


2006

Graduate Bulletin, 2006-2007 (2006)

Minnesota State University Moorhead

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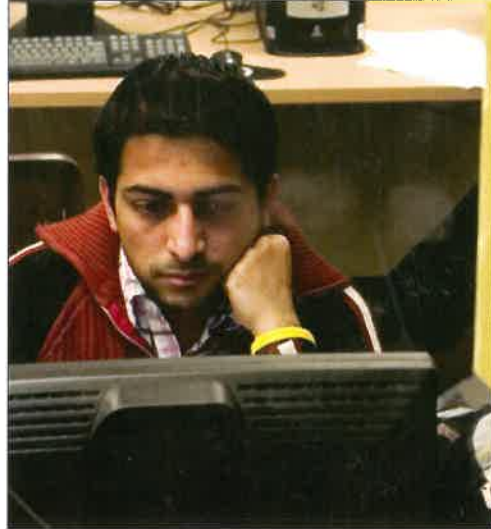
Recommended Citation

Minnesota State University Moorhead, "Graduate Bulletin, 2006-2007 (2006)" (2006). *Graduate Bulletins (Catalogs)*. 26.

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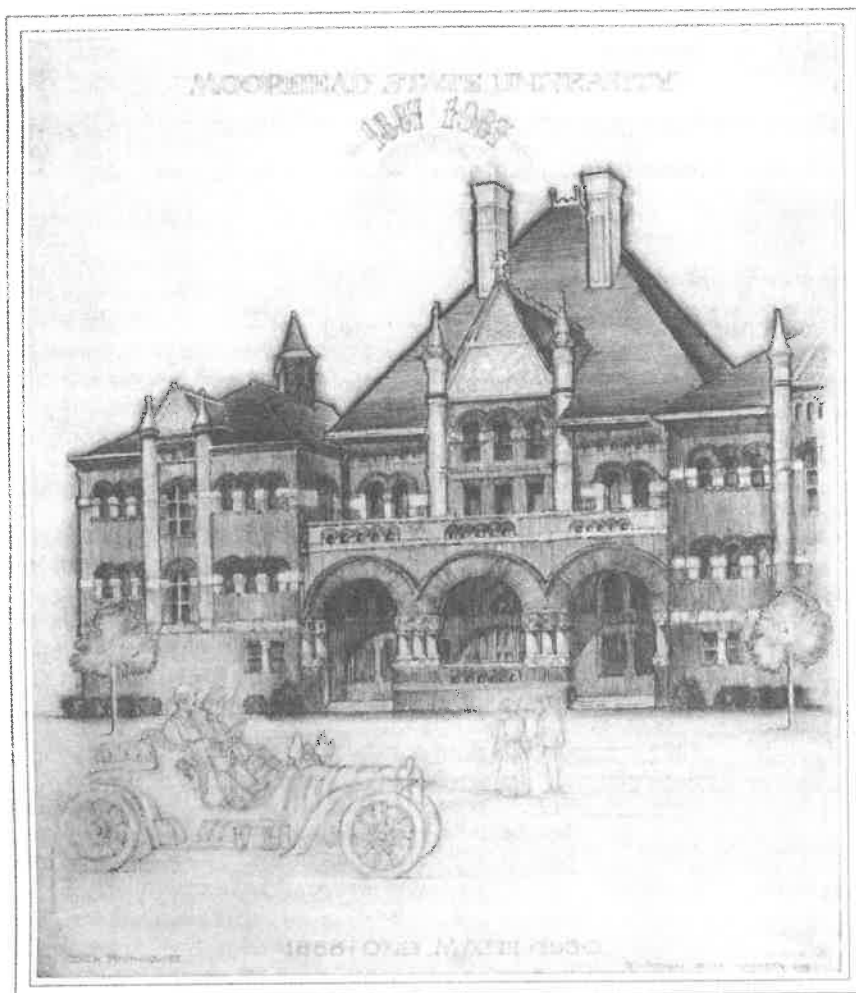
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Graduate Bulletin

2006-2007



This pen and ink drawing of Old Main, the first building on campus, was created by the late Jack Youngquist, an art professor who retired in 1982 after 20 years on the university's faculty. Youngquist, who passed away in 1993, created this print in commemoration of the university's Centennial celebration in 1987.

All provisions within this Bulletin are subject to change without notice.

It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students.

Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the University /College administration, the Minnesota State Colleges and Universities Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and the University/College. The information in this catalog is for use as an academic planning tool and is subject to change at any time.

Upon printing of this catalog, all previous issues are revoked.

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Graduate Deadline Calendar

2006-2007

	Fall Semester 2006	Spring Semester 2007	Summer Sessions 1 st SS 2007	2 nd SS 2007
Registration	August 21-23	January 8	May 30	July 5
Classes begin	August 24	January 9	May 30	July 5
Last day to order commencement garb from Bookstore	November 3	March 23		
Last day to submit Preliminary Grad. Notice to Graduate Office	November 10	March 30		
Last day to submit Form 3 to Graduate Studies Office	November 17	April 5	June 26	
Last day for Oral Examination	December 1	April 20		July 20
Last day to submit Thesis/Project to Library for degree in term	December 15	May 4		Aug. 3
Last day to submit Form 4 to Graduate Studies Office	December 15	May 4		Aug. 3
Last day to deliver graduate hood to Graduate Studies Office	December 15	May 4		
Commencement	December 22	May 11		

