursing and one representative from the related field or minor. In Plan A the minimum of 44 credits is to be distributed as follows:

The Major (20 credits minimum), with Nurs 8014 Research in Nursing (3 credits) required.

Related Fields (8-9 credits). Courses may be taken outside of nursing or in a designated minor.

Thesis (16 credits)

Plan B

The goal of Plan B is to prepare students for advanced practice in nursing. A final examination is required. The faculty committee is composed of at least two representatives from the School of Nursing and a representative from a related field or minor. The minimum of 44 credits is to be distributed as follows:

Nursing Major (32 credits)

The project in Plan B is an investigation of a nursing problem or question that may be of scientific, philosophic, or historic nature.

Related Fields or Minor (8-9 credits)

Elective (Nursing or related fields) (3-4 credits)

University of Minnesota Master of Social Work Option

Via Distance Education

Contact Person at MSU: Jarilyn Gess • (218) 236-2613 • Lommen 083

Program Description

The focus in this degree program option is on direct practice. The goal of this concentration is to prepare students for professional practice with individuals, families, small groups, and communities at varying levels, ranging from intervention with individuals to working for social change.

Admission Requirements

Applicants to the MSW program must meet the requirements and standards set by the University of Minnesota Graduate School and the School of Social Work.

Minimum Application Requirements:

1. Completion of a baccalaureate degree with a grade point average of 3.0.
2. Completion of 39 quarter credits of 26 semester credits in college-level social sciences (e.g., anthropology, history, political science, psychology, sociology).
3. A minimum of one year of experience in social work or a related human service field.

Additional Application Requirements:

1. Complete applications to the School of Social Work Admissions Office and the Graduate School Admissions Office (both applications are included in the application packet that comes from the social Work Admissions Office).
2. The School of Social Work Application requires:
 - a. Completion of all forms.
 - b. An annotated resume of social work and/or human service experience.
 - c. Copies of transcripts from all colleges, universities, and graduate courses attended (can be unofficial copies).
 - d. A personal statement reflecting on career interests and understanding of the profession.
 - e. A formal writing sample reflecting views on social welfare.
 - f. Three letters of recommendation.
 - g. Results from the TOEFL exam for international students whose first language is other than English (a score of 600 is required)."
 - h. Scores from the Graduate Record Exam (GRE) only if the applicant's undergraduate transcript contained 'pass/no pass credit,' or other ungraded notations for a substantial number of courses taken during the junior and senior years.

Enrollment Requirements:

If admitted, students must successfully complete an introductory college level course in statistics and a college level course in biology before beginning classes. Interested persons may apply and be admitted without the prerequisites, but must complete the prerequisites before enrolling as a degree-seeking student in the program.

Degree Requirements

There is a minimum of 51 credits required—30-33 required credits, supplemented by 6-9 electives outside of Social Work. Electives will be available through interactive television, locally through the university system, as well as on the Twin Cities campus. There is one field placement of 480 hours, arranged in consultation with field coordinators and approved by the Director of Field Instruction.

Courses Offered

Social Work courses available at Moorhead State University are primarily delivered via interactive television. Faculty, instruction, and course work are the same as that offered in regular classrooms on the Twin Cities campus. You participate through interactive television, with the faculty and your peers at similarly equipped classrooms in the Twin Cities and other distance education sites. In addition, there are numerous graduate-level courses at Moorhead State University which you can consider for electives needed for your degree.

Social Work major (30-33 credits)

Electives (6-9 credits)

Field placement (12 credits)

The following courses are expected to be scheduled routinely through interactive television:

SW 5026 Conflict Resolution

SW 8104 Child Welfare and the Law

SW 8121 Family and Children Policy

SW 8311 Issues in Child Sexual Abuse

SW 8350 Planned Social Change

SW 8406 Supervision and Consultation

SW 8407 Strategies of Family Intervention

SW 8408 Direct Work with Children and Families

SW 8414 Group Work

SW 8421 Psychopathology

SW 8424 SW with Involuntary Clients

SW 8425 Task-Centered Social Work Practice

SW 8426 Intervention with Battered Women & Their Families

SW 8427 Family-Centered Home Based Services

SW 8450 Issues in Substance Abuse

SW 8902 Direct Practice Evaluation

Admission Deadlines

Application forms for the School of Social Work and the Graduate School must be submitted, in addition to supporting materials and transcripts. No entrance testing is required for most students. The deadline for applications for the MSW program is **January 15** for matriculation the following fall. January deadlines apply for fall quarter admission. To obtain further information, contact Jarilyn Gess at (218) 236-2613, or the School of Social Work at 1-800-SSW-UOFM (1-800-779-8636). The above schedule is tentative and subject to change without notice.

Courses

ACCT 520 International Accounting (3)

Focus on current applied managerial and financial methodologies in the international environment. Theoretical and philosophical arguments will be presented and discussed concerning the world-wide diversity of accounting policies.

Prerequisite: ACCT 231.

ACCT 530 Advanced Accounting (3)

Study of consolidations, partnerships, theory, recent standards, and other advanced topics.

Prerequisite: ACCT 331.

ACCT 531 Not-for-Profit Accounting (3)

Study of accounting, legal, and tax issues of governmental and other non-for-profit entities.

Prerequisite: ACCT 331.

ACCT 541 Individual Income Tax (3)

Fundamentals of federal income tax preparation for individuals. **Prerequisite:** ACCT 340 or consent of instructor.

ACCT 543 Corporate/Partnership Tax (3)

Tax planning and return preparation for corporations, S corporations, and partnerships.

Prerequisite: ACCT 340 or consent of instructor.

ACCT 546 Estate, Gift, and Trust Taxation (3)

Federal estate and gift tax; income taxation of estates and trusts; fundamentals of estate planning.

Prerequisite: ACCT 340 or consent of instructor.

ACCT 548 Tax Research (1-3)

Fundamentals of basic tax research including examination of primary sources of tax law (Internal Revenue Code, Treasury Regulations, judicial decision, and administrative ruling) and secondary tax law services (such as CCH or RIA).

Prerequisite: ACCT 340 or consent of instructor.

ACCT 560 Audit I (3)

Orientation to auditing. Purpose, ethics, legal liability, internal control, EDP, evidence, and planning.

Prerequisite: ACCT 331 and ACCT 370.

ACCT 561 Audit II (2)

Statistical sampling, audit objectives and procedures, and report writing. **Prerequisite:** ACCT 560.

ACCT 565 Internal Audit (2)

The role of the internal auditor; auditing procedures, and practices; operational audits; effective reporting.

Prerequisite: ACCT 560 and MGMT 360.

ACCT 590 Topics in Accounting (1-3)

Special topics not in the regular curriculum. May be taken more than once since content will vary.

Prerequisite: Consent of instructor.

ACCT 595 Advanced Topics in Business Law (1-3)

In-depth study of a particular area of business law. Content of course will vary with instructor. May be taken more than once since content will vary.

Prerequisite: ACCT 305.

ANTH 545 Seminar in Anthropology (4)

Selected topics in Anthropology. Students are expected to do a research project in a subject related to the topic of the course. May be repeated when topic varies.

Prerequisite: Consent of instructor.

ANTH 597 Reading in Anthropology (1-5)

Selected readings in anthropology under the close supervision of a member of the program.

Prerequisite: Consent of instructor.

ART 508 Women and Art (3)

This course explores the history of women as artists as well as the history of women as the subject of art in the west. Topics may vary. **Prerequisite:** Junior standing and consent of instructor.

ART 510 Ancient Art (4)

History of architecture, painting, and sculpture in Ancient Greece, Etruria and Rome through Late Antiquity. **Prerequisite:** ART 233 or Consent of instructor.

ART 511 Medieval Art (4)

History of the art and architecture of the Byzantine and Western Medieval cultures. **Prerequisite:** Consent of instructor.

ART 520 Renaissance Art (4)

Renaissance and Mannerist art and architecture in Italy and Northern Europe, 1300-1600.

Prerequisite: ART 233 and ART 234 or consent of instructor.

ART 521 Baroque Art (4)

Seventeenth- and Eighteenth-Century European painting, architecture, and sculpture. **Prerequisite:** ART 233 and ART 234 or consent of instructor.

ART 525 Art History Abroad (2-4)

Prerequisite: ART 233 and ART 234 and consent of instructor.

ART 530 Nineteenth Century Art (4)

Painting, sculpture and architecture of the 19th century, including Neoclassicism, Romanticism, Realism, Impressionism, and Post Impressionism.

Prerequisite: ART 234 or consent of instructor.

ART 531 Twentieth-Century Art and Architecture (4)

Painting, sculpture and architecture from the beginning of the twentieth century to the present.

Prerequisite: ART 234 or consent of instructor.

ART 533 Modern Architecture (3)

Architecture of the late 19th and 20th centuries. The materials, techniques and forms of the architectural conception. **Prerequisite:** ART 234 or consent of instructor.

ART 534 American Art and Architecture (4)

Survey of architecture, painting and sculpture in America from Colonial times to the present.

Prerequisite: Junior standing or consent of instructor.

ART 555 Psychology of the Arts (3)

An understanding of the relationship of the fundamental principles of psychology to the arts is developed from the formal beginning of psychology to the present. **Prerequisite:** Consent of instructor.

ART 569 Student Internship (2-12)

A one semester self-directed exploration or professional experience with an artist, designer, illustrator, art museum or studio. **Prerequisite:** Senior standing in art and consent of instructor.

ART 590 Topics in Art (1-3)

Studio, seminar or discussion of topics not included in other art courses. Up to three credits may be applied to the major.

ART 630 Research Methods in Art Education (3)

Introduction to research methodologies with application to art education settings. Students will study a variety of qualitative research methods, conduct small pilot studies using these techniques, and present papers describing the research process and results. **Prerequisite:** Graduate standing/acceptance in MS-Art Education Program.

ART 632 Studies in Art History (2-12)

Individual directed study in particular problems in the history of art and architecture. **Prerequisite:** Graduate standing or consent of instructor.

ART 640 Current Practices in Art Education (2)

Development of a philosophical point of view in relation to art education in contemporary society.

Prerequisite: Graduate standing in Art Education.

ART 642 Studies in Art Education (2)

Individual directed study in a selected phase of Art Education, agreed upon by the instructor and student.

Prerequisite: Graduate standing in Art Education.

ART 650 Studies in Drawing (2-12)

This course is designed for students at the graduate level who would like to pursue the development of their visual ideas in drawing as research for their work in other media or as an end in itself. Projects are developed individually by the student and his/her instructor. Repeatable up to 18 credits.

Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

ART 651 Studies in Photography (2-12)

Individual studio concentration in photography with advanced technical and conceptual explorations. Projects are developed by the students individually with the advice of the faculty. Repeatable up to 18 credits.

Prerequisite: Consent of Art Studio faculty on presentation of portfolio.

ART 652 Studies in Painting (2-12)

Individual directed studies in particular problems in painting. Painting may involve any media. Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty member on presentation of a portfolio.

ART 654 Studies in Sculpture (2-12)

Individual study in sculpture with emphasis on the elaboration of personal expression of form into cohesive body of sculpture. Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty on presentation of a portfolio.

ART 660 Studies in Ceramics (2-12)

Individual studio concentration in Ceramics in areas of interest chosen by the student with advice of instructor. Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty on presentation of a portfolio.

ART 674 Studies in Printmaking (2-12)

Advanced individual studies in printmaking. Specialization in various processes. Repeatable up to 18 credits. **Prerequisite:** Consent of Art studio faculty on presentation of a portfolio.

ART 678 Studies in Pictorial Illustration (2-12)

Individual studio concentration in pictorial illustration with advanced exploration in to concept development and refined technique, with the advice of the instructor. Repeatable up to 18 credits. **Prerequisite:** Consent of Art Studio faculty on presentation of a portfolio.

ART 680 Seminar in Art Education (2)

The identification of problems in art education at various curriculum levels; examination of related research with possible implications for practice. Recommended for concurrent registration with thesis in Art 699. **Prerequisite:** Graduate standing in M.S. Program.

ART 681 Graduate Seminar in Art (2)

Detailed investigation of contemporary and traditional artistic theories and creative practices in the visual arts. Within an art historical context, the directed writing of a starred paper related to a graduate project.

Prerequisite: Graduate standing in M.A. Program.

ART 684 Studies in Graphic Design (2-12)

Advanced studies in design related to consumer, environmental, corporate or institutional needs. Specific emphasis placed on visual communications. Repeatable up to 18 credits. **Prerequisite:** Consent of instructor on the basis of portfolio.

Art 690 Topics in Art (1-3)

Studio, seminar or discussion of topics not included in other art courses. Up to three credits may be applied to the major.

ART 697 Individual Study in Art (1-2)

Independent research for advanced graduate students in art theory and creative practice. Repeated to a maximum of 6 credits. **Prerequisite:** Consent of major advisor.

ART 699 Thesis (1-4)

Registration only after consultation with major advisor. **Prerequisite:** Consent of major advisor.

BIOL 502 Principles of Animal Behavior (3)

The genetic, ecological, evolutionary and physiological aspects of animal behavior including the historical background, kin selection, communication, aggression, navigation, and reproductive behavior. With lab. **Prerequisite:** BIOL 341 and BIOL 345 or consent of instructor.

BIOL 510 Parasitology (3)

Principles and importance of parasitism as exemplified by selected parasitic protozoa, helminths, and arthropods. With lab. **Prerequisite:** BIOL 114 and one year of chemistry.

BIOL 524 Plant Physiology (3)

Structure and function of higher plants with emphasis on molecular and cellular physiology as related to whole plant functions. Topics include growth and development, photosynthesis, and environmental aspects of plant physiology. With lab. **Prerequisite:** BIOL 124 and one year of general chemistry or consent of instructor.

BIOL 543 Histological Techniques (3)

Tissue preparation for histological, histochemical, immunological, and fluorescent studies. With lab. **Prerequisite:** BIOL 114 and one year of general chemistry recommended.

BIOL 545 Limnology (3)

Aquatic ecology; analysis of the physical, chemical and biotic factors that affect life in lakes, ponds, streams. With lab and field work. **Prerequisite:** BIOL 345 and one year of general chemistry.

BIOL 549 Molecular Biology (3)

Molecular biology of the gene with emphasis on gene structure and expression in eukaryotes. With lab. Laboratory will focus on techniques used for analysis and manipulation of DNA (to include restriction analysis, PCR, DNA sequencing, and DNA subcloning). **Prerequisite:** BIOL 111 and one year of general chemistry, BIOL 341 and 350 recommended.

BIOL 550 Cell Physiology (3)

Function of homeostatic mechanisms in cells. The laboratory will emphasize standard techniques for working with cells including cell culture and the measurement of a variety of physiological parameters. With lab. **Prerequisite:** BIOL 114 and BIOL 124 and one semester of organic chemistry or consent of instructor.

BIOL 555 Wildlife Ecology (3)

The application of ecological principles to the management of wildlife populations. Population dynamics and field techniques are stressed. With lab and field work. **Prerequisite:** BIOL 345.

CHEM 500 Biochemistry I (3)

A survey of the chemistry and metabolism of living systems. Topics include structure, function and chemistry of biomolecules, and introduction to metabolism and metabolic pathways. **Prerequisite:** CHEM 250 Introductory cell biology strongly recommended.

CHEM 505 Biochemistry Laboratory I (1)

Representative experiments in the quantitation, isolation and metabolism of naturally occurring substances. Techniques include: assay development, column chromatography, protein and nucleic acid isolation and analysis, protein electrophoresis, and enzymology. **Prerequisite:** CHEM 280.

CHEM 510 Biochemistry II (3)

A survey of the chemistry and metabolism of living systems and nucleic acids biochemistry. Topics include biosynthetic biochemical pathways and nucleic acids biochemistry, protein synthesis and recombinant DNA theory. **Prerequisite:** CHEM 400.

CHEM 515 Biochemistry Laboratory II (1)

Course builds on acquired skills and presented techniques of Chem 405. New techniques include: use of radionuclides in biochemical research, affinity and high performance liquid chromatography, electrophoresis and an introduction to recombinant techniques. **Prerequisite:** CHEM 505.

CHEM 530 Topics in Biochemistry (2)

Selected biochemical topics. Topics may include carbohydrates, lipids, proteins, enzymology, nucleic acids, metabolism or lab techniques such as chromatography, HPLC, and electrophoresis. **Prerequisite:** CHEM 410 or consent of instructor.

CHEM 550 Topics in Physical Chemistry (2)

Selected topics such as kinetics, statistical thermodynamics or quantum chemistry. **Prerequisite:** CHEM 320 or consent of instructor.

CHEM 560 Topics in Organic Chemistry (2)

Selected topics such as natural product chemistry, advanced synthesis, advanced reaction mechanisms, and molecular modeling. **Prerequisite:** CHEM 260 or consent of instructor.

CHEM 570 Topics in Inorganic Chemistry (2)

Selected topics such as coordination chemistry, bonding, acid-base and nonaqueous solvent theory, organometallic chemistry and inorganic biochemistry. May be repeated when topic is changed. **Prerequisite:** Consent of instructor.

CHEM 580 Topics in Analytical Chemistry (2)

Selected topics such as spectroscopy, electrochemical methods, chemical separations and interfacing instruments with computers. **Prerequisite:** CHEM 280 or consent of instructor.

CNSA 510 Introduction to Counseling (3)

Basic concepts and principles of counseling. (For non-majors)

CNSA 520 Basic Counseling Skills (3)

Basic skills in the one-to-one counseling interview. Improve interpersonal communication skills in listening and responding. (For non-majors)

CNSA 600 Introduction to Counseling Research (3)

Illustrates the usefulness of counseling research for guiding practice. Students review and critique research articles, discuss major issues in the literature, and prepare written analysis of articles in their area.

CNSA 610 Foundations of Counseling (3)

Introduction to the profession of counseling. Emphasis is on introductory concepts in the profession including aspects of the counseling role, relationship, and theories; professional organizations; and codes of ethics.

CNSA 611 Counseling Theories (3)

Study and examination of counseling principles and theories in order to utilize counselor techniques associated with those theories.

CNSA 612 Individual Appraisal (3)

Study of various types of tests, testing programs, and appraisal techniques and tools for individuals.

Prerequisite: ED 602 or knowledge of descriptive statistics.

CNSA 613 Career Development (3)

Theories of career development and vocational guidance programs. Guidance strategies to promote career development and sources of occupational/educational information.

CNSA 614 Human Growth and Development for Counselors (3)

Introduces students to the ways the basic principles of human development affect the counseling process.

CNSA 615 Social and Cultural Foundations of Counseling (3)

Examination of the basic concepts of the social/cultural foundations of counseling as they are related to counseling effectiveness.

CNSA 616 Consultation for Counselors (1)

An examination of counselor consultation theories, techniques, and processes utilized in applied counseling settings. **Prerequisite:** CNSA 610.

CNSA 620 Counseling Skills I (3)

Study and development of basic counseling skills in the one-to-one counseling interview. Practical application occurs through tapes and transcripts of actual counseling situations. Improves interpersonal communication skills in listening and responding. (Majors only) **Prerequisite:** CNSA 610 or concurrent registration.

CNSA 621 Counseling Skills II (3)

A continuing of Counseling Skills I through mastery of additional skills. Application and practice occurs through video tapes and transcripts.

Prerequisite: CNSA 620.

CNSA 630 Group Counseling (3)

Group dynamics in theory and practice.

Prerequisite: CNSA 620.

CNSA 631 Advanced Group Counseling (1-3)

Practice of group skills and group leadership skills. Graduate counseling majors only.

Prerequisite: CNSA 630.

CNSA 650 Organization and Administration of Guidance Services (3)

Examination of principles of organization and administration of guidance and counseling programs. Development of skills to administer program.

CNSA 660 Introduction to Student Affairs (2)

Introduction to all the college student affairs services, development theories, and professional issues.

Prerequisite: Concurrent with CNSA 661.

CNSA 661 Higher Education in the U.S. (1)

Introduction to the history and system of higher education in the U.S. **Prerequisite:** Concurrent with CNSA 660.

CNSA 662 Administration of Student Affairs in Higher Education (2)

Administrative concerns in student affairs including program development, budget, personnel, and program evaluation. **Prerequisite:** Concurrent with CNSA 663.

CNSA 663 The College Student (1)

Discussion of the characteristics of college students and the ways they change while in college.

Prerequisite: Concurrent with CNSA 662.

CNSA 670 Community Counseling (3)

Introduces the human service speciality of Community Counseling as a multifaceted approach which focuses on prevention and remediation through direct services.

CNSA 680 Professional Contribution Seminar (1)

Assists students to make a professional contribution to the field. Students define an area of investigation, develop a plan of implementation, and develop a means of presenting the results of the investigation.

CNSA 681 Advanced Issues Seminar (1-3)

Emphasizes current issues and developments in the broad field of counseling and student affairs. May be taken after 24 credits. May be repeated to a total of 3 credits. **Prerequisite:** 24 credits and permission of instructor.

CNSA 683 Independent Study in Counseling and Student Affairs (1-3)

Independent research for advanced graduate students. May be repeated to a maximum of 3 credits.

Prerequisite: Consent of instructor and advisor.

CNSA 690 Special Problems in Counseling and Student Affairs (3)

Seminar designed to focus on topics of special concern in the field. Topics and content will vary.

CNSA 691A Practicum in School Counseling (2-3)

A practical and field experience in school counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 621 and consent of instructor.

CNSA 691B Practicum in Student Affairs in Higher Education (2-3)

A practical and field experience in student affairs practice in higher education. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 621 and consent of instructor.

CNSA 691C Practicum in College Counseling (2-3)

A practical and field experience in college counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 621 and consent of instructor.

CNSA 691D Practicum in Community Counseling (2-3)

A practical and field experience in community counseling. May be repeated. Maximum of 6 credits may be counted toward the degree.

Prerequisite: CNSA 621 and consent of instructor.

CNSA 692A Internship in School Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 691A and consent of instructor

CNSA 692B Internship in Student Affairs in Higher Education (1-3)

An actual on the job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 691B and consent of instructor.

CNSA 692C Internship in College Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 691C and consent of instructor.

CNSA 692D Internship in Community Counseling (1-3)

An actual on-the-job experience in a work setting appropriate to the student's goal. May be repeated. Maximum of 6 credits may be counted toward the degree. *Prerequisite:* CNSA 691D and consent of instructor.

CNSA 697 Master's Project (1-2)

Major work in chosen area in one of two options: project paper or journal article. Available for candidates for the master's degree. Project approval required from advisory committee. *Prerequisite:* Consent of advisor.

CNSA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in CNSA 698. This course may not be used to meet any program or graduation requirements.

CNSA 699 Master's Thesis (1-4)

Major study in chosen area. Available for candidates for the master's degree. Thesis approval required from advisory committee. *Prerequisite:* Consent of advisor.

ECON 511 Economic History of the United States (3)

Survey of the economic history of the United States from the colonial period to the present.

Prerequisite: ECON 202 and ECON 204.

ECON 515 Industrial Organization and Public Policy (3)

Analysis of market structure, market conduct, and economic performance. It combines the latest theories with empirical evidence about the organization of firms and industries. *Prerequisite:* ECON 202 and ECON 204.

ECON 516 Labor Economics (3)

Wage and employment theory, labor unions and other institutions associated with collective bargaining, and social legislation. *Prerequisite:* ECON 202 and ECON 204.

ECON 525 International Trade and Finance (3)

Theories and institutions of trade and finance are examined in traditional and contemporary contexts.

Prerequisite: ECON 202 and ECON 204.

ECON 530 Managerial Economics (3)

Integration of quantitative methods and economic theory used in managerial decision-making.

Prerequisite: ECON 202 and MGMT 360.

ED 508 Human Relations for Educators (3)

Understanding of personal and institutional oppression, socially, historically, psychologically, and educationally, in our culture. Exploring the dynamics of power. Dealing with biases, myths, and stereotypes that affect the teaching/learning relationship and learning how to convey the experiences and contributions of groups within our diverse society.

Prerequisite: Teaching experience.

ED 518 Sociology of Education (2)

Same as SOC 518.

ED 570 Educational Alternatives for Learning (1-2)

Construction of both established and innovative educational programs. *Prerequisite:* Consent of instructor.

ED 571 Issues in Education (1-2)

Seminar to examine current issues and trends in specific areas of education. *Prerequisite:* Consent of instructor.

ED 582 Information Technology and Teachers (2)

An introduction to information technology in education including the use of technology, computers, and multimedia in education with attention to traditional curriculum, pupil characteristics, and the use of technology in lesson development.

Prerequisite: COMS 103 or equivalent.

ED 594 Study Tour in Comparative and International Education (4)

Field study in selected countries through conferences with educators, schools, universities, ministry visitation and conferences. Open to non-majors.

ED 597 Readings in Education (1-2)

Readings and supervised study of topics in depth. On demand only. May be repeated up to six credits.

ED 601 Psychological Foundations of Education (2)

A systems approach to schools and systems of psychology; principles affecting learning and instruction.

ED 602 Statistics in Educational Research (2)

Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs.

ED 603 Methods of Research (2)

Methodology of design of research studies, organization, reporting, analysis, and interpretation of research. *Prerequisite:* Ed 602 recommended.

ED 604 Education and Society (3)

History and development of social structures in America; relationship between social structures and formal education.

ED 605 Single Subject and Small Group Research Designs (2)

Introduction to research on single subjects and small groups, with application to problems in education and related areas. (Same as SPED 605.)

ED 608 Educational Research (3)

Introduction to the examination of schools, teachers, and students. Various research methods used to gain a deeper understanding of the culture of school. Students will read research for understanding and conduct action research.

ED 610 Philosophy of Education (2)

Major philosophical concepts and principles as they apply to education from Plato to the present.

ED 611 Introduction to Qualitative Research (2)

Will provide graduate students with background and introduction to the field and focus on providing students with the basic tools of qualitative research, including how to gain entry to research sites, how to conduct interviews, basic skills in collaborative research, and the fundamentals of data analysis.

ED 612 Study of the Individual (2)

Case study methods, laboratory experience and practicum where applicable.

ED 613 Social, Cultural, Political, and Community Dimensions of Education (4)

This course provides school leaders with an understanding of the historical, philosophical, ethical, social and economic influences affecting education to the degree that they can apply their understandings to professional decisions. Students are expected to apply political concepts, strategies, and approaches to collaboration that involve the community in decision making, build community support for integrating health and social services in support of students, and develop community support for school priorities. Throughout the course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society.

ED 630 Leadership, Planning, and Organizational Behavior in Education (3)

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of a shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs. (Same as EECE 630.)

ED 631 Educational Law and Organizational Structure of Education (3)

This course is designed as a beginning law course for school administrators. Topics to be studied include organizational structure of schools, federal and state court systems, church-state issues, teacher rights, student rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunity in education. (Same as EECE 631.)

ED 632 Curriculum, Instruction, & Learning Theory (4)

This course provides school leaders the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. (Same as EECE 632.)

ED 633 Technology and Information Systems (2)

This course provides an understanding of selected computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of leadership at the building and district office levels. (Same as EECE 633.)

ED 634 Personal Communications and Ethics (3)

This course prepares aspiring school leaders to plan for their personal and professional development, understand and use the principles of interpersonal, oral, and written communication, and follow a professional code of ethics and values.

ED 635 Personnel, Supervision, and Staff Development (4)

This course provides school leaders with preparation in skills for instructional improvement, working with faculty and staff to identify professional needs. Classes are designed for in-depth study and practice planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development. (Same as EECE 635.)

ED 636 Policy and Educational Finance (2)

This course provides school leaders with an understanding about managing and allocating resources in a political climate in which policy decisions are based upon historical resource allocations.

ED 637 Curriculum Theory and Principles (2)

Examination of principles, contemporary theories and change process alternatives as they impact the school education program. (Same as EECE 637.)

ED 638 Administration of the Elementary School (2)

The common elements of leadership and management as they apply to the elementary principalship. Practical applications in an elementary school setting are considered. *Prerequisite:* Ed 630.

ED 639 Administration of the Secondary School (2)

The common elements of leadership as they apply to the principalship. Practical applications in a secondary school setting are considered. (Same as EECE 639.) *Prerequisite:* ED 630.

ED 643 Secondary School Curriculum (2)

A study of contemporary curriculum patterns with emphasis on curricular construction and evaluation.

ED 644 Middle School/Junior High School Administration (2)

The organization and administration of educational programs for early adolescents with special consideration given to block scheduling, interdisciplinary teams, adviser-advisee problems. (Same as EECE 644.) *Prerequisite:* ED 630.

ED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients and their caregivers. (Same as SPED 664.)

ED 670 Educational Alternatives for Learning

Provides examination of various curriculum options and instructional strategies for teachers to examine, analyze, implement, and evaluate.

ED 671 Issues in Education (2)

Seminar to examine current trends in specific areas of education.

ED 690 Topics in the Socio-Cultural Foundations of Education (1-3)

In-depth examinations of the historical, philosophical, and cultural aspects of educational theory and practice. (Same as EECE 690)

ED 695 Special Problems (1-2)

Individual exploration of topical area through research, reading, or field placement. Repeated to a maximum of 6 credits. *Prerequisite:* Consent of instructor and advisor.

ED 696 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated. *Prerequisite:* Admitted to the Master's program and required courses.

ED 697 Individual Study in Education (2)

Independent research for advanced graduate students. Repeated to a maximum of 4 credits.

Prerequisite: Consent of instructor and advisor.

ED 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they set for the oral exam must enroll in Ed 698. This course may not be used to meet any program or graduation requirement.

ED 699 Field Research (4)

Major study in chosen area.

ED 782 Supervisory and Administrative Theories (4)

A study of management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process.

Prerequisite: Master's degree.

ED 783 Computer Data Management and Decision Making (2)

An understanding of effective computer applications in order to use the computer as a decision-making and planning tool for school financial and managerial functions relating to the field of school business and administration and school district superintendency.

Prerequisite: Master's Degree.

ED 784 School Personnel Administration (2)

A study of personnel administration in public school systems. Includes an examination of the purposes, policies, plans, procedures and processes of personnel administration. **Prerequisite:** Ten semester credits of graduate level coursework in professional education.

ED 786 School Facility Planning (2)

An overview of the principles in planning, construction and maintenance of school buildings. This course will include visits to educational facilities, and the assessment of school buildings.

Prerequisite: Master's degree.

ED 788 Advanced Educational Finance (2)

Advanced issues regarding legal and financial implications. Working with State and Federal authorities, associations and attorneys. Understanding the social-political phenomena relating to building a sound educational finance leadership plan.

Prerequisite: Master's degree.

ED 789 School Community Relations (2)

The purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques for effective public relations.

Prerequisite: Master's degree.

ED 794 Practicum

Supervised administrative experiences.

Prerequisite: Consent of educational leadership program chair and university supervisor. (Same as NDSU 794.)

- Practicum: Budget and Business Management (2)
- Practicum: Community Education Leadership (2)
- Practicum: Elementary School Principalship (2)
- Practicum: General Leadership (2)
- Practicum: Secondary School Principalship (2)
- Practicum: Superintendency (2)
- Practicum: Supervision (2)

ED 796 Seminar in School Administration and Supervision (1-4)

An examination of the role and functions of the public school district superintendent. **Prerequisite:** 10 credits of graduate level coursework in professional education.

ED 799 Thesis/Field Study (1-4)

Major study in chosen area. Available for candidates for the specialist's degree.

EECE 521 The Gifted Child (2)

Definition, identification and current school program for the mentally-superior or specially-talented child. (Same as SPED 521.)

EECE 522 Curriculum and Methods for the Gifted (2)

Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. (Same as SPED 522.)

Prerequisite: EECE 521.

EECE 525 Improvement of Instruction in Reading and Language Arts (2)

Assist preservice and inservice teachers in identifying and practicing teacher skills and strategies needed to effectively utilize reading and successfully integrate the language arts modes in the classroom. Includes child development, assessment, cultural diversity, and technology. **Prerequisite:** EECE 394 and SPED 220 and EECE 311 and EECE 341 and life span course or consent of instructor.

EECE 532 Curriculum Development in Early Childhood (4)

An orientation to planning and implementing programs for children from birth to three years. Includes guidelines and methodology for using the physical and social environments to support development. Integrated curriculum planning and advanced use of developmentally appropriate models in early childhood programs are emphasized. Practicum included.

Prerequisite: EECE 330 and EECE 333 or consent of instructor.

EECE 534 Kindergarten Education (3)

Overview of kindergarten education, including issues, environments, curriculum, instruction, and assessment. Required for kindergarten licensure.

Prerequisite: EECE 311 or consent of instructor.

EECE 535 Parent-Professional Relations (3)

Models of implementing home-school collaboration. Barriers, strategies, communication, consultation, and cross-cultural sensitivity are included. Parent education curricula, teaching the adult learner, and group process will also be covered. **Prerequisite:** Consent of instructor.

EECE 536 Administration of Early Childhood Education Programs (3)

Focuses on the competencies entailed in administering both small and large-scale programs for children from birth to age 8. Concentrates on all facets of staffing, supervising, budgeting, and operating early childhood programs including an in-depth look at legal issues. Concurrent with EECE 469.

EECE 545 Remedial and Corrective Reading (3)

Presentation of special methods and materials in teaching reading to disabled readers at the primary, intermediate and secondary level.

Prerequisite: EECE 311 or before teaching experience.

EECE 546 Remedial and Corrective Reading Clinic (1)

Supervised practice in remediating children with reading disabilities at the primary, intermediate and secondary levels. **Prerequisite:** EECE 311 and EECE 425 or SPED 425 or teaching experience.

EECE 573 Practicum in Early Childhood Education (2-10)

Supervised practicum experience with prekindergarten children. Analysis and evaluation of classroom procedures and development of young children.

Prerequisite: Consent of department.

EECE 577 Early Childhood Education Workshop (1-2)

Workshop for experienced daycare and kindergarten teachers in improvement of teaching skills. Topics vary.

EECE 588 Contemporary Issues and Ethics in Early Childhood Education (2)

A capstone course to be taken near the end of student's course work in early childhood and early childhood/special education. Includes the synthesis of major ideas in the field and encourages independent scholarship using library research, discussion, written and oral presentations, and advocacy skills.

Prerequisite: Senior status and consent of instructor.

EECE 594 Educational Alternative for Learning (1-2)

Construction of both established and innovative educational programs. May be repeated.

Prerequisite: Consent of instructor.

EECE 596 Issues in Education (1-2)

Seminar to examine current issues and trends in specific areas of education. May be repeated.

Prerequisite: Consent of instructor.

EECE 597 Readings in Education (1-2)

Readings and supervised study of topics in depth.

Prerequisite: Permission of advisor, instructor, and department chairperson.

EECE 604 Education and Society (3)

History and development of social structures in America; relationship between social structures and the school. (Same as ED 604.) **Prerequisite:** Teaching experience or consent of instructor.

EECE 612 Literacy in Society (2)

Designed to examine the impact a changed society has on the need for reading as well as examining the motivation to develop. Readings and topics explore key issues in worldwide literacy, life-long reading and writing habits, and the continued importance of a print society in a technological world. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 613 Analysis of Development Reading (2)

Literacy learning theories are studied and analyzed as basis for examining current instructional programs and practices. **Prerequisite:** Teaching experience or consent of instructor.

EECE 614 Reading and Language Arts in the Content Area (2)

Development of functional literacy competencies, K-12. Emphasizes strategies for improving and increasing literacy in content area subjects.

Prerequisite: ELEC 613 or teaching experience.