2007-2008

	Fall Semester 2007	Spring Semester 2008	Summer Sessions 1 st SS 2008	2 nd SS 2008
Registration	August 22-24	January 8	May 28	July 7
Classes begin	August 27	January 9	May 28	July 7
Last day to order commencement garb from Bookstore	November 2	March 21		
Last day to submit Preliminary Grad. Notice to Graduate Office	November 9	March 28		
Last day to submit Form 3 to Graduate Studies Office	November 16	April 4	July 3	
Last day for Oral Examination	November 30	April 18		July 18
Last day to submit Thesis/Project to Library for degree in term	December 14	May 2		Aug. 1
Last day to submit Form 4 to Graduate Studies Office	December 14	May 2		Aug. 1
Last day to deliver graduate hood to Graduate Studies Office	December 14	May 2		
Commencement	December 21	May 9		

NOTE: Form 4 (Application for Graduate Degree), final instructions checklist, and evaluation form are part of a packet given to the student when Form 3 (Announcement of Oral Examination) is submitted to the Graduate Studies Office. Form 4, with all signatures, must be submitted to the Graduate Studies Office at least one week prior to Commencement for the student's transcript to show degree 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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Congratulations!

You are taking the important step of furthering your education. I am pleased that you are considering graduate study at Minnesota State University Moorhead.

By now, you know that success in today's professional fields requires advanced skills and knowledge. The increasingly competitive professional world demands expanded abilities and perspectives that can only come with graduate study.

Engaging in graduate work at MSUM means that you will work with outstanding educators as you expand your knowledge and skills. As a graduate student at MSUM, you will become part of a strong heritage of successful graduates in one of our fine degree programs.

You have made the commitment to lifelong learning. I hope to see you as you continue your academic journey at Minnesota State University Moorhead.

A handwritten signature in cursive script that reads "Roland Barden".

Roland Barden, Ph.D.
President



Introduction

The Graduate Mission

The mission of Graduate Studies at Minnesota State University Moorhead is to promote excellence in research, advanced career preparation and development, as well as personal and creative expression. Graduate Study at MSUM introduces students to a community of scholars and learners who foster innovative efforts in the areas of discovery, creativity, scholarship and artistic expression. MSUM Graduate Studies is committed to excellence in all graduate degree and certificate programs.

The University Mission

The mission of Minnesota State University Moorhead 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.



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). On July 1, 2000 Moorhead State University became Minnesota State University Moorhead.

Minnesota State University Moorhead began offering graduate programs in the summer of 1953 with Master of Science in Education degrees in Elementary Teaching, Elementary Administration and Secondary Teaching. The first Master's degrees were awarded in the summer of 1955. MSUM now offers Master of Arts, Master of Fine Arts, Master of Liberal Arts, Master of Science and Specialist degrees and has conferred over 2,800 graduate degrees.

The University

Minnesota State University Moorhead (MSUM), with an enrollment of more than 7,400 full- and part-time students, offers more than 135 majors including emphases and options which lead to baccalaureate, master's or specialist's degrees or certification, as well as 19 areas of pre-professional studies and covered programs. As a part of the Minnesota higher education system, the University provides quality education at the lower costs made possible by the support of Minnesota's citizens.

The Campus

Most of the 28 major buildings on the 119-acre campus have been constructed since 1957, including the new Science Laboratory building which opened fall semester 2004. Other campus buildings include six residence halls and one apartment facility, the Livingston Lord Library, Comstock Memorial (Student) Union, Kise Commons food service, Roland Dille Center for the Arts, the Regional Science Center, Hendrix Health Center, Security/Policy Substation, Foundation Annex, Higher Education Center, 11 classroom buildings, the Nemzek Hall complex for men's and women's physical education, health and athletics, and Owens Hall administration building.

The Community

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Minnesota State University Moorhead and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities support a symphony orchestra, a community band, area youth orchestra, community Jazz Arts Group, community opera, community theatre and several art galleries. Minnesota State University Moorhead regularly offers a Performing Arts Series, monthly art exhibits and a number of dramatic and musical programs. In 2000, Fargo-Moorhead was one of ten communities nationwide honored with the "All-American City" award.

The character of this metropolitan community of more than 170,000 is also determined 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 in the Upper Midwest.

The Faculty

There are more than 300 members of Minnesota State University Moorhead's faculty. More than 75 percent of the faculty hold the highest degree in their fields. Class sizes average slightly less than 24 students.

Accreditation

American Speech-Language-Hearing Association

Minnesota State University Moorhead's graduate program in Speech-Language Pathology in the department of Speech/Language/Hearing Sciences is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

Commission on Collegiate Nursing Education

Minnesota State University Moorhead's graduate Nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Guidelines from national and specialty organizations were used to develop a curriculum that prepares graduates for certification examinations.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

Minnesota State University Moorhead's graduate program in Counseling and Student Affairs has specialized accreditation for its *Community Counseling and Student Affairs Practice in Higher Education* programs of study. The specialized accreditation is granted by CACREP which is an accrediting body recognized by the Council for Higher Education Accreditation.

Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration

Minnesota State University Moorhead's graduate program in Educational Leadership has received national recognition by the ELCC for their Elementary, Secondary Principal, Superintendent, and P-12 Principal programs.

National Association of School Psychologists

Minnesota State University Moorhead's graduate program in school psychology is approved by the National Association of School Psychologists. NASP is an affiliate organization of the National Council for Accreditation of Teacher Education.

National Council for Accreditation of Teacher Education

Minnesota State University Moorhead 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, Master of Science in Education, and Education Specialist in Educational Administration.

North Central Association

Minnesota State University Moorhead is accredited by the North Central Association of Colleges and Secondary Schools at the master's degree-granting level and the Education Specialist level in Educational Administration and School Psychology.



Facilities and Services

Residence Halls

With nine residence halls offering a variety of living arrangements, there is a capacity for 1,810 students to live on campus. Each floor houses 25-40 students and most floors include a student resident assistant. One of the buildings, John Neumaier Hall, is a 36-plex apartment facility housing up to 142 students in 2-4 person, 2 bedroom (each with own bath) apartments. Kitchens are fully equipped with appliances; apartments are semi-furnished, wired for internet access, each with its own electric furnace, central air and water heater. There is a Finders service for interested students to list themselves as a prospective roommate for vacancies and/or persons seeking additional roommates for open apartment units.

In traditional residence halls, room furnishings include blinds, desk lamps, and all necessary furniture. Students provide linen, blankets, towels, pillows, and personal or decorative items. All halls provide wireless internet access.

Each hall complex is under the supervision of a full time, live-on Area Director. Social, recreational, and cultural activities are conducted by resident assistants, Hall Councils and the Residence Hall Association.

No campus housing is available for families.

Dining Facilities

The university offers a complete dining service in Kise Commons. Meal plans are available for students living in campus residence halls. Off-campus students, faculty, visitors, and guests may also use the dining facilities and purchase a meal plan. Several dining options are available, including 5, 10, 14 or 21 meals per week; any 120 meals per semester; or a Dragon Plan (beginning \$300 balance) in which student IDs act as a declining balance debit card. Students who live on campus automatically receive \$100 on account as part of their meal plan. Additional Dragon Dollars may be purchased throughout the year in \$25 increments. Questions about the meal plans should be referred to the dining service office in Kise Commons (218-477-2836) or the Housing Office (218-477-2118). Off-campus student meal contracts are available through the Housing Office in Ballard 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 food/eating areas, 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, The Compass, Etcetera Shop, Recreation and Outing Center, The Underground Non-Alcoholic Nightclub, and Main Office Area.

Other services located in the Union are: Burger King, Subs & Sweets, Hair Salon, Pizza Hut, Union City Cafe, and Affinity Plus Credit Union.

Student organizations and administrative offices housed in the Union are: Academic Service Learning, The Advocate, Campus Activities Board (CAB), Career Services, Center for Leadership and Organizations, Disability Services, Job Shop, Judicial Affairs, KMSC Radio, Multicultural Affairs, New Student Orientation, Student Support Services, Student Senate, and Volunteer Visions.

Building hours of operation are 7 am-midnight, Mon-Wed; 7 am-1 am, Thurs; 7 am-midnight, Fri; 9 am-midnight, 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 218-477-2261.

Student Activities and Organizations

The Office of Student Activities provides leadership opportunities furthering MSUM students' development and builds community through programs, activities and student organizations. Many graduate programs have their own professional associations and activities. Special interest, sports, recreation, academic, religious, cultural, language, Greek, service and honorary organizations are available. For a list of recognized student organizations, contact the Office of Student Activities, CMU 229, 218-477-2790 or online at: www.mnstate.edu/osa.

Career Services

Career Services provides web-based registration available 24/7 to connect students with employers. Resources available include company and government job descriptions, job market projections, in the career information library open to students, faculty and alumni.

Career Services sponsors on-campus interviewing, career fairs, and notification of job vacancies. Career preparation services include interviewing techniques, resume and letter writing, and the development of a job search strategy, and are available to all MSUM students and alumni.

Students who register with Career Services prior to graduation receive these services free of charge. Fees may be charged for optional special services. Questions or requests for services should be directed to Career Services, CMU 114, 218-477-2131.

Counseling & 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, personal development classes, career and personality testing, free peer tutoring, study skills programs, supplemental instruction, and a career library containing current career and educational information and related computer software. Questions or requests for services should be directed to the Counseling Center, Bridges 260, 218-477-2227.

Disability Services

Minnesota State University Moorhead is committed to ensuring that students with documented disabilities have equal access to programs and services. The office of Disability Services addresses the needs of students who have disabilities which may interfere with a successful college experience.

Questions or requests for services should be directed to the Coordinator, Disability Services, Comstock Memorial Union 114, 218-477-5859 (Voice) or 800-627-3529 (MRS/TTY), or visit our website at: www.mnstate.edu/disability.

Multicultural Student Services

The Multicultural Affairs staff work with students of various campus offices in identifying special needs of students of color, and in planning and developing programs to meet those needs. The MA Office, located in Comstock Memorial Union 222, provides information and referral for admission, counseling, financial aid, academic support, career development and advocacy. In addition, the office coordinates a variety of social and cultural programming. Services include a study and resource center. Periodically, the Multicultural Affairs Office hires graduate assistants. More information is available online at: www.mnstate.edu/cultural or by calling 218-477-2674.

Livingston Lord Library

The Livingston Lord Library is home to 550,000 volumes and a dedicated team of faculty and staff. This four-story facility serves approximately 1,500 students a day and includes a computer and instruction lab with 26 computers, an additional 28 computers in the building, and a comfortable reading area on the first floor. An online catalog provides access to library resources throughout the region. Resources include numerous electronic databases with an increasing number of full-text resources, access to the Tri-College University Library and statewide collections, and many services supporting student, faculty, staff, and community information needs.

Special collections include:

- Legal materials in cooperation with the Clay County Law Library
- A Curriculum Materials Center with a 28,000 volume children's book collection
- Popular books, current magazines, and newspapers
- Maps and atlases
- Minnesota and U.S. government documents
- Media collection (videos, DVD's and compact discs)
- The Northwest Minnesota historical Center and University Archives
- MSUM graduate theses

Services of particular interest to graduate students include:

- Extensive interlibrary loan service
- Many hours of reference help from professional librarians
- "Ask a Librarian" e-mail reference (e-mail: refdesk@mnstate.edu)
- Ability to access electronic resources on your home computer
- Quiet study rooms
- Wireless access points in the library

The mission of Livingston Lord Library of Minnesota State University Moorhead is to support the academic and cultural experiences of our students, faculty, and the citizens of this region and to encourage their active, life-long learning. The Library acquires and organizes resources and provides the services that sustain research, support curricula, teach critical thinking, advance information literacy skills, encourage reading, advocate intellectual freedom, and enhance thoughtful, informed citizenship.