EECE 615 Literature for Young Readers (2)

Close reading of texts from selected genres of literature for young readers (folktales, mythology, fantasy, realism, historical fiction, picture books, poetry). Informed by and emphasis upon theories of literary criticism that provide a basis for integrating the literature curriculum, K-12. **Prerequisite:** Teaching experience or consent of instructor.

EECE 618 Teacher-Arranged Environment (2)

Designed for teachers to learn how to use their classroom setting as an additional instructional strategy. Participants will study and apply environmental principles to their own classrooms.

Prerequisite: Teaching experience or consent of instructor.

EECE 620 Children's Play, Creativity and Learning (2)

An advanced course in the study of children's play, focusing on children's play from infancy to age 12. Emphasis on major theoretical and research findings in the study of children's play among psychologists, anthropologists, and educators. Individual play styles, the play of children with disabilities, cultural difference in play, the relation of play to creativity, imagination and learning, and the importance of play in terms of the larger culture as well as within children's culture will be examined. **Prerequisite:** Consent of instructor or teaching experience.

EECE 623 Special Topics in Literature for Young Readers (2)

Seminar for study of a selected topics in literature for young readers. Focus may be a genre, theme, motif, period, or specific authors or illustrators.

Prerequisite: EECE 441 or consent of instructor.

EECE 630 Leadership, Planning, and Organizational Behavior in Education (3)

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of a shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs. (Same as ED 630.)

EECE 631 Educational Law and Organizational Structure of Education (3)

This course is designed as a beginning law course for school administrators. Topics to be studied include organizational structure of schools, federal and state court systems, church-state issues, teacher rights, student rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunity in education. (Same as ED 631.)

EECE 632 Curriculum, Instruction, & Learning Theory (4)

This course provides school leaders the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust content as needs and conditions change. (Same as ED 632.)

EECE 633 Technology and Information Systems (2)

This course provides an understanding of selected computer applications for educational administrators. The focus of instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of leadership at the building and district office levels. (Same as ED 633.)

EECE 635 Personnel, Supervision, and Staff Development (4)

This course provides school leaders with preparation in skills for instructional improvement, working with faculty and staff to identify professional needs. Classes are designed for in-depth study and practice planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and other to plan and participate in recruitment and development activities; and initiating self-development. (Same as ED 635.)

EECE 637 Curriculum Theory and Principles (2)

Examination of principles, contemporary theories and change process alternatives as they impact on the school education program. (Same as ED 637.)

EECE 639 Administration of Secondary Schools (2)

The common elements of leadership as they apply to the principalship. Practical applications in a secondary school setting are considered. (Same as ED 639.)

Prerequisite: EECE 630.

EECE 640 Elementary Children and Learning (1-2)

Recent trends and research in educational foundations and effect upon elementary curriculum and/or practice. Topics vary each semester. **Prerequisite:** Teaching experience or consent of instructor.

EECE 641 Developments in Elementary Education (1-2)

Deals with a particular problem or recent program developments in elementary education. Topics vary each semester. **Prerequisite:** Teaching experience or consent of instructor.

EECE 642 Elementary School Curriculum (2)

History, development and evaluation of curriculum. Analysis of recent trends and development of curriculum sequence at elementary level.

Prerequisite: ELEC 637 recommended.

EECE 644 Administration of the Middle School (2)

The organization and administration of educational programs for early adolescents with special consideration given to block scheduling, interdisciplinary teams, adviser-advisee problems.. (Same as ED 644.) **Prerequisite:** ELEC 630.

EECE 645 Diagnosis and Correction of Reading Difficulties (2)

Advanced study of reading difficulties.

Prerequisite: SPED/EECE 445/545.

EECE 646 Reading Clinic: Diagnosis (1)

Individual case studies or supervision of individual case studies. **Prerequisite:** EECE 645 and teaching experience or consent of instructor.

EECE 650 Science: Elementary School (2)

Research, current issues, and assessment in elementary school science. Hands-on experience with a variety of physical science activities.

Prerequisite: Teaching license or consent of instructor.

EECE 651 Trends and Methods in Elementary School Mathematics (2)

Current trends, methods, and materials relating to the teaching of mathematics in the elementary school will be analyzed with an emphasis on children's needs and understanding. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 652 Trends and Issues in Elementary School Social Studies (2)

Research, current issues, and assessment in elementary school social studies. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 690 Topics in the Socio-Cultural Foundations of Education (1-3)

In-depth examinations of historical, philosophical, and cultural aspects of educational theory and practice. (Same as ED 690)

EECE 695 Special Problems (1-2)

Individual exploration of topical area through research, reading, or field placement. Repeated to a maximum of 4 credits. **Prerequisite:** Consent of instructor and advisor.

EECE 696 Seminar in School Administration and Supervision (1-4)

Special topics seminars for practicing or potential administrators and supervisors. May be repeated. (Same as ED 696.) *Prerequisite:* Consent of instructor.

EECE 697 Individual Study in Education (1-2)

Independent research for advanced graduate students. Available for candidates for the master's degree. *Prerequisite:* Approval required from advisor committee.

EECE 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in EECE 698. This course may not be used to meet any program or graduation requirements.

EECE 699 Thesis or Field Research (1-4)

Major study in chosen area. Available for candidates for the master's degree. *Prerequisite:* Approval required from advisor committee.

ENGL 509 Studies in American Literature (3)

Advanced study of topics, movements, or genres in American Literature. Can be repeated when topic varies. *Prerequisite:* ENGL 102.

ENGL 510 Studies in British Literature (3)

Study of selected topics, movements, or genres. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 530 Individual Authors (3)

Intensive study of one or two significant authors. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 550 Critical Traditions (3)

Principal works of literary aesthetics and criticism from selected periods in history. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 561 Introduction to Descriptive Linguistics (3)

A broad survey of the field of descriptive linguistics. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 563 History of the English Language (3)

A survey of the early history of the English language, its sounds and its grammar, emphasizing Old English and its literature or Middle English and its literature. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 580 Advanced World Literature (3)

Intensive study of selected world masterpieces from one language, in translation. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 585 Topics/Authors (1-2)

The consideration of various topics or authors in literature or writing. *Prerequisite:* ENGL 102.

ENGL 588 Advanced Creative Writing (3)

Advanced work in writing of poetry, short fiction, plays or film. Usually offered as a tutorial or independent study. Student may repeat it once when genre changes. *Prerequisite:* ENGL 388 or ENGL 488 individual writing tutorial.

ENGL 591 Teaching English in Secondary Schools (3)

Current practices in teaching secondary English; possible observation of secondary classes; discussion of curriculum, approaches, and techniques. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 592 Transformational Grammar (3)

An introduction to a theory of grammar that describes and explains how sentences are created. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 593 Grammars of English (3)

A survey of the history of language study, of the history of the English language, and of the various kinds of grammars: traditional, structural, and transformational. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 594 Teaching Adolescent Literature and Reading (3)

Review of current trends in adolescent and young adult literature. Approaches and techniques for teaching reading and for studying literature in junior and senior high school. May be repeated after five years with consent of instructor. *Prerequisite:* ENGL 101 and ENGL 102.

ENGL 595 Advanced Study in Language or Literature (2-3)

Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. The course may be offered as a seminar, as an independent study, or as an adjunct to another class taught by the same instructor. Repeatable when subject matter varies. *Prerequisite:* ENGL 101 and ENGL 102 Consent of instructor required for graduate credit.

FINC 506 Small Business Management Consulting (1-2)

Practicum in providing management assistance to small businesses. May be retaken for a total of 3 credits. *Prerequisite:* Senior or Graduate Standing and permission of the instructor is required.

FINC 525 Bank Management (3)

This course applies traditional finance concepts to the management of commercial banks. It emphasizes decision making and specific problem-solving techniques. The course provides a basic understanding of the issues confronting bank managers today, fundamental financial models, and the risk/return impacts of various credit, investment, operational, and funding decisions. *Prerequisite:* FINC 325 and FINC 340.

FINC 545 International Financial Management (3)

Issues involved in the financial management of a multinational firm are considered. This course evaluates the problems a multinational firm faces and how they can be addressed. Topics concerning the functioning of global financial markets, factors that influence exchange rates, and the ways investment decisions are made are explored.

Prerequisite: FINC 340.

FINC 546 Financial Decision Making (3)

This course moves away from textbooks to learning the skills and issues involved in the financial management of a corporation through academic professional articles. Several important concepts of financial management are applied to real-life situations through the use of case problems. These cases provide insights into some of the problems a firm faces and how they can be addressed. **Prerequisite:** FINC 441.

FINC 560 Portfolio Analysis and Management (3)

This course involves analysis of techniques used in combining securities into portfolios. Students will examine various classes of securities and investments meeting a proper balance for investor needs.

Prerequisite: FINC 360

FINC 561 Fixed Income Security Analysis and Management (3)

Fixed income securities make up the largest single security class. This course involves the study of fixed income securities, their investment characteristics, valuation techniques and portfolio strategies.

Prerequisite: FINC 340

FINC 563 Futures and Options (3)

Advanced study of the pricing and use of derivative market instruments, current topics and issues.

Prerequisite: FINC 360

GEOG 597 Individual Study (1-3)

Individualized work for advanced students involving reading in geography and special writing projects utilizing the geographic approach.

HIST 501 Seminar (3-4)

Problems in history for the advanced student.

Prerequisite: Graduate standing or consent of instructor.

HLTH 560 Studies in Athletic Training (2)

Directed readings and discussions with emphasis on research in athletics. **Prerequisite:** Consent of instructor.

HLTH 574 Workshop in Health Education (1)

Designed to meet special needs for current and evolving information in specific health areas.

Prerequisite: Consent of instructor.

HLTH 575 Issues and Trends in Health Education (1-3)

Issues or trends of major concern in the discipline of Health/Health Education. The course may be repeated as content varies. **Prerequisite:** Senior standing or consent of instructor.

HLTH 599 Topical Workshop (1-4)**HUM 510 Directed Readings in Women's Studies (1-3)**

Projects designed by students and instructor.

HUM 512 Seminar in Women's Studies (3-4)

Study of selected problems in Women's Studies through the humanities, employing the objectives of interdisciplinary humanities and multicultural studies. Specific topics will be announced in class schedule. Students may register more than once when content varies. Recommended for Women's Studies Minors as substitute for Humanities 410. **Prerequisite:** One Women's Studies class or consent of instructor.

MATH 501 Special Methods in Mathematics in Elementary School (2)

Adapted to the needs and experience of those enrolled. By arrangement. **Prerequisite:** Elementary school teaching experience.

MATH 523 Actuarial Science II (1)

Analysis and application of mathematical probability and statistical theory included in the actuarial examination 110 by the Society of Actuaries and the Casualty Actuarial Society. **Prerequisite:** MATH 436 or corequisite.

MATH 535 Mathematical Statistics I (3)

Probability, random variables, discrete and continuous probability distributions, marginal and conditional densities, moment generating function, transformats, and limiting distributions. **Prerequisite:** MATH 235 and MATH 361.

MATH 536 Mathematical Statistics II (3)

Point and interval estimation, sufficient statistics, hypothesis testing, Neyman-Pearson Lemma, likelihood ratio tests, Bayesian estimation techniques, Chi-square tests. **Prerequisite:** MATH 535.

MATH 550 Numerical Analysis I (3)

Numerical solutions to equations, finite differences, interpolation formulas, and numerical calculus.

Prerequisite: MATH 263 and COMS 150 or consent of the instructor.

MATH 551 Numerical Analysis II (3)

Topics related to linear algebra and differential equations. **Prerequisite:** MATH 266 and MATH 277 and MATH 550.

MATH 567 Complex Analysis (3)

Complex numbers and variables, analytic functions, the Cauchy integral formula, infinite series, and calculus of residues. *Prerequisite:* MATH 361.

MATH 576 Abstract Algebra I (4)

Groups, rings and integral domains studied as abstract mathematical systems. Lagrange's theorem, factor groups, homomorphisms, polynomial rings and quotient rings. *Prerequisite:* MATH 277.

MATH 577 Abstract Algebra II (3)

Fields, field extensions and the theory of finite dimensional vector spaces. Linear transformations and their matrix representations and characteristic values. *Prerequisite:* MATH 576.

MATH 580 General Topology (3)

Metric spaces, topological spaces, continuity, compactness, connectedness, and separation axioms. *Prerequisite:* MATH 361.

MATH 583 Theory of Numbers (3)

Topics from elementary numbers such as divisibility, congruences, Diophantine equations, number theoretic functions and continued fractions.

Prerequisite: MATH 277.

MATH 586 History of Mathematics (3)

Topical and chronological survey of the main branches of mathematics. *Prerequisite:* MATH 162 or consent of the instructor.

MATH 634 Statistical Methods for Business Management (2)

Probability, sampling distributions, estimation of mean and proportion, tests of hypotheses. *Prerequisite:* Consent of MBA coordinator and instructor.

MBA 600 Professional Communication (3)

Examines business communication in both in-house and public situations. Includes formal full-length report of individual topic development by student. Not intended to meet minimum degree requirements.

MBA 601 Statistics for Business Management (3)

Regression analysis, model building, computer software packages, analysis of variance, experimental design, analysis of count data, student project. Not intended to meet minimum degree requirements.

Prerequisite: MATH 134 or MATH 634.

MBA 604 Introduction to Management and Marketing (3)

A study of the theory of the underlying principles of management and marketing. Intended as an introduction of management and marketing. Not to meet minimum degree requirements.

MBA 610 Applied Microeconomics and Macroeconomics (3)

Application of microeconomic theory to managerial decision making and a rigorous examination of various macroeconomic models with emphasis on fiscal monetary policy. *Prerequisite:* ECON 202 and ECON 204.

MBA 620 Marketing Administration (2)

Analysis of problems faced by management in meeting consumer needs. Emphasizes marketing decision making under conditions of uncertainty.

Prerequisite: MKTG 310 or MBA 604.

MBA 624 Consumer Behavior (2)

The application of behavioral science concepts to the study of consumer behavior and consumer decision making. *Prerequisite:* MKTG 310 or MBA 604.

MBA 630 Managerial Accounting (2)

Use and analysis of accounting data for management planning, control, and decision making.

Prerequisite: ACCT 230.

MBA 635 Business Tax Planning (2)

An examination of the impact of federal income taxation on recurring management decisions including: selection of legal forms of organization, property transactions, compensation, international operations, and investments. *Prerequisite:* ACCT 230.

MBA 640 Advanced Financial Management (2)

Application of financial theory to the evaluation of a firm's investments, financing, and dividend decisions in keeping with the objectives of maximizing shareholder wealth. *Prerequisite:* FINC 340 and MBA 630

MBA 644 Investment Analysis and Portfolio Management (2)

This course provides an understanding of investment and portfolio management. The course deals with issues involved in investment theory and practice. Emphasis is on evaluation of different investment alternatives, their risk-return characteristics, and portfolio management. *Prerequisite:* FINC 340.

MBA 650 Business and Society (2)

A study of the free enterprise system in an economic, philosophic and historic perspective, including business ethics.

MBA 652 Organizational Theory and Behavior (2)

In depth consideration of the concepts and research findings in organizational theory, processes, and behavior. *Prerequisite:* MGMT 360.

MBA 653 Seminar: Personnel Administration (2)

This course offers an overview of a wide range of personnel topics, and is taught in a seminar format. Topics will include employment discrimination, job design, industrial safety and occupational health, workers compensation and labor relations. Student presentations and a term paper are required. Credit will not be given for both MBA 653 and PHSA 653.

MBA 654 Production/Operations Management (2)

Description and analysis of the production/operations function in an organization with emphasis on planning, implementing, and monitoring for continuous improvement. *Prerequisite:* MGMT 360 and MATH 134.

MBA 655 Management Science (3)

Consideration of decision based models. Includes linear programming, network models, queuing, inventory models, decision analysis, Markov chains, and game theory. *Prerequisite:* MBA 601.

MBA 656 Management Information Systems (2)

An examination of information processing systems created to support the goals and objectives of an organization. An interdisciplinary approach to the study of the current and future impact and applications of information technology within and among organizations. *Prerequisite:* MGMT 360 and demonstrated computer literacy.

MBA 658 International Business (2)

Managing in an international environment. An examination of issues affecting the management of international organizations and the management of organizations in a global environment.

Prerequisite: MGMT 360.

MBA 680 Strategy I (4)

An extensive examination of the external environments of an organization through a case approach. Includes the integration of global and domestic market environment, legal and ethical issues, and the marketing planning process. *Prerequisite:* Consent of Advisor or last year of program.

MBA 681 Strategy II (4)

A continuation of Strategy I with emphasis on the integration of internal functions of an organization using the case method. Includes an analysis of structural, operational and financial strategies.

Prerequisite: MBA 680.

MBA 685 Directed Research (1-2)

Independent research under the direct supervision of an appropriate faculty member. The research should lead to a paper or project that has broader appeal than any one organization.

MBA 690 Advanced Seminar: Topic (2)

Advanced study in a selected Business Administration topic. May be repeated with different topics.

Prerequisite: Consent of instructor.

MBA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in MBA 698. This course may not be used to meet any program or graduation requirements.

MC 510 Investigative Processes (3)

Examination and evaluation of search strategies, including human sources and library research, and their applications to investigative and interpretive news reporting and writing. *Prerequisite:* MC 210 and MC 230 and MC 305 or consent of instructor.

MC 550 Communications Law (3)

Examination of the legal and constitutional history of freedom of speech and press, and a consideration of the legal philosophy bearing upon the communications media and a system of freedom of expression.

Students will do a close reading of some of the leading cases involving speech, press, assembly and petition.

MC 560 Advertising Campaign Execution (1-3)

Execute an ad campaign. Prepare and produce a written plans book including marketing, integrated communications, promotions, media, budget and evaluation. Prepare and present an oral audio-visual presentation. *Prerequisite:* MC 355 or consent of instructor.

MC 570 Public Relations Campaign Execution (1-3)

Execute a public relations campaign. Prepare and produce a written campaign document including a situation analysis, development of public relations objectives, programming executions and evaluation.