More information, including hours of service, is available on the library website:

www.mnstate.edu/library or by calling 218-477-2922.

Computer Labs

A variety of computers and associated equipment is available for enrolled student use. There are 40 labs with over 700 computers (70% Windows; 30% Mac); access to some of the labs is restricted to students enrolled in a specific class. Most labs have extended hours and the main lab in the library building is open 24 hours a day when the University is in session. More information is available online at: www.mnstate.edu/it/labs/

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 218-477-2603, or stop by the library, room 201 between 7:30 a.m.–4:30 p.m.

Bookstore

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

Alumni Foundation

The Minnesota State University Moorhead Alumni Foundation serves as the university's primary development and alumni office. Fund-raising and alumni activities originate in this office and/or are coordinated with the various units on campus. A staff of professional development and alumni relations personnel annually plans the activities for this office and involves alumni and other volunteers in the completion of the programs.

The MSUM Alumni Foundation, Inc. itself is a separate 501(c)(3) non-profit organization that exists solely to aid and promote excellence in the educational, research, and charitable activities of Minnesota State University Moorhead by soliciting, receiving, managing, administering, and disbursing private gifts for the benefit of the university. The Alumni Foundation is governed by an external board of directors.

Roland Dille Center for the Arts

The Departments of Art, Music, and Communication Studies, Film Studies and Theatre Arts occupy this building. It includes a 870-seat auditorium, a seven-story stage area, a 90-foot gallery, a 322-seat thrust stage theatre, music recital hall, 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 Minnesota State University Moorhead Theatre, the Straw Hat Players summer theatre company, and the Opera Workshop.

Speech and Language Clinic

The Speech and Language 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. There is a charge for services provided. The clinic is able to bill most insurances for services. The clinic is located in Grier Hall. Inquiries should be addressed to: Speech and Language Clinic, 218-477-2286.

FM Sertoma Auditory Disorders Clinic

Funded in part by the FM Sertoma Club, the MSUM-FM Sertoma Auditory Disorders Clinic provides assessments for all types of hearing disorders to members of both the university and larger communities. Children and adults from both North Dakota and Minnesota are welcome to make appointments for hearing, auditory processing, and other consultations with or without referral from another agency or hearing-health care provider. There is a charge for services provided. The clinic is able to bill most insurances for services. The clinic is located in Grier Hall. For more information call 218-477-2286.

Regional Assistive Technology Center

The Regional Assistive Technology Center (RATC) offers a wide range of services to the public including consultation services and direct assessment for the severely communicatively and/or physically impaired. These individuals are potential or current users of assistive technology. The RATC owns an extensive variety of dedicated assistive technology. There is a charge for services provided. The clinic is able to bill most insurances for services. The RATC is located in the Higher Education Center which is one block south of campus on the corner of 11th St. and 12th Ave. S. For more information call 218-477-2286.

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, Maintenance Building, located at 709 17th Street South. After 4:30 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.

Health Service and Insurance

The Hendrix Health Center, located East of the Center for the Arts, is an ambulatory care out-patient clinic staffed with physicians, nurse practitioners, and other professionals. They offer medical examinations and treatment, referrals, health education, counseling, and pharmacy services to students. Specialists include a psychiatrist, chemical dependency counselor, and sexual assault and dating violence counselor/advocate. Minimal charges are made for pharmaceuticals and laboratory testing.

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. More information is available at:

www.mnstate.edu/hendrix/

Immunization Policy

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. Students graduating from a Minnesota high school after Spring Semester, 1997 are exempt from this requirement. **Attendance in class will not be allowed without official documentation of these immunizations and may affect receiving financial aid.**

An immunization record form is available from the Records Office or Hendrix Health Center and needs to be completed and returned to the Health Center before attending classes. Records of previous immunizations are often on file at your high school, and school officials can validate the necessary information. Immunization updates may be obtained through your local clinic/physician, city/county health department or Hendrix Health Center, 218-477-2211. Information and forms may also be found online at: www.mnstate.edu/hendrix/forms/

Alcohol/Drug Awareness Program

Minnesota State University Moorhead recognizes that the misuse of alcohol and other drugs is a serious problem in our society and our community. This University seeks to create a campus environment which promotes healthy and responsible living that is conducive to the intellectual and personal development of its students. The University is committed to establishing and enforcing clear campus policies regarding the use of alcohol and other drugs.

Minnesota State University Moorhead complies with and supports the Minnesota State Colleges and University Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools and Community Act, the Drug Free Workplace Act, the Campus Security Act and Minnesota State law.

In addition to the university's Student Alcohol and Other Drug Policy, departments and student organizations may have established rules that are more restrictive and indicate additional sanctions for violations. More information on the MSUM Student Alcohol and Other Drug Policy is available at: www.mnstate.edu/president

To assure that state programs and service objectives are met (within the framework of the MSUM policy statement governing alcohol and other drug 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 Hendrix Health Center, 218-477-2211, for information or appointments.

Dragon Wellness Center

The Dragon Wellness Center is located at the Higher Education Center, one and a half blocks south of the campus on the corner of 14th Street and 12th Avenue. The center includes an exercise area and a fitness room with free weights, treadmills, elliptical trainers, recumbent bikes, stair climbers, stretch trainer, a Smith machine, and a 19-station circuit training system. The facility also includes an open gym available for basketball, badminton or scheduled for a group activity.