Prerequisite: MC 370 and MC 375 or consent of instructor.

MC 592 Journalism Workshop (1-2)

A course designed for workshops in broadcast or print journalism. *Prerequisite:* Consent of instructor.

MC 593 Topical Workshop (1-3)

A course designed for workshops on current media topics. *Prerequisite:* Consent of instructor.

MC 597 Problems in Mass Communications (1-3)

Individual problems in areas of specific interest to the student. *Prerequisite:* Consent of instructor.

MFA 669 M.F.A. Internship—Writing (1-6)

Supervised employment requiring substantial writing practice in government, private agency, or other appropriate venue. *Prerequisite:* Consent of MFA advisor and coordinator and committee.

MFA 677 M.F.A. Tutorial (1-3)

The consideration of various topics in literature or language, agreed upon by the instructor and the student. *Prerequisite:* Consent of instructor, advisor, and coordinator.

MFA 688 MFA Workshop (3)

Graduate-only work in the writing of poetry, fiction, plays, film or creative nonfiction. Students may repeat this course. *Prerequisite:* Consent of instructor.

MFA 699 M.F.A. Thesis (1-4)

The thesis is a body of original work of publishable quality. The finished manuscript must be of such length as is appropriate to published books in its genre and is to be written under the direction of members of the program staff. Candidates must preface their thesis with an introduction which discusses influences, process and/or issues related to the structure and content of the thesis, as well as a comprehensive bibliography completed in consultation with the thesis director and readers, emphasizing the project's content, sources, structure, style, and value. Thesis credits will normally be taken at the end of a candidate's program.

Prerequisite: Consent of MFA coordinator.

MGMT 505 Small Business Management (3)

Analysis of problems confronting the manager of small retail, wholesale, and manufacturing enterprises.

Prerequisite: Junior or Senior Standing.

MGMT 506 Small Business Management Consulting (1-2)

Practicum in providing management assistance to small businesses. May be retaken for a total of 3 credits. **Prerequisite:** Senior or graduate standing and permission of the instructor is required.

MGMT 515 Industrial Organization and Public Policy (3)

Same as ECON 515.

MGMT 516 Labor Economics (3)

Same as ECON 516. **Prerequisite:** ECON 204.

MGMT 521 Decision Analysis (3)

Structuring and analyzing of decisions under conditions of risk and uncertainty. **Prerequisite:** MGMT 360 and MATH 134.

MGMT 530 Managerial Economics (3)

Same as ECON 530. **Prerequisite:** ECON 204 and MGMT 360.

MGMT 540 Personnel Management (3)

Management of people at work with emphasis on recruiting, selecting, training, and evaluating personnel.

MGMT 541 Labor Relations (3)

Historical, legal and managerial aspects of the labor relations function in both private and public sector organizations. Topics include union organization drives, collective bargaining, impasse resolution procedures, contract administration and employee relations policy development. **Prerequisite:** MGMT 440 or Graduate standing. Acct 300 and Econ 416 are strongly recommended.

MGMT 697 Research in Management (2)

Research in a specific problem area in management. Designed to provide training in the use of research techniques. Topic selected through conference with faculty advisor. **Prerequisite:** Graduate standing.

MKTG 506 Small Business Management Consulting (1-2)

Practicum in providing marketing assistance to small businesses. May be retaken for a total of 3 credits.

Prerequisite: Senior or Graduate standing and permission of instructor required.

MKTG 519 Distribution Management (3)

Examines the distribution processes with emphasis on managing both marketing channel relationships and logistical movement and storage activities.

Prerequisite: MKTG 310 and MGMT 380.

MKTG 542 Marketing Seminar (3)

Selected marketing topics of contemporary interest. Recent topics include new product introduction, non-profit marketing, direct marketing, and cultural environment of international markets. May be repeated with different topics. **Prerequisite:** MKTG 310.

MKTG 544 International Marketing (3)

Comprehensive study of the cultural, political, and economic factors affecting international marketing strategies. **Prerequisite:** MKTG 310.

MKTG 621 Non Profit Marketing (3)

Strategically applying the marketing mix within an environmental framework to meet the challenges facing public sector, non-profit, and human service organizations as they strive to satisfy the needs and desires of various publics. Not available to MBA students. **Prerequisite:** Graduate standing.

MKTG 697 Research in Marketing (2)

Research in a specific problem area in marketing. Designed to provide training in the use of research techniques. Topic selected through conference with faculty advisor. **Prerequisite:** Graduate standing.

MLA 610 Integration Seminar (2)

MLA 610 is a written project to be undertaken near the completion of coursework in the program. It consists of a researched paper or essay for the purpose of exploring ideas or issues congruent with the objectives of the Master of Liberal Arts Program. The paper shall have an interdisciplinary focus incorporating two or more academic disciplines. Students may in some cases propose a creative project. Such a project would be accompanied by an explanatory essay discussing the goals, interdisciplinary aspects, and results of the undertaking. The written project becomes the basis for the Final Discourse in the program.

MLA 613 Human Spirit in Art (3)

Through the art of great painters and sculptors of the Western and Eastern worlds, students discover the depth and richness of the human spirit in its many manifestations. Literary, philosophical, and historical material supplement the visual works revealing the individual concepts of the artists.

MLA 615 Ethics: Moral Dimensions of Life (3)

Class members study major concepts and theories in ethics and apply them to contemporary moral issues such as racism, sexism, sexual morality, abortion, privacy, punishment, and global concerns.

MLA 617 Technology, Bureaucracy, and Identity in Modern America (3)

Participants in this course trace the connections between technology as an historical force, bureaucracy as an institution, and the concept of self in modern America. Texts represent various disciplines from philosophy, sociology, history, political science, literature, and art, as well as interdisciplinary perspectives.

MLA 619 God, Nature and Human Nature (3)

The class considers the way human beings conceive of and theorize about the existence and nature of God as well as the nature and value of the individual's relation to concept of the divine.

MLA 621 Existentialism and Literature (3)

Students explore major themes in Existentialist philosophy as they occur in literary works, with emphasis placed on symbol, metaphor, dialogue, character, plot, etc., as various modes for communicating Existentialist thought.

MLA 625 Marxist World View (3)

Using the Marxist perspective as an interdisciplinary method of critical analysis, class members study the historical roots, nature and presuppositions of the Marxist world view, then apply the subsequent critical outlook to several areas of culture, including philosophy, religion, education, literature, and popular culture.

MLA 627 Imagination, Reform, and the Urban Transformation of America (3)

This course will investigate the imaginative response to cultural change with its focus on the period 1880-1920 in the United States. Background in the historical forces of change and the philosophical value system of the 19th century will provide the context of the course. The central focus will be the themes inherent in the imaginative response to rapid change in an urban environment as seen in literature, art, architecture, and the activities of the social reform group.

MLA 628 Latin American: Historical and Cultural Interpretations (3)

Through a multidisciplinary approach using the perspectives of the arts, the social sciences and history, students examine key Latin American historical periods and related cultural features to develop an understanding of the region's uniqueness.

MLA 631 Dimensions of Drama (3)

Participants consider a selection of Shakespearean and modern plays in a variety of contexts: the play as creating its own world, the play in relation to genre, and above all, the life of the play as revealed in performance. Activities involve viewing videotapes of performances, participating in directing exercises, and developing analyses of the plays as theatrical scripts.

MLA 633 Genetics and Society (3)

Students investigate genetic aspects of contemporary social issues, such as genetic counseling, genetic engineering, evolution, and the influence of genetics on disease, behavior, and social structure.

MLA 635 Gender Role and Sexuality (3)

Focusing on the process of sexual differentiation, the development of gender identity, the learning of gender roles, and the diversity of sexual behavior, the class explores the major biological, psychological, and sociological perspectives on sexuality, concluding with readings and discussions about the future of human sexuality, lifestyles, morals and values in our society.

MLA 636 Technology and the Arts (3)

An examination of competing ideas about both art and technology, and about the sometimes conflicting, sometimes complementary relationships between art and technology. Emphasis on 19th and 20th Centuries. The course will include perspectives on film, architecture, music, and photography. Students will be encouraged to extend their research to other areas of interest.

MLA 637 The Musical Experience: Reflections in Sound (3)

Participants review and discuss music representing a broad range of historical and cultural styles, genres, and repertoires, and practice developing listening techniques and nurturing an informed awareness of the principles of sonic design and expression.

MLA 638 Issues in American Constitutional History (3)

Students examine scholarly and political controversies rising from the nature of the American constitutional system and its interpretation relative to the balance between governmental authority and individual liberty in selected periods of the past.

MLA 645 Classical Roots of Modern Culture (3)

A multi-disciplinary study of the classical ideal as it appears in ancient Greece and influences other periods of Western Civilization, especially the Twentieth Century, and analysis of its continuing dialogue with romanticism. A connecting theme present in the materials studies will be the nature of the hero.

MLA 647 Ecological Perspectives (3)

Students examine major environmental problems and the contributing attitudes and activities from an ecosystem perspective, and discuss the political, legal, economic, and social implications.

MLA 648 History of Science (3)

This course studies the development of science as a peculiarly western method of examining and explaining the physical world. Focusing on the period from 1600 - 1800, it deals with the Scientific Revolution of the seventeenth century, follows the acceptance and expansion of science and concludes with the appearance of Darwin's *Origins of Species*. Students examine science as a way of understanding the physical world and explore how science came to shape western culture.

MLA 651 Autobiographical Writing (3)

Through a 'workshop' approach, participants investigate and practice writing in the various forms of autobiographical essay from diary and journal to reminiscence and memoir of autobiographically-based fiction. Students implement aspects of narrative and descriptive technique, structure, tone and point of view, as well as explore a variety of subjects from early memory to defining the self in relation to others, places, events, and history itself.

MLA 653 American Folklore (3)

A survey of American folklore as a field, its methods and materials. Concentration on several topics including, but not limited to, children's folklore, urban legends, family folklore, and vernacular music. Students will collect, annotate and analyze items of folklore, and then present their work both orally and in writing.

MLA 658 Literature and Psychology: Archetypes of Midlife (3)

Participants study various literary texts in depth as they illustrate the archetypal processes that manifest during midlife, such as: the lure of soul-mating, the return of the repressed, "burying the dead," and moving toward integration and transcendence.

MLA 670 Topics: Study Abroad (2-3)**MLA 690 MLA Special Topics (2-3)**

These seminars cover a variety of topics, including Art and Technology, American Folklore, Metamorphoses, Human Nature: The Psychologists View, and Ten Questions: A Sociological Investigation.

MLA 697 Independent Study/Project (1-4)

A tutorial in specific subject matter may be arranged.

MLA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in MLA 698. This course may not be used to meet any program or graduation requirements.

MUS 523 Accompanying (1)

Preparation and performance of both instrumental and vocal accompaniment repertoire. May be repeated for credit.

MUS 524 Chamber Music Performance: Voice (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 525 Chamber Music Performance: Keyboard (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 526 Chamber Music Performance: Brass (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 527 Chamber Music Performance: Woodwind (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 528 Chamber Music Performance: Strings (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 529 Chamber Music Performance: Percussion (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 531 Keyboard Pedagogy (3)

Methods and fundamentals of keyboard instruction on the elementary, secondary, and adult levels.

Prerequisite: Private keyboard study and consent of instructor.

MUS 532 Voice Pedagogy (2)

Will include physiology, anatomy, teaching techniques, demonstration models and a practicum. Will focus on social, educational, family and peer pressure that affect the singing standards of the adolescent interested in pursuing vocal performance skills.

Prerequisite: Individual voice study and consent of instructor.

MUS 540 Music Literature: Solo Song (2)

Study of solo song literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 541 Music Literature: Orchestral (2)

Study of orchestral literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 542 Music Literature: Choral (2)

Study of choral literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 543 Music Literature: Chamber Music (2)

Study of chamber music literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 544 Music Literature: Keyboard (2)

Study of keyboard literature. Intended for majors and minors in music. **Prerequisite:** MUS 201.

MUS 545 Music Literature: Wind Band (2)

Study of wind band literature. Intended for majors and minors in music. *Prerequisite:* MUS 201.

MUS 546 Music Literature: Opera (2)

Study of operatic literature. Intended for majors and minors in music. *Prerequisite:* MUS 201.

MUS 550 Student Recital (1-3)

Special supplemental applied study in preparation for public recital appearance. May be repeated once for credit. *Prerequisite:* Consent of applied instructor, enrollment at 300 level applied.

MUS 554 Music Performance: Voice: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 555A Music Performance: Piano: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 555B Music Performance: Organ: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 556 Music Performance: Brass: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 557 Music Performance: Woodwinds: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 558 Music Performance: Strings: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 559 Music Performance: Percussions: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit. *Prerequisite:* Study at 300 level.

MUS 570 Composition (1-3)

Individual composition instruction plus seminar with all composition students. Study includes composition in several musical styles. May be repeated for credit.

MUS 571 Orchestration (2)

The basic principles of orchestral writing. *Prerequisite:* MUS 201 and MUS 202.

MUS 572 Instrumental Arranging (2)

Arranging for both small and large ensembles. *Prerequisite:* MUS 201 and MUS 202.

MUS 574 Advanced Theory and Analysis (2)

Continuation of the study of music through the use of advanced theoretical and analytical techniques. May be repeated for credit. *Prerequisite:* MUS 201 and MUS 202 or consent of instructor.

MUS 575 Advanced Conducting (2)

Prerequisite: MUS 375 or MUS 376 or MUS 377.

MUS 581 Audio Production (2)

Equipment and techniques of electronic audio production, including multi-track recording, microphone techniques, mixing and use of effects devices. *Prerequisite:* MUS 381.

MUS 582 Music Synthesis (2)

Equipment and techniques of electronic music synthesis, including modular and integrated systems, analog and digital synthesis, MIDI and electronic audio effects. *Prerequisite:* MUS 381

MUS 585 Projects in Audio Production (1-2)

Individual projects in audio production. May be repeated for credit. *Prerequisite:* MUS 581.

MUS 586 Projects in Synthesis (1-2)

Individual projects in music synthesis. May be repeated for credit. *Prerequisite:* MUS 582.

MUS 595 Special Topics in Music (1-2)

MUS 596 Workshop in Music Education (1-2)
Special topics in music. May be repeated for credit if topic varies.

MUS 620 Instrumental Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance. *Prerequisite:* Graduate standing and audition.

MUS 621 Vocal Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance. *Prerequisite:* Graduate standing and audition.

MUS 630 Research in Music (2)

Research techniques and materials in music bibliography and topic development.

MUS 631 Problems in Teaching and Supervising (2)

Advanced course in curriculum planning and materials. On request.

MUS 632 Advanced Studies in Teaching Elementary School General Music (2)

Advanced study of music methods and materials for teaching music in elementary schools.

MUS 633 Advanced Studies in Teaching Secondary School General Music (2)

Advanced studies of music methods and materials for teaching music in the junior and senior high schools.

MUS 640 Directed Study in Music History (2)

Varied projects in the field of music history. Course may be repeated for credit.

MUS 641 Seminar in Music of the Renaissance (2)**MUS 642 Seminar in Music of the Baroque (2)****MUS 643 Seminar in Music of the Classical Era (2)****MUS 644 Seminar in Music of the Romantic Era (2)****MUS 645 Seminar in Music of the 20th Century (2)****MUS 650 Graduate Recital (1-2)**

On demand. May be repeated for credit.

Prerequisite: Minimum of 2 credits of performance study at the 600 level required for recital.

MUS 654 Music Performance: Voice (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 655A Music Performance: Piano (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 655B Music Performance: Organ (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 656 Music Performance: Brass (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 657 Music Performance: Woodwinds (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 658 Music Performance: Strings (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 659 Music Performance: Percussion (1-3)

Private instruction, pedagogy, and master classes.

May be repeated for credit. **Prerequisite:** Graduate Jury.

MUS 670 Composition—Level V (1-3)

Private instruction, pedagogy and master classes.

May be repeated for credit. **Prerequisite:** Advanced standing evaluation.

MUS 674 Directed Study in Music Theory (2)

Varied projects in the field of music theory. Course may be repeated for credit.

MUS 695 Special Problems (1-2)

Prerequisite: Consent of instructor.

MUS 697 Individual Study (1-2)

Prerequisite: Consent of instructor.

MUS 699 Thesis in Music (1-4)

Prerequisite: Consent of instructor.

PE 521 Physiology of Exercise (3)

A study of the function of those body systems most directly affected by and involved in exercise.

Physiological consideration in human movement such as thermal regulation, performance at altitude and underwater, drugs and other ergogenic aids, and designing of specialized training programs will be pursued.

PE 540 Problems in Physical Education (1-3)

This course is designed to promote individual thought and group interactions relative to contemporary problems in physical education. Experiences include leading group discussions, classroom presentations and debating.

PE 552 Adapted Physical Education (3)

This course provides the student with an introductory study to adapted physical education and includes strategies for meeting the needs of student with impairments in the least restrictive environment.

PE 553 Assessment and Programming in D/APE (3)

A study of instructional/administrative methods and activities for the physical education program as related to the needs, interests and abilities of persons with physical and/or mental handicaps.

Prerequisite: Consent of instructor.

PE 554 Curriculum in Developmental/Adapted Physical Education (3)

Prepares Developmental/Adapted specialists to provide direct service to handicapped students, serve as consultants to other physical education teachers, assess motor and physical fitness levels, write individual programs, read and understand research in adapted physical education.

PE 575 Administration of Athletics (2)

This course is designed to be a culminating experience for the physical education major, providing an opportunity for the students to draw upon their classroom and practical experiences in formulating their philosophical bases for the variety of concerns related to organizing and administering athletic programs. **Prerequisite:** Senior standing or consent of instructor.

PE 595 Administration of Physical Education (3)

A study of problems, policies and procedures in the administration of physical education.

Prerequisite: Senior standing or consent of instructor.