Campus Security

The Campus Security Department is located at 1616 9th Avenue South. The Campus Security Department provides safety and security services for students, faculty, staff, and campus visitors as well as protection of property located on the campus.

The Campus Security Dispatch Center is staffed on a 24-hour basis (2449). Campus security staff patrol the university parking lots, academic buildings, residence halls, and the campus grounds 24 hours a day, 7 days a week.

A major responsibility of the Campus Security Department is educating the university community to realize that protection of self and property is everyone's concern. To this end, the Campus Security staff conduct various crime prevention programs covering such topics as personal safety, bike safety, and fire safety.

The Campus Security Department is responsible for completing the Annual Campus Crime Report which is required by Federal Mandate. Minnesota State University Moorhead's Annual Campus Crime Report is available on the Internet at: www.mnstate.edu/security.

Minnesota State University Moorhead enjoys a close working relationship with the Moorhead Police Department and the Clay County Sheriff's Department. City police officers frequently patrol the parking lots and will occasionally walk through campus buildings.

MSUM Campus Security shares the facility at 1616 9th Avenue South with the Moorhead Police Department. This facility serves as a Police Substation and houses report writing and interview rooms for Moorhead Police patrol officers as well as housing the Police Crime Prevention and Juvenile Services section.

Financial Information

Tuition and Fees

Tuition and fees are set by the Minnesota State Colleges and Universities Board and are subject to change. Charges for tuition are based upon the semester credit, varying according to student residency status and the type of courses. Off-campus graduate rates differ slightly from on-campus rates. In a few cases, laboratory, studio, and music courses require supply fees or lesson fees.

Current tuition and fee rates are available from the Graduate Studies Office or the Business Office. Rates are also available at: www.mnstate.edu/busoff

Waiver for "Out-of-State" Tuition Non-Resident/Non-Reciprocity Students

The Board of Trustees has authorized MSUM to waive the out-of-state portion of tuition for all non-resident/non-reciprocity U.S. citizens who meet regular admission standards and remain in good academic standing. Students do not need to apply for this benefit. The Admissions Office establishes the tuition category based on permanent residence at the time of admission application. Any student who believes they are eligible for this benefit, but has not received it by the time tuition is due, should contact the Records Office. This waiver applies to both undergraduate and graduate courses. It is not retroactive to any previous term.

Non-Resident/Reciprocity Students

The above benefit does not apply to any resident of a reciprocity state (ND, SD, and WI). Those "State-to-State" agreements remain in effect, and will be administered as usual. Reciprocity application forms are available and should be completed and submitted to the higher education authority in the student's home state. Eligibility must be renewed each year. If the approval letter is not received by the payment deadline, the student is charged the non-resident tuition rate and an adjustment of the difference is made when the approval letter is submitted to the Records Office. Reciprocity forms must be submitted before June 30 for the preceding academic year. Reciprocity applications should not be submitted to MSUM but should be mailed directly to the home state approving agencies.

Tuition Payment Deadlines

Students must pay tuition/fees bill in full, or make arrangements for payment, five (5) days prior to the first day of the semester. Failure to meet this deadline will result in the cancellation of the student's registration. Detailed information on the new payment deadlines is available at: www.mnstate.edu/busoff. Tuition bills are not mailed. Students may view, print or pay their bill online at the same site.

Sources of Financial Assistance

Office of Scholarship and Financial Aid

107 Owens Hall
218-477-2251
218-477-2058 (fax)
800-593-7246
e-mail: finaid@mnstate.edu

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

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

- Complete the **Free Application for Federal Student Aid (FAFSA)** or the Renewal FAFSA.
- 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 if requested.

FAFSA on the Web offers students the opportunity to apply for aid electronically at: www.FAFSA.ed.gov. In preparation, students should complete a FAFSA on the Web worksheet available from the FAFSA website.

A FAFSA must be submitted annually. Additional information is available in the Financial Aid Award Guide and by contacting the Office of Scholarship and Financial Aid.

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.

Graduate financial aid awards assume full-time enrollment of eight **graduate** credits. Award budgets are reduced if enrollment is for less than eight credits. Undergraduate courses do not count for financial aid enrollment. A minimum of six graduate credits is required for campus work study or federal loans.

Graduate student awards may include funding in the following programs:

1. **Graduate Work Internships.** Eligibility is based on demonstrating financial need and completing the FAFSA. Loan eligibility may be adjusted to accommodate graduate assistant Work Study awards. Application deadline is July 31; early applications receive priority. Departments refer nominations to the Office of Scholarship and Financial Aid for review.

2. Graduate Assistantships. Academic departments and the Graduate Studies Office award assistantships in two categories:

- a. Federal or state work assistantships require students to meet financial aid eligibility guidelines, including the July 31 deadline. Loan eligibility may be adjusted to accommodate graduate assistantship awards.
- b. Institutional assistantships are awarded without regard to financial need.

Assistantships generally require 10 to 12 hours of work each week and provide an opportunity to gain experience in the field of major interest, working with faculty in the discipline. Application materials are available from the Graduate Studies Office and Graduate Program Coordinators. Nominations are made by the graduate programs to the Graduate Studies Office. Graduate Assistantships do not include a waiver of tuition. Graduate Assistants are entitled to in-state tuition.

3. Federal Student Loans. Federal Subsidized and Unsubsidized Direct 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 Direct Loan program. Enrollment for six or more **graduate** credits is required. Entrance Loan Counseling must be completed prior to receiving the first loan disbursement at Minnesota State University Moorhead. Complete on the web at: www.dl.ed.gov. In-person sessions are available (contact the Office of Scholarship and Financial Aid for schedule).