PHIL 590 Topics in Philosophy (1-3)

Study of a selected philosophical problem or philosophical movement. Students may register more than once when topic varies. Specific topics will be announced in class schedules. **Prerequisite:** Two Philosophy courses at the 300 or 400 level or consent of instructor.

PHIL 592 Major Philosopher (1-3)

Intensive study of some important figure in the history of philosophy. Students may register more than once when content varies. **Prerequisite:** Two Philosophy courses at the 300 or 400 level or consent of instructor.

PHIL 595 Topics in Feminist Theory (3)

Courses offered under this title will focus on feminist theories as frameworks for work on feminist issues. For specific topic see class schedule. Topics may include Knowledge, Ethics, Ecology, Reproductive Rights and Issues, Self-images and Identity, and Sexuality. Students may register more than once when content varies, but may not repeat the course for more than 6 credits. **Prerequisite:** PHIL 101 or PHIL 105 or PHIL 214 or consent of instructor.

PHSA 611 Survey of Public and Human Service Administration (4)

An overview of the development of the field and the political context of administration, plus discussion of conceptual and theoretical issues related to the practical skills involved in administering public and human service organizations.

PHSA 612 Research Methods for Public and Human Service Administration (3)

This course will provide the student with an understanding of how to structure research topics, gather and use appropriate data, employ valid statistical tests, and understand various qualitative and quantitative methodologies used in making managerial decisions. **Prerequisite:** Admission to the PHSA program and a statistics course.

PHSA 650 Topics in Public and Human Service Administration (1-3)

Topics focusing on various issues and developments in the field of public and human service administration. May be repeated for credit under different topics.

Prerequisite: Consent of instructor.

PHSA 653 Human Resource Development (2)

Management and development needs of employees and volunteers. Covers ways adults learn, motivation of volunteers, interviewing skills and the needs analysis, design, implementation, evaluation, administration, and cost effectiveness of personnel issues.

PHSA 655 Public and Non-Profit Financial Management (3)

Principles of budgeting, financial controls, accounting systems, income determination, and investment management in public and non-profit organizations. This course is designed to aid managers to facilitate preparation, to understand and to use financial information in making administrative decisions.

Prerequisite: One semester of financial accounting and an introductory management course.

PHSA 665 Legal Issues of Nonprofit Organizations (3)

A study of nonprofit organizations with emphasis on their legal nature, tax status, and major concepts that determine rights, duties and liabilities of such organizations' employees and boards of directors.

PHSA 671 Leadership in the Public and Non-Profit Sectors (2)

Theoretical and practical analysis of supervision, organizational innovation, creative policy development, fund-raising issues, work-place design, and the ethical dimensions of leadership in public and human service organizations.

PHSA 681 Policy Analysis in Public and Human Service Administration (3)

Capstone course in the PHSA program, focusing on policy selection, estimation, implementation and evaluation with the emphasis on problem solving within dynamic conditions in public and non-profit contexts. **Prerequisite:** Must have completed 21 hours in PHSA program.

PHSA 695 Special Problems (1-3)

Individual pursuit of topic through field experience, reading, or research in public and human service administration. May be repeated under various topics. **Prerequisite:** Permission of instructor and Director of PHSA program.

PHSA 697 Final Project in Public and Human Service Administration (4)

Development, approval, research and defense of the student's Final Project which shall focus on a specific organization or general issue in public and human service administration. Guidelines for completion of the Final Project may be obtained from the Director of the PHSA program. **Prerequisite:** Completion of at least 24 hours in the PHSA program.

PHSA 698 Continuing Registration (1)

Continuing enrollment in graduate studies. Students not otherwise enrolled at the time they sit for the oral exam must enroll in PHSA 698. This course may not be used to meet any program or graduation requirements.

POL 510 Topics in Political Thought (1-3)

Selected analysis of various thinkers, theories and ideologies. May be repeated as topic varies.

POL 520 Topics in American Politics (1-3)

Selected focus on various topics of American political processes and institutions. May be repeated as topic varies.

POL 530 Topics in Constitutional Law (1-3)

Interpretation of the Constitution of the United States by federal courts on selected topics. May be repeated as topic varies. **Prerequisite:** POL 230 and either POL 232 or POL 330. SOC 307 or MC 440 or ACCT 305.

POL 550 Topics in Comparative Government (1-3)

Variable topics such as comparative political behavior, theory in comparative politics or comparative institutions. May be repeated as topic varies.

POL 560 Topics in International Politics (1-3)

International relations theory, organizations and legal issues. May be repeated as topic varies.

POL 597 Independent Study in Political Science (1 4)

Readings, research papers, special projects with close supervision of a member of the department.

Prerequisite: POL 110 and POL 120 and consent of instructor.

POL 690 Graduate Seminar in Political Science (1-3)

Examination of an issue, problem or concept at a graduate level in a seminar setting. May be repeated as topic varies.

PSY 503 Adulthood and Aging (3)

Discussion of some of the major theoretical approaches and current issues in human development from young adulthood through old age and death.

Prerequisite: Consent of instructor or 6 credits of psychology.

PSY 555 Psychology of the Arts (3)

An understanding of the relationship of the fundamental principles of psychology to the arts is developed from the formal beginning of psychology to the present. **Prerequisite:** 6 credits of psychology or consent of instructor.

PSY 563 Abnormal Psychology (3)

Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior. **Prerequisite:** 9 credits of psychology or consent of instructor.

PSY 565 Clinical Psychology (3)

Discussion of techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding. **Prerequisite:** 9 credits of psychology or consent of instructor.

PSY 570 History and Systems of Psychology (3)

An overview of the development of psychology from associationism to the present. Schools, fields and areas of psychology are emphasized.

Prerequisite: 9 credits of psychology.

PSY 590 Special Topics in Psychology (3)

Coverage of a topic not central to other courses in the department. Topics will vary depending on the interest of students and faculty. **Prerequisite:** 9 credits of psychology and consent of instructor.

PSY 601 Foundations of School Psychology (2)

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Historical foundations and current status of education, introduction to special education, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members are addressed. **Prerequisite:** Admission to School Psychology Program and consent of instructor.

PSY 611 Human Learning and Cognition (2)

Examines current theories of human adaptive behavior and cognitive processes involved in memory, reasoning, problem solving, etc.

Prerequisite: Consent of instructor.

PSY 613 Biopsychology (2)

A study of brain-behavior relationships emphasizing human clinical applications. **Prerequisite:** Consent of instructor.

PSY 615 Developmental Psychology (2)

The course will emphasize the biological, psychological and social development of humans throughout the life span. Particular attention is paid to child and adolescent development.

Prerequisite: Consent of instructor.

PSY 617 Personality and Psychopathology (2)

This course will survey the construct of personality from a variety of theoretical perspectives. The course will also examine the concept of personality from the perspectives of psychiatric diagnosis and personal adaptation. **Prerequisite:** Consent of instructor.

PSY 619 Social Psychology (2)

A survey of selected topics in social psychology. Topics include social cognition, influence, attitudes and group processes. Theory and research are emphasized.

Prerequisite: Consent of instructor.

PSY 620 Measurement Theory (2)

Theory and principles involved in test construction and interpretation. Issues associated with testing practices and various categories of tests are reviewed. Laboratory in administration of educational tests required. **Prerequisite:** Consent of instructor.

PSY 621 Assessment/Intervention I: Basic Processes (3)

Basic theories and processes of school psychological services focusing on nontest-based assessment, such as observation, interviewing, rating scales, curriculum-based assessment; environment factors; cultural issues; and basics of parent/teacher consultation.

Prerequisite: PSY 620 and consent of instructor.

PSY 622 Assessment/Intervention II: Special Populations (3)

Assessment and intervention models focusing on students with mild to moderate handicaps. Includes intellectual assessment and instructional intervention techniques with an emphasis on linking assessment and intervention. Written and oral communication skills emphasized. Concurrent enrollment in Psy 642 Practicum II. **Prerequisite:** PSY 621 and consent of instructor.

PSY 632 Advanced Psychological Methodology (2)

Advanced theories and principles of psychological research designs. Emphasis on factorial designs, repeated measures, covariance, path analysis, meta-analysis, and other advanced statistical designs. Development of a thesis research prospectus is required. **Prerequisite:** ED 603 or basic statistics and consent of instructor.

PSY 641 Practicum in School Psychology I (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention I. 100 clock hours.

Prerequisite: Consent of instructor.

PSY 642 Practicum in School Psychology II (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention II. 100 clock hours.

Prerequisite: Consent of instructor.

PSY 691 Independent Study (1-2)

Individual topical studies of special interest. Course may be repeated. **Prerequisite:** Consent of instructor.

PSY 697 Specialty Paper (2)

An independent library research project which reviews in-depth the professional literature in an approved area of school psychology. **Prerequisite:** Consent of instructor.

PSY 698 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in Psy 698 (Master's) or Psy 798 (Specialist). This course may not be used to meet any program or graduation requirements. **Prerequisite:** Consent of instructor.

PSY 699 Thesis in Psychology (1-4)

Research and writing of the Master's thesis.

Prerequisite: Approval of thesis supervisor.

PSY 701 Issues in the Practice of School Psychology (2)

Seminar to discuss relevant issues in school psychology. Includes discussion of ethical, multicultural, and professional practice issues, as well as other specific topics relevant to students' concurrent internship. Also includes opportunities for discussion of internship experiences.

Prerequisite: Consent of instructor.

PSY 723 Assessment/Intervention III: Early Childhood Handicaps (3)

This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children.

Prerequisite: PSY 622 and consent of instructor.

PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)

This course will expand on skills and concepts of psychological assessment learned in Assessment/Intervention I/II/III. It will focus on assessment and intervention students presenting with psychosocial difficulties in a school setting. **Prerequisite:** PSY 617 and CNSA 520 and PSY 622 and SPED 571 or consent of instructor.

PSY 728 Systems Intervention (2)

A seminar for advanced graduate students in school psychology. Systems level and organizational interventions will be the focus of study. Topics include organizational development, primary intervention, child advocacy, consultation, and intervention for classes of children. **Prerequisite:** Advanced standing in the school psychology program and consent of instructor.

PSY 744 Practicum in School Psychology III (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention IV. 100 clock hours.

Prerequisite: Consent of instructor.

PSY 760 Internship in School Psychology (1-3)

Supervised experience as a school psychology intern in an approved setting for one year full time (at least 33 hours per week) or two years half time (at least 17 hours per week). A minimum of 1200 hours total. One credit is available for each 200 clock hours of internship. Must be repeated to a total of six credits for the Specialist degree. **Prerequisite:** Master's degree, admission to the Specialist degree program, and instructor approval.

PSY 791 Independent Study (1-2)

Individual topical studies of special interest. Course may be repeated. **Prerequisite:** Consent of instructor.

PSY 798 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in Psy 698 (Master's) or Psy 798 (Specialist). This course may not be used to meet any program or graduation requirements. *Prerequisite:* Consent of instructor.

SLHS 502 Neuroanatomy and Physiology of Communication (3)

The study of central nervous system anatomy and physiology, with emphasis on communicative processes. *Prerequisite:* SLHS 202

SLHS 524 Fluency Disorders (3)

A study of the nature and management of fluency disorders. *Prerequisite:* SLHS 202

SLHS 573 Rehabilitation Audiology (3)

A survey of the principles of rehabilitative intervention for hard-of-hearing persons, children through adults. Special emphasis on role of amplification.

Prerequisite: SLHS 271

SLHS 590 Topical Seminar in Speech-Language-Hearing Sciences (1-3)

An examination of the literature on a selected topic of current interest.

SLHS 597 Individual Study (1-3)

Selected readings or a guided independent research project in some aspect of communication disorders. May be repeated for up to 6 credits.

Prerequisite: Consent of instructor.

SLHS 599 Topical Workshop (1-3)**SLP 601 Research Design in Speech-Language Pathology (2)**

Basic methodology of description, experimental and single-case designs for research in speech-language pathology and audiology. Emphasis also on the development of research and report writing.

Prerequisite: Statistics course.

SLP 609 Clinical Speech Measurement (1)

The use of electronic instrumentation for measuring physiological and acoustic aspects of speech and voice. *Prerequisite:* SLHS 307.

SLP 621 Seminar: Articulation Disorders and Cleft Palate (2)

Advanced study of the nature assessment and treatment of articulation/phonological disorders, and communication problems associated with cleft palate.

SLP 623 Seminar: Voice (2)

Advanced study of the voice defects: disorders with particular emphasis on laryngectomy.

SLP 624 Seminar: Fluency (2)

A critical review of research related to the nature, etiology, and treatment of fluency disorders.

SLP 626 Language Development and Disorders in Adolescents (2)

Investigation of normal language development and language disorders in older children and adolescents. Evaluation and intervention strategies for language deficits with emphasis on service delivery models and multicultural issues. *Prerequisite:* SLHS 322.

SLP 627 Communication in Normal Aging and Dementia (2)

The study of communication and memory in normal aging and demented individuals. The focus on the class will be on global deterioration processes, their etiology, pathophysiology, associated communication impairments, and therapeutic approaches.

SLP 630 Neurogenic Communication Disorders I (3)

Etiology, diagnosis, assessment, and treatment of acquired speech and language impairments in adults. The emphasis will be on the study of aphasia and related disorders.

SLP 631 Neurogenic Communication Disorders II (2)

Etiology, diagnosis, assessment, and treatment of acquired speech and language impairments in adults. The emphasis will be on the study of motor speech disorders.

SLP 641 Seminar: Language Intervention (2)

A critical review of literature related to various child language intervention methodologies and practices.

SLP 642 Augmentative and Alternative Communication (3)

Advanced assessment procedures for communication and related areas as they apply to implementing augmentative communication. Development of intervention techniques and experience with assistive communication devices. *Prerequisite:* SLHS 347.

SLP 643 Agency Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted at private practice facilities.

Prerequisite: Consent of instructor.

SLP 644 University Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in the University Speech-Language-Hearing Clinic. *Prerequisite:* Consent of instructor.

SLP 645 Hospital Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in a health care facility.

Prerequisite: Consent of instructor.

SLP 646 School Practicum: Speech-Language (1)

Supervised clinical experience with clients who present speech or language problems. Treatment sessions conducted in a school setting. **Prerequisite:** Consent of instructor.

SLP 647 Diagnostic and Appraisal Procedures (3)

The evaluation and use of diagnostic tools. Students participate in evaluations and learn to limit cultural bias in assessment. **Prerequisite:** SLHS 390.

SLP 669 Internship (4)

Supervised experience in a public or private agency; goals, nature of experience and criteria for evaluation established beforehand by student, departmental advisor, and a representative of the agency.

Prerequisite: Consent of instructor.

SLP 676 Clinical Practicum: Audiology (1)

Supervised clinical experience in evaluation or management of children or adults with impaired hearing; may be repeated. **Prerequisite:** SLHS 372 and SLHS 473 or SLHS 573.

SLP 680 Cultural Aspects of Communication Disorders (2)

Study of the issues involved in the delivery of speech-language and audiology services to individuals in the Hispanic, African-American, Native-American, and Asian-American populations. Seminar format. Instructor approval required for students not admitted to SLP program.

SLP 681 Seminar: Dysphagia (2)

Study of the normal and pathological swallowing process. The review includes the study of various neurological population with dysphagia, assessment procedures, and current therapy techniques.

SLP 690 Topical Seminar in Speech, Language Pathology and Audiology (1-3)**SLP 696 Research Project (2)**

Registration only after consultation with major advisor. **Prerequisite:** Consent of research supervisor.

SLP 697 Individual Study (1-3)

Selected readings in speech pathology, language pathology, audiology, or speech and hearing science under the direction and supervision of members of the department.

SLP 699 Thesis (1-4)

Registration only after consultation with major advisor. **Prerequisite:** Consent of research supervisor.

SOC 512 Sociology of Complex Organizations (2)

Analyzes large-scale bureaucratic organizations. Topics include: the characteristics of bureaucracy; the uses of power by organizations; the effectiveness of organizations; and the impact of organizations on societal change. **Prerequisite:** SOC 110 or consent of instructor.

SOC 516 Violence in the Family (3)

Applies various sociological perspectives to the topic of family violence. The following specific "types" of family violence are analyzed: violence by parents toward children, dating, marital, and sibling violence, violence by children toward parents, and sexual abuse.

Possible societal-level "solutions" are examined.

Prerequisite: SOC 110 or consent of instructor.

SOC 518 Sociology of Education (2)

Examines societal factors and school structures that affect learning in primary and secondary schools and in higher education. Focuses on the effects of social class, sex differences, individual abilities, and the structure of the classroom and the school.

Examination of inequality in education as it applies to specific ethnic groups and social classes will also be considered. **Prerequisite:** SOC 110 or consent of instructor.

SPAN 511 Genres and Themes of Iberian/Latin American Literature (3)

Analysis and discussion of genres and/or themes from Iberian and/or Latin American Literature.

Prerequisite: Undergraduate major or equivalent.

SPAN 512 Periods and Authors of Iberian /Latin American Literature (3)

Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

Prerequisite: Undergraduate major or equivalent.

SPAN 521 Iberian Culture and Civilization (3)

Coursework helps students develop awareness and understanding of the culture of Spain through the study of historical facts, and geographical art, political life, and general customs of the people. **Prerequisite:** Undergraduate major or equivalent.

SPAN 522 Latin American Culture and Civilization (3)

Coursework helps students develop awareness and understanding of the cultures of Latin America through the study of historical and geographical facts, art, political life, and general customs of the people of Latin America. **Prerequisite:** Undergraduate major or equivalent.

SPAN 590 Special Topics in Spanish Language, Literature or Culture (3)

In-depth study of a selected topic in Spanish. May be repeated for credit. Counts toward the Spanish major or minor. **Prerequisite:** Undergraduate major or equivalent.

SPAN 597 Independent Study in Spanish—Advanced Level (1-2)

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval by department chair upon presentation of proposal. **Prerequisite:** Undergraduate major or equivalent.

SPCH 516 Special Projects: Speech (1-3)

Advanced individualized creative or investigative work in a particular phase of speech communication. May be taken more than once if content is substantially different. Offered on demand. **Prerequisite:** Consent of instructor.

SPCH 525 Contemporary Playwrights (3)

Significant playwrights and their works from the last 25 years. May be elected twice when the reading lists are substantially different. Offered on demand. **Prerequisite:** Consent of instructor.

SPCH 530 Advanced Acting (3)

Prerequisite: Consent of instructor.

SPCH 534 Special Projects: Theatre (1-3)

Opportunity for the advanced student to do individual creative or investigative work in a particular phase of theatre. May be taken more than once if content is substantially different. Offered on demand. **Prerequisite:** Consent of instructor.

SPCH 560 Dramatic Production II (1-4)

Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audience. Offered summer only. **Prerequisite:** Consent of instructor.

SPCH 590 Topics Course (1-3)

Offered on demand. **Prerequisite:** Consent of instructor.

SPED 512 Mental Retardation (3)

Overview of the definitions, characteristics, associated disabilities and medical aspects of persons with cognitive disabilities. **Prerequisite:** SPED 320.

SPED 513 Instructional Strategies (3)

Curriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems. **Prerequisite:** SPED 320.

SPED 517 Educating Student with Severe Disabilities (3)

Examination of the definitions, characteristics, instructional methods/techniques, and educational programming for learners with severe disabilities. Also explored are typical and atypical motor development with mobility techniques and prosthetic and technical devices. **Prerequisite:** SPED 512.

SPED 521 The Gifted Child (2)

Definition, identification, and current school program for the child with superior ability or special talents. **Prerequisite:** SPED 320 or consent of instructor.

SPED 522 Curriculum and Methods for the Gifted (2)

Exploration of ways to construct a curriculum suitable for the education of gifted students at elementary and secondary levels. **Prerequisite:** SPED 521.

SPED 523 Young Children with Disabilities and Their Families (3)

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. **Prerequisite:** SPED 320 and ELEC 330 or consent of instructor.

SPED 524 Assessment in Early Childhood Special Education (3)

Examines assessment instruments and procedures with infants, toddlers, preschoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored. **Prerequisite:** SPED 523 or consent of instructor.

SPED 526 Infant Strategies (3)

This course overviews knowledge and skills necessary to be effective professionals in working with families and infants and toddlers with disabilities and those at risk for disabilities. Emphasis is placed on parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans. **Prerequisite:** SPED 523 or consent of instructor.

SPED 527 Instructional Strategies: Preschool (3)

The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. **Prerequisite:** SPED 523.

SPED 542 Creative Activities for Individuals with Disabilities (2)

Creative activities for individual with disabilities; practical experiences in the areas of art, music, drama and their interrelationships. **Prerequisite:** SPED 320.

SPED 543 Consultation and Collaboration in Special Education and Human Services (3)

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers. **Prerequisite:** Consent of instructor.

SPED 545 Remedial and Corrective Reading (3)

The causes, assessment, and correction of reading difficulties are analyzed. Specific strategies poor readers can use to read better are described. Explicit instructional methods are presented.

Prerequisite: EECE 311.

SPED 546 Remedial and Corrective Reading Clinic (1)

Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. **Prerequisite:** SPED 545.

SPED 556 Functional Curriculum Development/ Inclusive Classroom (3)

In-depth coverage of assessment and educational programming with a functional life-skills focus including strategies for curriculum development in inclusive classrooms. **Prerequisite:** SPED 512.

SPED 559 Communication Programming for Persons with Severe Disabilities (3)

This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies.

Prerequisite: SPED 512.

SPED 561 Educating Children and Youth with Specific Learning Disabilities (3)

An introduction to definition, assessment, characteristics, and educational strategies for children and youth with specific learning disabilities.

Prerequisite: SPED 320.

SPED 563 Assessment Strategies: Mild Disabilities (3)

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts. Concurrent with SPED 463L. **Prerequisite:** SPED 320 and SPED 571 and SPED 545.

SPED 564 Educational Planning and Adaptation for Students with Learning Problems (3)

Educational and transitional adaptations for learning disabled or emotional/behavioral disordered secondary students based on individual cognitive, affective, and behavioral characteristics.

Prerequisite: SPED 563.

SPED 567A Secondary Practicum: Mild Disabilities (3)

Directed practicum experience in secondary level special education resource room setting. 225 hours field experience. **Prerequisite:** SPED 564 and consent of instructor. GPA of 2.75 in the major is required.

SPED 567E Practicum: Young Child Disabilities (2)

Advanced practicum with children with disabilities (4-6 years) in public school classroom. 200-225 hours field experience. **Prerequisite:** Consent of instructor. GPA of 2.75 in the major is required.

SPED 567H Practicum: Severe Disabilities (2)

Advanced practicum experience in an elementary or secondary classroom for students with moderate to severe mental disabilities. 225 hours field experience. **Prerequisite:** Consent of instructor. GPA of 2.75 in the major is required.

SPED 567I Infant/Interagency Practicum (2)

Advanced practicum with infants and toddlers with disabilities from education, health, and social services perspectives in home and clinical settings.

Prerequisite: SPED 524 and SPED 526 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568B Practicum: SLD (4)

Directed practicum experience in specific learning disabilities teaching with emphasis on advanced assessment techniques and consultative strategies. 200-300 field experience hours.

Prerequisite: SPED 575 and SPED 564 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568C Practicum: E/BD (4)

Directed practicum experience in a self-contained setting for children and/or youth with emotional behavioral problems. 200-300 field experience hours. **Prerequisite:** SPED 564 and SPED 575 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568D Practicum: MMMH (4)

Advanced practicum experience in an elementary or secondary classroom serving students with mild/moderate disabilities. 200-300 field experience hours. **Prerequisite:** SPED 563 and SPED 556 and consent of instructor. GPA of 2.75 in the major is required.

SPED 568E Practicum: ECSE (4)

Directed practicum serving students in early childhood special education. 200-300 field experience hours. **Prerequisite:** SPED 524 and SPED 526.

SPED 568H Practicum: MSMH (4)

Advanced practicum experience in an elementary or secondary classroom serving students with moderate/severe disabilities. 200-300 field experience hours. **Prerequisite:** SPED 512 and SPED 556 and consent of instructor. GPA of 2.75 in the major is required.

SPED 570 Transitional Planning (3)

Transitional planning for secondary students with disabilities including transitional assessment, programming and planning. Student will also acquire knowledge of post secondary service options and funding sources. *Prerequisite:* SPED 561 or 573 or 512.

SPED 571 Behavior and Environment Management (3)

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. *Prerequisite:* SPED 320 or consent of instructor.

SPED 572 Educational Diagnosis and Programming (2)

Principles and practices of diagnostic-prescriptive programming for children with disabilities.

Prerequisite: SPED 320 or consent of instructor.

SPED 573 Emotional/Behavioral Disorders (3)

Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. *Prerequisite:* SPED 320 or consent of instructor.

SPED 574 Management of Challenging Behavior (2)

Student will demonstrate an understanding on how nonaversive intervention strategies can be used to deal with challenging behavior. *Prerequisite:* SPED 571.

SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)

Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. *Prerequisite:* SPED 561 and SPED 563.

SPED 578 Educational Interventions: Emotional/Behavioral Disorders (3)

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. *Prerequisite:* SPED 573.

SPED 590 Special Topics (1-3)

Advanced treatment of selected topics on research and practice in mental retardation. *Prerequisite:* SPED 512 or SPED 561 or SPED 573.

SPED 594 Legal/Social Foundations of Special Education (3)

This course overviews the educational sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environment professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed.

Prerequisite: SPED 512 or SPED 561 or SPED 573 or consent of instructor.

SPED 595 Special Problems (1-3)

Directed field experience, reading, or research in special education. May be repeated up to 6 credits.

Prerequisite: Consent of instructor.

SPED 605 Single Subject and Small Group Research Designs (2)

Introduction to research on single subjects and small groups, with application to problems in education and related areas. (Same as ED 605.)

SPED 611 Understanding Persons with Mild Disabilities (2)

Advanced coverage of definitions, assessment, characteristics, and educational interventions for learners with mild to moderate mental retardation, learning disabilities, or behavioral disabilities.

SPED 616 The Gifted Child and Reading (2)

Characteristics of and programming for gifted, talented, and creative learners are considered. Educational alternatives to benefit gifted readers are presented. Attention is paid to the role of parents and teachers in the education and guidance of gifted, talented, and creative students.

SPED 620 Perspectives and Policies in Special Education (3)

This course is designed for graduate students, especially those in School Psychology, and Speech, Language and Hearing, and Special Education. Historical, legal, social and political frameworks for Special Education within schools and communities will be examined. Emphasis will be on the relationship between special and general education, inclusionary practices, family-focused interventions and collaborative teaming. *Prerequisite:* Consent of instructor.

SPED 624 Advanced Assessment in Early Childhood (2)

Advanced instruction in measurement, assessment and interpretation of developmental status of infants, toddlers and preschoolers with mild to severe disabilities. Emphasis on family-focused assessment and individual child and family goal setting.

Prerequisite: SPED 424 or consent of instructor.

SPED 628 Family Focused Intervention (2)

Advanced instruction on the application of family systems literature to research and intervention with families of infants, toddlers and preschoolers with disabilities or at-risk for disabilities. This course is designed for professionals who are responsible for the coordination of interagency services (hospital, health, social services, educational and community) to families.

Prerequisite: Consent of instructor.

SPED 645 Diagnosis and Correction of Reading Difficulties (2)

Advanced study of reading difficulties.

Prerequisite: SPED 545.

SPED 646 Reading Clinic: Diagnosis (1)

Individual case studies or supervision of individual case studies. **Prerequisite:** SPED 645.

SPED 662 Seminar: Special Education (2)

Seminar in selected SPED topics.

Prerequisite: Consent of instructor.

SPED 663 Advanced Measurement/assessment (2)

Advanced coverage of measurement and assessment in special education as applied to learners with mild disabilities, including measurement concepts; use of standardized and nonstandardized assessment procedures; rating scales and observational techniques; and interpretation of assessment results.

Prerequisite: SPED 563.

SPED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients and their caregivers. (Same as ED 664.)

SPED 665 Educational Program Development (2)

Selected topics in SPED program development.

Prerequisite: Consent of instructor.

SPED 667M Educational Planning Practicum (2)

Practice managing assessment, program planning, and consultation for students with SLD, E/BD, or MMMH. Practicum experiences at both the elementary and secondary level. 300 hours of field experience.

Prerequisite: SPED 663 and SPED 671 and consent of instructor. GPA of 2.75 required in major.

SPED 668M Collaborative/Consultative Practicum (2)

One academic semester or the equivalent of experience with a multidisciplinary team planning and implementing instructional programming for students with disabilities at the elementary and secondary level. 300 hours of field experience. **Prerequisite:** SPED 664 and SPED 665 and SPED 670 and consent of instructor. GPA of 2.75 required in the major.

SPED 669 Advanced Practicum in Special Education (2)

Advanced practicum experience in indicated area of special education, includes assessment, formulation of treatment program, and supervision of others. 100-200 hours field experience. **Prerequisite:** SPED 451 or SPED 568 and consent of instructor. GPA of 2.75 required in the major.

SPED 670 Transitional Planning (2)

Transitional planning for student with disabilities. Current requirements and available resources will be examined. Procedure will be studied for developing cooperative programming between school and community agencies so that students will be prepared for transition into the community and adult life.

Prerequisite: SPED 620.

SPED 671 Advanced Planning Strategies (2)

Advanced instruction in observation, assessment, and interpretation of student performance in order to plan appropriate learning programs and to involve students, parents and associated professionals in implementing these programs to meet instructional goals.

Prerequisite: SPED 620.

SPED 672 Educational Diagnosis and Programming (2)

Critical analysis for selected applications of behavioral science to education of children and youth with disabilities, including implications for use in education.

Prerequisite: SPED 620 and consent of instructor.

SPED 690 Seminar: Current Trends in Special Education (1-2)

Exploration of current practices, relevant literature, professional practices, legal issues, research, and funding patterns. **Prerequisite:** Consent of instructor.

SPED 695 Special Problems (1-4)

Advanced work in a special area.

Prerequisite: Consent of instructor.

SPED 697 Individual Study (2)

Plan B project in special education.

Prerequisite: Consent of instructor.

SPED 699 Thesis (4)

Thesis in special education.

Prerequisite: Consent of instructor.

SW 502 Child Welfare Services (3)

Problems, policies, and practices in the area of child welfare. Content includes: children's guardianship, the juvenile court system, children's out-of-home care, child protection services, foster care and adoption.

Prerequisite: Consent of instructor.

SW 503 Health Care Issues and Services (3)

Social work roles within the health delivery system, cost of health care, and health care reform. Study of health care issues, social work ethics, and values in health care. **Prerequisite:** Consent of instructor.

SW 504 Rural Social Work (3)

Social change in rural societies: problems, needs, programs and role of social workers in rural United States with emphasis on Upper Great Plains region. **Prerequisite:** Consent of instructor.

SW 505 Human Behavior and the Social Environment Through Literature (3)

Human behavior, social problems, social relationships and environment as seen in classic and contemporary fiction and drama. **Prerequisite:** Consent of instructor.

SW 511 Chemical Dependency (3)

Exploration of chemical use, abuse, and addiction, with emphasis on alcohol as the drug of choice. Prevention, intervention, special problems of women, youth, elderly, and minority populations are examined. **Prerequisite:** Consent of instructor.

SW 530 Generalist Practice: Families (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with families. **Prerequisite:** Consent of instructor.

SW 531 Readings in Social Welfare (2-3)

Reading in-depth in selected areas of social work under faculty supervision. Credits determined by the extent and depth of the readings. **Prerequisite:** Consent of instructor.

SW 540 Generalist Practice: Groups (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with groups. **Prerequisite:** Consent of instructor.

SW 550 Generalist Practice: Communities and Organizations (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with organizations and communities. **Prerequisite:** Consent of instructor.

SW 560 Social Policy (3)

Development of social welfare policies, political and economic perspectives, policy analysis/change process, policy evaluation, and the relationship of social policy to social work practice. **Prerequisite:** Consent of instructor.

SW 590 Topical Seminar in Social Welfare (3)

Selected topics of concern to social work students and human service professionals. May be repeated to 6 credits. **Prerequisite:** Consent of instructor.

SW 597 Independent Study (2-3)

Individual study, project, or research of special interest. Repeatable to 6 credits. May apply to the social work elective requirement for the major. **Prerequisite:** Consent of instructor.

SW 599 Social Work Workshops (1-3)

Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

TECH 582 Quality Planning and Implementation (3)

Focusing on expanded managerial philosophies and techniques of quality control including the comprehensive treatment of quality management and control issues. This course provides practical applications of management theory by balancing managerial and technical material. Course work includes, but is not limited to, performing quality audits and process evaluation of an organization. **Prerequisite:** MATH 134.

TECH 590 Special Problems (1-4)

Individual study not offered in depth in the regular curriculum. **Prerequisite:** Consent of the instructor and department chairperson.

TECH 593 Industrial Safety and Accident Prevention (3)

This course is designed to provide knowledge of the practice of providing safe environments for our nation's workers. Study will involve developing safety concepts, recognition of OSHA and Worker's Compensation regulations, hazard recognition, identifying the costs of accidents, the emphasis on a proactive approach to accident prevention. Graduate students are required to either develop a safety program or perform an in-depth analysis of a safety program for a firm in their field of interest.

Graduate Faculty

- Vijendra K. Agarwal, 1987.** Professor of Physics. B.S., Agra University; M.S., Meerut University; Ph.D., Roorkee University.
- M. Wayne Alexander, 1977.** Professor of Business Administration. B.S., M.B.A., Fresno State College; Ph.D., University of Illinois at Urbana-Champaign.
- Roman Alvarez, 1985.** Associate Professor of Languages. B.A., University of Santiago; M.A., Temple University; Ph.D., University of Pennsylvania.
- Beth C. Anderson, 1969.** Professor of Elementary and Early Childhood Education and Graduate Coordinator of Elementary Education Program. B.A., Jamestown College; M.A., Washington State University; Ed.D. University of North Dakota.
- Anna S. Arnar, 1995.** Assistant Professor of Art History. B.A., St. Olaf College; M.A., University of Chicago.
- Mary B. Bader, 1986.** Associate Professor of Accounting. B.S., B.A., University of North Dakota; J.D., Marquette University Law School; LL.M., William Mitchell College of Law. CPA.
- Marilyn Bakke, 1984.** Associate Professor of Accounting. B.A., M.S., Moorhead State University; D.B.A., Mississippi State University. CPA.
- James Bartruff, 1990.** Associate Professor of Speech Communication and Theatre Arts. B.A., Kearney State College; M.S., University of Oregon; M.F.A., University of Montana.
- Solveig Bartz, 1991.** Assistant Professor of Elementary and Early Childhood Education. B.A., Concordia College; M.Ed., University of Arizona; Ed.D., University of North Dakota.
- Philip R. Baumann, 1989.** Associate Professor of Political Science. B.A., M.A., Iowa State University; M.A., Ph.D., Michigan State University.
- Paul Beare, 1979.** Professor, Department of Special Education and Graduate Coordinator of Special Education Program. B.A., M.Ed., Ph.D., University of Missouri.
- Charles Bense, 1990.** Associate Professor of English. B.A., M.A., California State University; M.A., Ph.D., University of California, Davis.
- John S. Benson, 1994.** Associate Professor of Elementary and Early Childhood Education. B.A., Gustavus Adolphus; B.S., Mankato State University; M.A., Ph.D., University of Minnesota.
- Dieter G. Berninger, 1970.** Chair and Professor, Department of Humanities and Multicultural Studies and Graduate Coordinator of MLA Program. B.A., M.A., Ph.D., University of Wisconsin.
- Richard Bolton, 1979.** Professor, New Center for Multidisciplinary Studies. B.A., Stanford University; M.A., California State University, Los Angeles; Ph.D., Washington State University.
- Bradley A. Bremer, 1968.** Chair and Professor, Department of Psychology. B.A., Moorhead State University; M.A., Ph.D., Michigan State University.
- Deborah Mae Broad, 1981.** Professor of Art. B.A., Hollins College; M.F.A., University of Tennessee.
- Richard F. Bynum, 1979.** Associate Professor of Health and Physical Education. B.S., M.S., Florida State University; Ed.D., University of Tennessee.
- Magdalene Chalikia, 1991.** Associate Professor of Psychology. B.A., American College of Greece; M.A., Ph.D., McGill University.
- Kam Chan, 1990.** Associate Professor of Business Administration. B.S., Chinese University of Hong Kong; M.A., Ph.D., University of Alabama.
- Joel M. Charon, 1972.** Chair and Professor, Department of Sociology and Anthropology. B.S., M.A., Ph.D., University of Minnesota.
- Mark G. Chekola, 1969.** Professor of Philosophy. B.A., Concordia College; M.A., Ph.D., University of Michigan.
- Wanxi Chen, 1988.** Associate Professor of Mathematics. B.S., University of Science & Technology (China); Ph.D., University of Notre Dame.
- Timothy Y. C. Choy, 1969.** Professor of Speech Communication and Theatre Arts. B.A., Pacific University; M.A., Ph.D., Pennsylvania State University.
- David A. Cline, 1996.** Assistant Professor of Elementary and Early Childhood Education. B.S., University of Indianapolis; M.S., Indiana University; Ph.D., Michigan State University.
- Sheila Coghill, 1983.** Professor of English. B.A., Mankato State University; M.A. Pittsburg State University; Ph.D., Ball State University.
- Donald C. Cole, 1987.** Professor of Humanities and Multicultural Studies and Coordinator of American Studies. A.B., Peru State College; M.A., University of Northern Iowa; Ph.D., University of New Mexico.
- Patrick Coppens, 1991.** Associate Professor of Speech/Language/ Hearing Sciences. B.A., Universite Libre de Bruxelles; M.A., Vrije Universiteit, Brussels; Ph.D., Southern Illinois University.
- Konrad Czynski, 1991.** Assistant Professor of Humanities and Multicultural Studies. B.A., Fordham University; D.E.A., Universite de Paris; M.A., M. Phil., Ph.D., Columbia University.