Students who are already repaying a student loan should check with their lender(s) regarding "in-school" deferment of loan payments. MSUM automatically provides enrollment data to all guarantee agencies for deferment.

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). The program requires a co-signer, enrollment for six or more **graduate** credits, and Entrance Loan Counseling.

5. Alternative Educational Loans are offered by many lending institutions. They typically are interest bearing from the point of disbursement and rates are usually variable. A co-signer may be required. Alternative loans cannot be combined (or consolidated) with federal loans for repayment.

6. Private Fellowships/Scholarships. Funds may be available through private agencies. Inquire at the Counseling Center or your department for information.

International Students

International students are required to show evidence of their ability to finance their graduate work and living costs in the United States 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 study 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. International students may apply for the SELF Loan with a credit worthy co-signer who is a U.S. citizen.

Financial Aid Satisfactory Academic Progress Policy

Federal and state regulations require all students make satisfactory academic progress toward completion of degree, certificate or licensure requirements to receive student financial aid. All terms of attempted enrollment are considered in determining satisfactory academic progress regardless of whether aid was awarded for the term.

Failure to meet satisfactory progress standards results in ineligibility for state and federal aid programs (including all grants, loans, campus Work Study, Vocational Rehabilitation, Post-Secondary Childcare, Indian Scholarships, and University Scholarships). Standards are published yearly. MSUM reserves the right to withdraw aid at any time if it becomes readily apparent that a student has not maintained satisfactory academic progress.

Qualitative Standard: Grade Point Average

Undergraduate: Attempted credits include all courses on student records after the seventh class day, including withdrawals, incompletes, repeats, non-credit and remedial courses. MSUM's academic policy requires all undergraduate students to achieve the following cumulative grade point average at the points indicated:

1 - 39 credits:	1.60
40 - 71 credits:	1.90
72 or more attempted credits:	2.00

Graduate: Beginning with the first attempted credit, graduate students must maintain a minimum 3.0 GPA.

Quantitative Standard: Completion Percentage

Financial aid standards require students to satisfactorily complete a minimum of 67% of their total cumulative attempted MSUM credits with a minimum grade of "D" (or "P" or "S" if enrolled on a pass/fail or satisfactory/unsatisfactory basis).

Quantitative Standard: Maximum Credits Attempted

Credits attempted to complete a degree and receive financial aid cannot exceed 150% of the credits required to complete the degree program.

1. **Undergraduate** students become ineligible to receive funding after they have attempted 180 total semester credits at MSUM, including accepted transfer credits. Grades of Failed (F), Failure for Non-Attendance (FN), Unsatisfactory (U), Incomplete (I), No Credit (NC), In Progress (IP), Withdrawn (W) and blank (Z) for courses taken at MSUM count as credits attempted but not completed.
2. Students who are enrolled in an undergraduate program and seeking a **second bachelor's degree, teacher certification or licensure** are limited to 60 attempted semester credits in an approved degree plan.
3. **Graduate** students are limited to 52 attempted semester credits.
4. Students seeking a **specialist** degree are limited to 53 attempted semester credits beyond their first graduate degree. Students who have completed only a bachelor's degree are limited to 105 attempted graduate semester credits if seeking a specialist degree.

Programs that require longer than these limits must have individual approval from the Office of Scholarship and Financial Aid through an appeal process. Students must submit for review an academic plan approved and signed by their advisor indicating the semesters remaining for degree completion, a course plan for each remaining semester, and projected graduation date. Appeals for credits in excess of 150% solely to improve GPA are not approved, unless the course is part of an approved academic plan. Submission of an appeal does not indicate automatic approval of the academic plan. Each appeal is reviewed on a case-by-case basis.

Evaluation Period:

Monitoring satisfactory academic progress begins with the first credit attempted and is done at the end of every semester (fall, spring and summer).

Failure to Meet Standards:

If at the end of a semester a student fails to meet MSUM Satisfactory Academic Progress qualitative or quantitative standards, MSUM will allow that student to retain his or her financial aid eligibility on a probationary status for one semester.

1. If at the end of the probationary semester a student meets MSUM's **cumulative** qualitative and quantitative standards, MSUM will reinstate the student's eligibility for financial aid.
2. If at the end of the probationary semester a student fails to complete 67% cumulative credits, they are placed on **financial aid suspension**.

3. In addition to the **financial aid suspension**, if at the end of the academic probation semester a student does not meet MSUM's **Cumulative GPA** (qualitative) standards, the student will be placed on **suspension from class enrollment**. The first suspension for GPA below the minimum requirements is for one semester; a second suspension for insufficient GPA is for one calendar year; a third suspension for insufficient GPA is for two calendar years.
4. Continued Probation
 - a. If at the end of a probationary semester a student who has been on probation meets MSUM's qualitative (minimum 2.0 GPA for the semester) and quantitative standards required for the **probationary semester** but has not met MSUM's cumulative standards, MSUM will permit the student to retain financial aid eligibility under a "continued probation" status. Probation status continues to be monitored each semester until the student meets MSUM's cumulative qualitative and quantitative standards, at which time the student's financial aid eligibility "good standing" status will be reinstated.
 - b. If a student on "continued probation status" fails to meet MSUM's qualitative or quantitative cumulative standards or the standards required for the **probationary semester**, MSUM will suspend the student from financial aid eligibility.
5. If MSUM determines it is not possible for the student to raise his or her GPA or course completion percentage to meet MSUM's cumulative standards before the student would reach the end of the program for which he or she is receiving financial aid, MSUM will suspend the student from financial aid eligibility immediately upon completion of the evaluation.