Ruth N. Dahlke, 1976. Chair and Professor of Music. B.M., Lawrence University; M.M., D.M.A., Eastman School of Music, University of Rochester.

A. Derick Dalhouse, 1987. Professor of Psychology. B.A., Wilmington College; M.A., University of Nebraska; Ph.D., Ohio State University.

Elizabeth Bull Danielson, 1982. Associate Academic Vice President and Professor of Psychology. B.A., Baylor University; M.A., Ph.D., University of Colorado.

James Danielson, 1987. Professor, Department of Political Science and Graduate Coordinator of PHS A Program. B.A., Concordia College; M.A., Ph.D., University of Minnesota.

Alan Davis, 1985. Associate Professor, Department of English. B.A., M.A., University of Southwestern Louisiana; Ph.D., University of Denver.

George Davis, 1990. Director of Regional Science Center and Associate Professor. B.A., M.A., University of Northern Iowa; Ed.D., University of Northern Colorado.

Nathan Davis, 1990. Associate Professor of Music and Director of Performing Arts. B.A., New York University; M.A., Montclair State College; Ph.D., New York University.

Marie Jose Delgado, 1993. Assistant Professor of Languages. B.A., University of California-Los Angeles; M.A., California State University-Los Angeles; Ph.D., University of Arizona. (On leave 8/96-5/97)

Louis J. DeMaio, 1980. Professor of Speech/Language/Hearing Sciences. B.S., Brescia College; M.A., Montclair State College; Ph.D., Southern Illinois University.

Debra J. DeWitz, 1992. Assistant Professor of Social Work. B.S.W., University of North Dakota; M.S.W., University of Nebraska, Omaha; Ph.D. in progress, Case Western Reserve University. (On leave 8/96-5/97)

Lee C. Dexter, 1988. Professor of Accounting. B.A., Concordia College; M.B.A., Ph.D., University of Nebraska. CPA, CMA.

Carol Dobitz, 1978. Dean of Business and Industry and Associate Professor, Department of Accounting. B.A., Moorhead State University; M.S., Ph.D., University of North Dakota. CPA.

Richard A. DuBord, 1973. Chair and Professor of Social Work. A.B., St. Francis College; M.S.W., St. Louis University; D.S.W., University of Utah.

William E. Eagan, 1967. Professor of History. B.A., St. Michael's College; M.A., University of Vermont; Ph.D., University of Western Ontario.

Lin Enger, 1993. Assistant Professor of English. B. S., Moorhead State University; B.S., University of Minnesota; M.F.A., University of Iowa.

Dianne E. Farrell, 1986. Associate Professor of History. B.A., M.A., Ph.D., University of Wisconsin-Madison. (On leave 8/96-5/97)

Laura Fasick, 1990. Assistant Professor of English. B.A., University of Toronto; M.A., Ph.D., Indiana University.

David C. Ferreira, 1974. Professor of Music. B.M., Illinois Wesleyan University; M.M., Ph.D., University of Cincinnati.

Rhonda K. Ficek, 1987. Assistant Professor of Computer Science and Information Systems. B.S., Dickinson State College; M.S., North Dakota State University.

Oscar Flores, 1989. Associate Professor of Economics. B.A., University of Nuevo Leon (Mexico); M.A., Ph.D., University of Cincinnati. (On leave 8/96-5/97)

Peter Geib, 1982. Professor of Business Administration. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.

James Gemar, 1983. Associate Professor of Health and Physical Education. B.S.Ed., University of South Dakota; M.A., University of Iowa; Ed.D., Brigham Young University.

Nancy Gilliland, 1977. Associate Professor of Sociology and Anthropology. B.A., Nebraska Wesleyan University; M.A., University of Nebraska, Omaha; Ph.D., University of Nebraska, Lincoln.

Shawn D. Ginther, 1996. Assistant Professor of Social Work. B.A., California State University; M.S.W., Ph.D., University of California.

Sandra L. Gordon, 1980. Chair and Professor, Department of Elementary and Early Childhood Education. B.S., St. Louis University; M.A., Ph.D., University of New Mexico.

Theodore A. Gracyk, 1986. Chair and Associate Professor, Department of Philosophy. B.A., Saint Mary's College; M.A., Ph.D., University of California-Davis.

Virginia Gregg, 1981. Associate Professor of Speech Communication and Theatre Arts. B.A., Southwest State University; M.A., Murray State University; Ph.D., University of Missouri, Columbia.

Steven Grineski, 1984. Professor of Elementary and Early Child Education. B.S., Bemidji State University; M.A., Mankato State University; Ed.D., University of North Dakota.

K. Dale Gronhovd, 1974. Professor of Speech/Language/Hearing Sciences. B.S., M.A., University of North Dakota; Ph.D., University of Oregon.

- Wayne M. Gudmundson, 1989.** Associate Professor of Mass Communications. B.A., B.S., Moorhead State University; M.S., Tri-College University; M.F.A., University of Minnesota.
- Shelton Gunaratne, 1985.** Professor of Mass Communications. B.A., University of Ceylon; M.A. University of Oregon; Ph.D., University of Minnesota.
- Henry Gwiazda, 1981.** Professor of Music. B.M., Eastman School of Music; M.M., Hartt College of Music; D.M.A., University of Cincinnati.
- John Hall, 1990.** Assistant Professor of Languages. B.A., M.A., Brigham Young University; Ph.D., University of Minnesota.
- Mark Hansel, 1974.** Professor of Sociology and Anthropology. B.A., Nyack Missionary College; M.A., Ph.D., University of Iowa.
- Bruce R. Hanson, 1979.** Assistant Professor of Speech/Language/Hearing Sciences. B.S., M.S., Moorhead State University.
- Paul Harris, 1986.** Chair and Associate Professor, Department of History. B.A., State University of New York at Binghamton; M.A., Ph.D., University of Michigan.
- James P. Hatzenbuehler, 1973.** Professor of Mathematics. B.S., Dickinson State College; M.S., Ph.D., Kansas State University.
- Barbara R. Headrick, 1996.** Assistant Professor of Political Science. B.A., University of Missouri; M.A., Ph.D., State University of New York.
- Rhoda Hooper, 1976.** Director and Professor, Department of Nursing. B.S.N., Hamline University; M.S., Moorhead State University; Ph.D., University of Minnesota.
- Michael W. Hughey, 1979.** Professor of Sociology and Anthropology; Director of Honors Program. B.A., University of North Carolina; M.A., Ph.D., Graduate Faculty of the New School for Social Research.
- Arnold E. Johanson, 1966.** Professor of Philosophy; B.A., University of Minnesota; M.A., Ph.D., Yale University.
- Mary Greenwood Johnson, 1990.** Associate Professor of Languages. B.A., Mt. Holyoke College; M.A., Middlebury College (France); Ph.D., University of Wisconsin-Madison.
- Rajiv Kalra, 1989.** Professor of Business Administration. B.S., M.S., Agra University (India); M.B.A., Loyola University of Chicago; Ph.D., University of Cincinnati; C.F.A.
- James Kaplan, 1975.** Professor of Languages. B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley.
- Kemal Koymen, 1988.** Professor of Computer Science & Information Systems. B.Sc., Istanbul University; M.Sc., Glasgow University; Ph.D., University of Pennsylvania.
- Margaret J. LaMontagne, 1995.** Assistant Professor of Special Education. B.S., University of Georgia; M.Ed., University of Alabama-Birmingham; Ed.D., University of Cincinnati.
- Benjamin Lin, 1973.** Professor of Computer Science and Information Systems. Diploma, Taipei Institute of Technology; M.S., University of Wyoming; Ph.D., University of Iowa.
- Gary L. Litt, 1969.** Professor of English. B.A., Jamestown College; M.A., University of Denver; Ph.D., University of Washington.
- Alan MacDonald, 1983.** Professor of Business Administration. B.S.B., University of Minnesota; M.B.A., University of South Carolina; Ph.D., University of Oregon.
- Terrie L. Manno, 1989.** Associate Professor of Music. B.A., M.A., California State University; A.M.D., University of Arizona.
- David J. Mason, 1989.** Associate Professor of English. B.A., The Colorado College; M.A., Ph.D., University of Rochester. (On leave 1/97-5/97)
- Don A. Mattson, 1973.** Professor of Mathematics. B.A., Wesleyan University; M.S., Ph.D., University of Wisconsin-Madison.
- Robert G. McGahey III, 1989.** Associate Professor of Humanities and Multicultural Studies. B.A., Ed.M., Harvard College; Ph.D., Emory University.
- LaRae McGillivray, 1978.** Assistant Professor of Speech/Language/Hearing Sciences and Graduate Coordinator of Speech-Language Pathology Program. B.S., M.S., Minot State College.
- Christine E. McLaren, 1986.** Professor of Mathematics. B.S., California State University; M.A., Stanford University; M.S., Ph.D., Case Western Reserve University.
- Michael Michlovic, 1975.** Professor of Sociology and Anthropology. B.A., University of Pittsburgh; A.M., Ph.D., University of Illinois.
- Bette G. Midgarden, 1979.** Vice President for Academic Affairs and Professor of Mathematics. B.A., Concordia College; M.A., Ph.D., University of Nebraska, Lincoln.
- Molly Moore, 1975.** Professor of Business Administration. B.S., University of Kansas; M.S., Moorhead State University; Ph.D., University of North Dakota.

Mark P. Mostert, 1992. Assistant Professor of Special Education. B.A., Johannesburg College; M.Ed., University of Southern Alabama; Ph.D., University of Virginia.

Phillip J. Mousseau, 1968. Professor of Art. B.F.A., Minneapolis School of Art; M.F.A., Indiana University.

David B. Myers, 1972. Professor of Philosophy. B.A., University of Houston; Ph.D., University of Texas.

Patricia A. Neuman, 1972. Counselor and Professor. B.A., University of Minnesota; M.S.Ed., Chicago State University; Ed.S., University of Minnesota.

Gary Nickell, 1982. Professor of Psychology. B.S., University of Southern Colorado; M.S., Ph.D., Oklahoma State University.

Rae Offutt, 1981. Professor of Multidisciplinary Studies. B.A., Hamline University; M.S., Moorhead State University; Ed.D., University of North Dakota.

David Olday, 1975. Professor of Sociology and Anthropology. B.A., Fenn College; M.A., Kent State University; Ph.D., Washington State University.

Carl Oltvedt, 1983. Professor of Art. B.F.A., M.F.A., University of Minnesota.

William Packwood, 1983. Professor of Counseling and Student Services and Graduate Coordinator of Counseling and Student Affairs Program. B.A., Yale University; Ph.D., University of Minnesota.

Sandra Pearce, 1988. Associate Professor of English. B.A., Colby College; M.S.Ed., University of Southern Maine; M.S., University of Alaska; Ph.D., Oklahoma State University.

Thomas Pearce, 1988. Professor of Business Administration. B.A., B.S., University of Michigan; M.B.A., M. Ed., University of Alaska; Ph.D., University of Washington.

Timothy Peil, 1990. Assistant Professor of Mathematics. B.A., Augustana College; M.S.Ed., Kearney State College; M.A., Ph.D., University of Nebraska.

Richard E. Peschke, 1993. Assistant Professor of Business Administration. B.A., Concordia College; M.S.A., Georgia College; M.S., Air Force Institute of Technology; Ph.D., University of Houston.

Margaret L. Potter, 1987. Professor of Psychology and Graduate Coordinator of School Psychology Program. B.A., University of North Dakota; M.A., Ph.D., University of Minnesota.

Donna Rosh, 1986. Professor of Humanities and Multicultural Studies. B.A., M.A., Ph.D., University of Pittsburgh.

Derald D. Rothmann, 1962. Professor of Mathematics. B.S., University of North Dakota; M.A., University of Kansas; Ph.D., University of Missouri.

Sam Roy, 1978. Associate Professor of Business Administration and Graduate Coordinator of MBA Program. B.S., M.B.A., Louisiana State University.

Charles E. Ruzicka, 1993. Associate Professor of Music. B.S., Mayville State College; M.A., University of North Dakota; D.M.A., University of Iowa.

Donald A. Samelson, 1978. Professor of Accounting. B.A., Macalester College; M.S., University of Wisconsin; Ph.D., Virginia Tech.

George Sanderson, 1976. Professor of Accounting. B.S., M.S., University of North Dakota; Ph.D., University of Nebraska. CPA.

Howard R. Schmidt, 1989. Professor, Department of Technology. B.S., M.S., Mankato State University; Ed.D., University of Northern Colorado.

Clifford Schuette, 1989. Director of Counseling Center. A.A., Del Mar College; B.S., University of Texas; M.S., Ed.D., East Texas State University.

Susan J. Severson, 1988. Assistant Professor of Special Education. B.S., M.S., Moorhead State University; Ed.D., University of North Dakota.

Allen F. Sheets, 1987. Chair and Professor, Department of Art and Graduate Coordinator of Art Program. B.F.A., Montana State University; M.F.A., California Institute for the Arts.

John S. Sherman, 1969. Professor of English. B.A., M.A., University of Denver; Ph.D., University of Washington.

Mary A. Shimabukuro, 1966. Chair and Professor, Department of Biology. B.S., University of Wisconsin; M.S., Ph.D., University of Minnesota.

Roberta Shreve, 1986. Associate Professor of Elementary and Early Childhood Education. B.S., Moorhead State University; M.S., North Dakota State University; Ed.D., University of North Dakota.

Carol H. Sibley, 1981. Curriculum Librarian and Associate Professor. B.A., University of Wisconsin, Eau Claire; M.A., University of Wisconsin, Madison; M.A., Eastern Michigan University.

Walter Sizer, 1980. Professor of Mathematics. A.B., Dartmouth College; M.A., University of Massachusetts; Ph.D., University of London.

Leonard Sliwoski, 1982. Director of Small Business Center and Professor of Accounting. B.S., University of Illinois; M.S.A., DePaul University; Ph.D., University of North Dakota.

- M. Sarah Smedman, 1990.** Professor of Elementary and Early Childhood Education. B.A., College of St. Scholastica; M.A., University of Minnesota; Ph.D., Indiana University.
- I. Kenneth Smemo, 1961.** Professor of History. B.S., Wisconsin State University; M.A., Ph.D., University of Minnesota.
- Lisa H. Stewart, 1993.** Assistant Professor of Psychology. B.A., Gustavus-Adolphus College; Ph.D., University of Oregon.
- Donna M. Bruns Stockrahm, 1989.** Professor of Biology. B.S., Marian College; M.S., University of North Dakota; Ph.D., Ohio State University.
- Mary F. Stone, 1993.** Assistant Professor of Accounting. B.S., B.A., University of Tulsa; MACCT, Ph.D., Virginia Polytechnic Institute and State University. (On leave 8/96-5/97)
- Judith A. Strong, 1969.** Dean of Social and Natural Sciences and Professor of Chemistry. B.S., State University of New York, Albany; M.A., Ph.D., Brandeis University.
- Linda A. Svobodny, 1972.** Professor of Special Education. B.S., North Dakota State University; M.Ed., University of Nebraska; M.S.Ed., Moorhead State University; Ed.D., University of North Dakota.
- Marie E. Swanson, 1970.** Associate Professor of Speech/Language/Hearing Sciences. B.S., M.S., Minot State College.
- Thomas M. Tammaro, 1983.** Professor of Multidisciplinary Studies. B.S., Edinboro State College; M.A., Pittsburg State University; Ph.D., Ball State University.
- Keith Tandy, 1976.** Professor of English. A.B., Morningside College; A.M., Columbia University; Ph.D., University of California, Berkeley.
- Arne D. Teigland, 1968.** Chair and Professor, Department of Speech/Language/Hearing Sciences. B.A., Moorhead State University; M.A., Ph.D., University of Washington. (Sabbatical Leave Spring 1996)
- John Tesch, 1976.** Professor of Music. B.A., University of Northern Colorado; M.M., Indiana University; D.M.A., University of Northern Colorado.
- Joyce Torgerson, 1971.** Professor of Humanities and Multicultural Studies. B.A., University of North Dakota; M.A., Ph.D., Washington State University.
- Dennis W. Van Berkum, 1995.** Associate Professor of Counseling, Educational Leadership and Field Experiences. B.S., North Western College; M.S., South Dakota State University; Ed.D., University of South Dakota.
- Barbara Vellenga, 1978.** Professor of Nursing and Graduate Coordinator of Continuing Education in Nursing. B.S.N., Jamestown College; M.A., University of Iowa. R.N. in North Dakota; Ph.D., University of Texas.
- Mark L. Vinz, 1968.** Professor of English and Graduate Coordinator of MFA Program. B.A., M.A., University of Kansas.
- A. Clyde Vollmers, 1988.** Professor of Business Administration. B.S., M.S., North Dakota State University; Ph.D., Michigan State University.
- Jim L. Walker, 1989.** Associate Professor, Department of Business Administration. B.B.A., University of Oklahoma; M.S., Trinity University; Ph.D., University of North Texas.
- Doris J. Walker-Dalhouse, 1987.** Professor of Elementary and Early Childhood Education. B.A., Kentucky State University; M.A., Ph.D., Ohio State University.
- Mark Wallert, 1990.** Associate Professor of Biology. B.A., Southwest State University; Ph.D., Emory University.
- Barbara M. Wasson, 1972.** Chair and Professor of Special Education and Graduate Coordinator of Special Education Program. B.A., M.A., Ph.D., University of Minnesota.
- Marsha Weber, 1992.** Assistant Professor of Business Administration. B.S., Valley City State University; M.B.A., Moorhead State University.
- Robert S. Weibust, 1970.** Professor of Biology. A.B., Colby College; M.S., Ph.D., University of Maine.
- Beverly A. Wesley, 1974.** Professor of Multidisciplinary Studies. B.A., Moorhead State University; M.A., North Dakota State University; Ph.D., University of Minnesota.
- Walter G. Wesley, 1966.** Professor, Department of Physics. B.A., Texas Christian University; Ph.D., University of North Carolina.
- Ariyaratna M. Wijetunga, 1981.** Professor of Mathematics. B.S., University of Sri Lanka; M.S., University of Denver; Ph.D., Colorado State University.
- Thomas D. Williams, 1968.** Counselor and Professor, Counseling Center. B.A., M.A., University of Wisconsin; Ph.D., Washington State University.
- Richard Zinober, 1985.** Associate Professor of English. B.A., Pomona College; M.S., Boston University; M.A., Windsor University; M.F.A., Columbia University.

Consumer Information

Moorhead State University makes available or distributes the following information to all students, employees, prospective students and prospective employees:

1. Academic Policies and Procedures:

The University's academic policies may be found in the University *Bulletin* (catalog) and Student Handbook. Information on academic policies and procedures may be obtained at the offices of Academic Affairs, Student Affairs, Admissions, Records, and Office of Scholarship and Financial Aid.

2. Campus Security Report:

The purpose of the report is to inform the campus of-- campus crime prevention programs, crime reporting procedures, emergency response, and a three-year statistical history of criminal activity on campus. A copy of the Campus Security Report is distributed annually to students and employees, and is available from the offices of Admissions, Security, Student Affairs and Human Resources. Prospective students and employees may call (1-800-593-7246) to obtain copies.

3. Drug Free Workplace and School:

The purpose of this policy is to set forth the University's policy regarding alcohol and other drug use, including unlawful drug use or abuse in the workplace in accordance with the Drug Free Workplace Act of 1988 (Public Law 100-690, Title V, Subtitle D), and Drug Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). A copy of the Drug Free Workplace information is distributed in the class schedule and may be obtained from the Registrar's Office or Health Center.

4. Equity in Athletics Disclosure Act:

The purpose of this information is to disclose athletic participation rates and financial data related to athletics. The report is available from the offices of Admissions and Athletics.

5. Family Educational Rights and Privacy Act (FERPA):

The purpose of the Family Educational Rights and Privacy Act is to afford certain rights to students concerning their education records. The primary rights afforded are the right to inspect and review the education records, the right to seek to have the records corrected, and the right to have some control over the disclosure of information from the records. The FERPA policy is included in the Student Handbook and additional information is available from the Records office.

6. Financial Aid:

The purpose of financial aid is to assist students with college-related expenses. Financial aid and scholarship information is available at the Office of Scholarship and Financial Aid. Information concerning financial aid refund and repayment policies are included in the Student Handbook and may be obtained in the Office of Scholarship and Financial Aid and the Business Office.

7. Student Right to Know:

The purpose of this information is to disclose annual student completion and graduation rates, including graduation rates for student athletes. This report is available at the offices of Admissions and Athletics.

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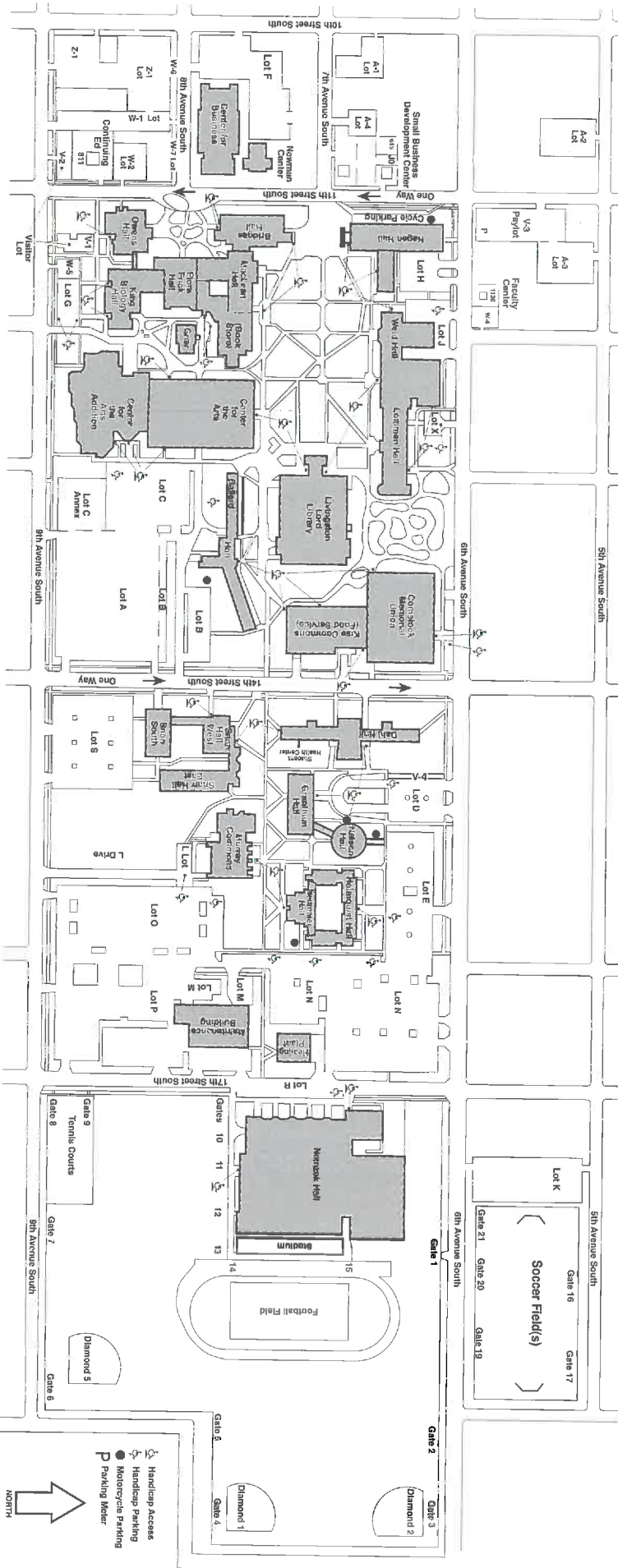
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FACILITY

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BRIDGES HALL—Dean of Natural and Social Sciences, Dean of Arts and Humanities, Computer Science Information Systems, Philosophy, Planetarium, Psychology

CENTER FOR BUSINESS—Dean of Business & Industry, Accounting, Business Administration, Business Law, Legal Assistant

CENTER FOR THE ARTS—Art, Music, Speech and Theatre

COMSTOCK MEMORIAL UNION—Advocate, Career and Placement Services, Disability Services, Etcetera Shop, Copies Plus, Job Shop, KMSC, Snack Bar, Outing Center, Recreation Center, Student Orientation, Student Senate, CAB, Office of Minority Student Affairs, International Student Office

DAHL HALL—Residence Hall, Student Health Center, Women's Center, SOTA Lounge

FRICK HALL—Counseling, Printing and Duplicating, Student Advisors' Office, Publications, News Service, Mass Communications

GRANTHAM HALL—Residence Hall
GRIER HALL—Speech/Language/Hearing Sciences

HAGEN HALL—Physics/Astronomy, Chemistry, Industrial Studies, Pre-Engineering, Regional Science Center Offices
HEATING PLANT

HOLMQUIST HALL—Residence Hall

KING BIOLOGY HALL—Biology

KISE COMMONS—Food Service

LIVINGSTON LORD LIBRARY—Dean of Academic Services, Audio-Visual, Library Services, Audio-Visual Center, Computer Center, Graduate Degree Progress—See Dean of Academic Services

LWMMEN HALL & ADDITION—Dean of Education and Human Services, Education & Regional Services, Clinical & Field Experience, Elementary & Early Childhood, Human Relations, Secondary Ed & Foundations, Special Ed & Counseling, Geography/Geology, MSU Preschool, Sociology/Anthropology, Criminal Justice, Social Work, Preschool

MACLEAN HALL—Bookstore, Dragon Shop Convenience Store, Economics, History, Languages, Mass Communications, Mathematics, Political Science, Multicultural Studies, Humanities, Central Stores
MAINTENANCE BUILDING—Buildings and Grounds, Custodial Services, Motor Pool, Receiving, Residence Hall Vending, Shops, Scheduling, Physical Plant

MURRAY COMMONS—The New Center for Multidisciplinary Studies, Nursing

NELSON HALL—Residence Hall

NEMZEK HALL—Health, Physical Education, Intramurals, Athletics, Sports Information, Athletic Training Room, Weight Room

NEUMAIER HALL—Residence Hall

OWENS HALL—Administration Building: President's Office, Academic Affairs, Administrative Affairs/Parking, Admissions, Alumni/Development, Business Office, Financial Aid, Foundation/Development, Graduate Program—See Admissions, Information Center, Personnel, Post Office, Purchasing—See Business Office, Registrar, Student Affairs, Vending—See Business Office

SNARR HALL COMPLEX—Residence Hall

WELD HALL—English, Television Center, International Programs

811 11th St. So.—External Studies, Continuing Education, Graduate Program Admissions & Counseling

615 11th St. So.—Small Business Development Center

1120 6th Ave. So.—Faculty Center

1026 7th Ave. So.—Centennial House

Parking Lots

- A. Commuters Permits
- A-1 Commuter Permits
- A-2 Commuter Permits
- A-3 Commuter Permits
- A-4 Commuter Permits
- B. Residents Permits
- C. Faculty and Staff Permits
- D. Residents Permits
- E. Residents Permits
- F. All University Permits Except K,W,Z
- G. Faculty and Staff Permits
- H. Faculty and Staff Permits
- I. Faculty and Staff Permits
- J. SBDC Parking Only
- K. Free Parking with Permit and All University Permits overflow
- L. Faculty and Staff Permits
- M. MSU Service Vehicles Only
- N. All University Permits Except K,W,Z
- O. All University Permits Except K,W,Z
- P. All University Permits Except K,W,Z
- R. Faculty and Staff Permits & Commuters as per signage
- S. Residents Permits
- V-1 Visitors-30 Min. Metered Parking
- V-2 Admissions Visitors-Free with Guest Pass and Visitors 2 Hour Metered Parking
- V-3 Visitor Paylot—50hour
- V-4 Reserved Permits, Hendrix Health Reserved and Visitor Parking with Guest Pass from Health Center only
- W-1 Faculty/Staff Reserved Parking Only
- W-2 Faculty/Staff Reserved Parking Only
- W-3 Faculty/Staff Reserved Parking Only
- W-4 Faculty/Staff Reserved Parking Only
- W-5 Faculty/Staff Reserved Parking Only
- W-6 Faculty/Staff Reserved Parking Only
- W-7 Reserved Parking with Authorized Renter Permit only
- X. Assigned Daycare & Faculty/Staff Permit only
- Z-1 Student Reserved Parking



Application for Admission to Graduate Study

PLEASE TYPE OR PRINT IN BLACK INK

Send completed application to: Graduate Admissions Office, Moorhead State University, 1104 7th Avenue South, Moorhead, Minnesota 56563.

1. Name _____ U.S. Social Security No. _____
Last First Middle

Are any college credits recorded under another name? If so, what name? _____

2. Date of Birth _____ Country of Birth _____ Country of Citizenship _____
Mo./Day/Yr.

3. Permanent Address _____ Phone _____
Street Address / PO Box County

City, State, Zip (Notify Graduate Office if address changes)

4. Present Address _____ Phone _____
Street Address/PO Box

City, State, Zip

Effective until _____

5. Academic History: Please list all post-secondary schools you have attended.

| Years Attended | Name of School | Location (State/Country) | Major | Degree/ Diploma Received | Date |
|--------------------|----------------|--------------------------|-------|--------------------------------|-------|
| 19 ____ to 19 ____ | _____ | _____ | _____ | _____ | _____ |
| 19 ____ to 19 ____ | _____ | _____ | _____ | _____ | _____ |
| 19 ____ to 19 ____ | _____ | _____ | _____ | _____ | _____ |

Please list all additional institutions: _____

6. Graduate Program Admission Sought:

- Master of Science
 - ___ Art Education
 - ___ Counseling & Student Affairs
 - ___ Curriculum and Instruction in Education
 - ___ Educational Administration
 - ___ Elementary Education
 - ___ Music Education
 - ___ Public & Human Service Administration
 - ___ Reading
 - ___ School Psychology
 - ___ Special Education with _____ emphasis
 - ___ Speech-Language Pathology

- Master of Arts
 - ___ Music
 - ___ Studio Art
- Master of Business Administration
- Master of Fine Arts in Creative Writing
- Master of Liberal Arts
- Specialist in Educational Administration
- Specialist in School Psychology
- Graduate Special (allows registration in graduate level courses only—not program admission)
 - ___ MSU Campus
 - ___ Nursing through U of M
 - ___ Master of Social Work through U of M

7. Employment Experiences: (list two most recent)

Employer/Location _____ Phone: () _____
 Position Title _____ Inclusive years experience 19 ____ to 19 ____
 Employer/Location _____ Phone: () _____
 Position Title _____ Inclusive years experience 19 ____ to 19 ____
 If teaching, Licensure held _____

8. Planned first enrollment in the program: Year 19 ____ ; Fall Spring Summer Session

9. Have you ever applied to or attended MSU before (on or off campus)? No Yes. If so, when ____ MSU Student # _____

10. Applications of students seeking admission to MSU for the first time must be accompanied by a non-refundable \$20.00 check made payable to **Moorhead State University**.

11. Official transcripts of all college work are:

- available at the Moorhead State University Records Office.
- being sent to the Graduate Admissions Office, Moorhead State University.

(Graduate special students do not need to provide transcripts.)

12. I (completed) (will complete) the specific examination(s) required for admission to the program on _____ (date).
(Required of applicants to most Master's programs. Information and applications are available in the Graduate Information Office—811 11th Street South)

Confidential Information Form

The information requested below is needed for reporting and research purposes. It will be kept confidential and will not be used as a basis for admission or in a discriminatory manner. **The information collected will be used for summary reports required by federal and state laws and regulations to support institutional affirmative action.** Refusal to provide any of the requested information will not subject you to adverse treatment. Submission of this information is voluntary.

Sex: female male

- Black (Afro-American, non-Hispanic origin):** A person having origins in any of the black racial groups of Africa (excluding persons of Spanish, Portuguese, Latin American, or other Hispanic origin).
- American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish or Portuguese culture or origin, regardless of race.
- Asian or Pacific Islander:** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, India, the Phillipine Islands and Samoa.
- International Student:** A person who is not a citizen of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. PLEASE NOTE: Resident Aliens—non-citizens who have been lawfully admitted for permanent residence and who hold a green card Form I-151 P should fill in the appropriate ethnic categories just as U.S. citizens do.
- Other Hispanic Origin.**
- White, non-Hispanic origin:** A person having origins in any of the original peoples of Europe, North Africa, or the middle East (excluding persons of Spanish or Portuguese origin.)

TOEFL SCORE: _____ Date: _____ Scheduled TOEFL exam: (date) _____

* Graduates of an American University are exempt from the TOEFL.

1. Alien Resident (green Card No. _____) Present card for verification.
2. What type of Student VISA do you hold _____
3. If you hold an F-1 visa, specify your admissions number as listed on your I-20 _____
4. Which institution issued your initial I-20A? _____
5. Will you need an I-20? Yes No

I affirm that all information contained on this application form and all other admission application supporting materials are true, accurate and complete. I understand that submission of forged, altered, or falsified documents is grounds for dismissal. If an applicant submits forged, altered, or falsified documents, the applicant will not be accepted for admission and other institutions and federal agencies will be notified.

Signature _____ Date _____

FOR OFFICE USE ONLY

Test _____ Date _____ V _____ %; Q _____ %; A _____ %; T _____ %; Undergraduate GPA _____

- Admitted: Full Standing _____
 Provisions _____
 Deficiencies _____
- Admission Denied _____

Advisor _____

Dean of Academic Services _____ Date _____