Notification:

Students who fail to meet the minimum standards will be notified by letter when they are placed on probation or suspension. It is possible for students to be placed on financial aid suspension for failure to meet more than one type of Satisfactory Academic Progress standard. Students who have not received financial aid in the past are immediately subject to standards when they apply for financial aid.

Appeals:

1. Financial aid suspension status may be appealed to the Office of Scholarship and Financial Aid. Appeals are made on the basis of extraordinary or mitigating circumstances (major illness, death in the family, serious accident, etc.), or the successful completion of additional coursework. Each case is reviewed individually. Financial aid eligibility may be reinstated for one term with continued financial aid eligibility contingent upon the student's satisfactory completion of terms established by the Office of

Scholarship and Financial Aid. The Office of Scholarship and Financial Aid informs students in writing within seven business days of its decision, provided adequate documentation was submitted by the student.

2. Academic Suspension status for insufficient GPA may be appealed to Academic Affairs.
3. If a student is not satisfied with an adverse decision, subsequent appeals are submitted to the Financial Aid & Suspension Appeals Committee.

Re-establishing Eligibility for Financial Aid after Suspension:

Students whose financial aid eligibility has been suspended may regain eligibility only through MSUM's appeal process or when they meet the institution's satisfactory academic progress **qualitative** and **quantitative** standards. If Incomplete (I) credits are a factor in failure to maintain satisfactory progress, subsequent successful completion of these credits may be used to re-establish eligibility for aid. Paying for classes out of pocket or sitting out a period of time in and of itself is not sufficient to re-establish a student's financial aid eligibility.

Additional Elements

Treatment of Grades:

1. Credits attempted: the number of credit hours for which a student is officially enrolled at the end of the free drop/add period each semester. Credits with grades of F, FN, I, W, IP, NC and Z count as credits attempted.
2. Credits earned: grades designated as A, B, C, D (including pluses and minuses), or S. Credits with grades of F, FN, I, W, IP, NC and Z do not count as credits earned.
3. Percentage completion is calculated by dividing the number of earned credits by the number of attempted credits:

$$\text{Earned credits} \div \text{Attempted credits} = \text{percentage completion}$$
4. GPA calculation: includes grades of A, B, C, D, F, FN, and pluses and minuses associated with a letter grade.

Academic Forgiveness:

Credits for courses previously taken, for which academic forgiveness is granted, count in calculating percentage completion, maximum credits attempted and cumulative GPA for financial aid satisfactory academic progress.

Audit Courses:

Courses taken for audit are not funded by financial aid, are not used in calculating Satisfactory Academic Progress and do not count as credits attempted or earned for purposes of financial aid.

Tri-College, Study Abroad, State University Common Market, ISEP, NSE, Consortium Agreements and other travel programs:

Credits attempted and earned while participating in these programs are included in calculating satisfactory academic progress.

Remedial/Developmental Credits:

Identifies credits attempted for courses numbered less than 100, including New Center courses. By MnSCU policy, up to 30 remedial credits are excluded in calculating maximum credits attempted but included in grade point average and completion percentage calculations.

Repeated Courses:

Students who repeat a course may receive financial assistance more than once for enrollment in the same course. MSUM's academic policy states when a course is repeated, each enrollment is included in calculating the percentage of successfully completed credits at the end of the academic year, and the total number of attempted credits is used to determine length of eligibility. For example, a student enrolls in a three credit course, fails it and the following semester re-enrolls in the same course and earns a C. That student would have enrolled in six credits, but successfully completed only three credits. Repeating a course more than once results in removal of only one previous grade from the GPA calculation. Once a student receives a C+, C or C- grade, the course may not be retaken again for a higher grade.

Transfer credits:

Transfer credits accepted by and applied by MSUM toward a student's general education, program or degree requirements apply toward the maximum credits attempted calculation. They do not count as credits attempted for calculation of cumulative completion percentage, and grades associated with these credits are not used in calculating MSUM cumulative GPA.

Withdrawals:

If a student withdraws from MSUM before financial aid is available for distribution, the student forfeits financial aid eligibility, as defined by Federal and State program regulations. If a student withdraws from all enrolled courses for any reason during the semester after student aid has been distributed, the University refund policy will be followed as administered by the MSUM Business Office.

Academic year: the period from August to May (Fall and Spring Semesters). Summer is a semester trailing the academic year.

Calendar year: the period from January through December.

Admission

Admission to a Master's Degree Program

Admission to a master's degree program is considered only after all required application materials have been received and reviewed. Incomplete files will not be reviewed.

1. Requirements for Full Standing Admission

- a. Four-year baccalaureate degree from an accredited institution.
- b. 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.
- c. Many programs have additional entrance requirements. Refer to the program section in "Graduate Programs" for details.

2. Requirements for Provisional Admission

- a. 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.
- b. The provisional requirements are set by each program and each student is evaluated individually.
- c. The letter of acceptance will outline the specific requirements of the provisional admission.
- d. Upon provisional admission, each student will be assigned an advisor who will guide the student through course selection and registration.

3. Requirements for Admission with Deficiencies

- a. Admission with deficiencies will require students to take additional courses (undergraduate or graduate) based on each program's requirements.
- b. These additional courses are added to the student's program of study for the graduate degree.
- c. The letter of acceptance will outline the additional course requirements.
- d. Upon admission with deficiencies, each student will be assigned an advisor who will guide the student through course selection and registration including the additional courses.

4. Denial of Admission

Students who receive a letter of denial of admission have not met the program requirements and/or the graduate school requirements and may not earn a graduate degree from MSUM.

5. Admission of International Students

Students who are not United States residents must meet the admission requirements above and in addition follow special application procedures. (See International Students section under Procedures and Materials (p.12))

Admission to a Specialist Degree Program

Admission to a specialist degree program is considered only after all required application materials have been received and reviewed. Incomplete files will not be reviewed.

1. Admission requirements for the Specialist Degree in Educational Leadership must be followed. (see p. 31)
2. Admission requirements for the Specialist Degree in School Psychology must be followed. (see p. 42)

Admission as a Graduate Special Students

Students with a baccalaureate degree who wish to take courses for graduate credit but who are not seeking admission to a graduate program may enroll as a "graduate special" student (admission status is "graduate unclassified"). **International students are not eligible for Graduate Special status.**

1. Students may attend indefinitely in this status.
2. Students who later wish to be admitted to a graduate degree program must submit a new application and meet all admission criteria for the specific program.
3. Credits earned as a graduate Special student may later be used to fulfill minimum requirements in a degree program, but cannot exceed eight (8) semester credits.
4. Graduate Special students are not eligible for most types of financial aid.
5. Students who are denied admission to a degree program may not register as Graduate Special students.
6. Application Process
 - a. Application for Admission to Graduate Study form; check graduate special
 - b. \$20 non-refundable application fee is charged for first-time MSUM students.

Graduate Courses Taken by Undergraduate Students

1. Requirements to take 500 or 600 level courses:
 - a. Completion of a minimum of 112 semester credits towards a bachelor's degree.
 - b. Minimum cumulative GPA of 3.0.
 - c. Any course prerequisites must be satisfied.
 - d. "Request by Undergraduate to Register for Graduate Credit" form must be signed and approved by the instructor and the Director of Graduate Studies in advance of registration.
2. **Graduate credits may not be applied to meet any requirements for the baccalaureate degree.**
3. A maximum of six (6) graduate credits may be taken by undergraduates and subsequently applied to a graduate degree at MSUM. *Please be advised that these graduate credits may not be acceptable at another university.*

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 Studies Office unless otherwise noted. All admission materials must be received and processed by the Graduate Studies Office before files are forwarded to the Program Department and College Dean for review. **Incomplete files will not be reviewed.**

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 Studies 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 payable to Minnesota State University Moorhead.
4. Test scores, if required by the specific program. The test required could be the Miller Analogies Test (MAT) or the Graduate Record Examination, General Test (GRE). Only official scores are accepted; no more than five years old.
5. Other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.

The files are reviewed by the appropriate department or program for recommendation on admission. The Dean of the appropriate College 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 College Dean, which certifies admission.

International Students

1. The non-refundable fee for international students who are first-time applicants is U.S. \$20.00.
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. For those whose native language is not English, an official TOEFL examination score of 550 (paper-based) or 213 (computer-based) must be provided. A TOEFL score of 570 (paper-based) or 230 (computer-based) is required to be considered for admission to the Master of Liberal Arts program and Speech-Language Pathology.
4. Official transcript certifying a four-year baccalaureate degree from an accredited college or university.
5. International students must purchase the University health insurance. **No exceptions will be made.**
6. A transfer form must be submitted if student is currently enrolled in an American university.

Application Deadlines for Degree Seeking Students

Applications must be completed by April 15 for Fall Semester (March 15 for International Students) or at least six weeks before the start of Spring Semester or Summer Session (12 weeks for International Students) to ensure admission by the beginning of the term. Admissions to most programs are continuous; however, the Counseling and Student Affairs, Master of Fine Arts in Creative Writing, Nursing, School Psychology, and Speech-Language Pathology have limited enrollments and have specific deadlines as follows. Separate deadlines are listed for International Students.

Counseling and Student Affairs: February 1
 International Students: January 1
 Master of Fine Arts in Creative Writing: March 1
 International Students: February 1
 Nursing: February 15
 International Students: January 15
 School Psychology: February 15
 International Students: January 15
 Speech-Language Pathology: February 1
 International Students: January 1

Application Deadlines for Non-Degree Seeking Students (Graduate Special Status)

Applications must be completed ten (10) days before the beginning of classes for the starting semester.

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 Plan B project 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. 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

- 1. Residence requirement.** At least one-half of the semester credits constituting the minimum requirements for the degree or certificate must be completed through registration at Minnesota State University Moorhead in offerings by its faculty.
- 2. Courses taken before admission to graduate program.** Eight semester credits for a degree, or no more than half of the semester credits for a certificate, may be taken at MSUM in a Graduate Special status before admission to a graduate program. At least 22 semester credits, or one-half of the semester credits required for a certificate, must be taken after program admission.
- 3. Transfer from other Minnesota State Universities.** Subject to their inclusion in a program previously approved by the departments or programs concerned and the College Dean, courses constituting up to one-half of the minimum semester credits required for the degree may be taken at other Minnesota State Universities. However, in such instances the number of semester credits accepted from other institutions will be reduced correspondingly. The Records Office certifies and monitors degree requirements.
- 4. Transfer from Tri-College University.** Courses approved for registration through the Tri-College University are transferred at the discretion of individual programs.

5. Transfer from other accredited institutions.

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

6. Other requirements.

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

Individual programs may approve credits with grades of A or B (not pass/fail) in workshops or in special in-service courses. No more than 1/6 of required graduate degree or certificate credits may be counted from workshop or special in-service courses.

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 Studies Office to notify such students that they are on probation. The record will be reviewed by the major department or program and by the college 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. (Please note: 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 which assesses the body of knowledge that has been acquired through the course work and research is required. 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 assesses the student's mastery of the several components of the degree course work.

Comprehensive Examination

Master of Science, Master of Arts: Candidates in some MS and MA programs and the Specialist in School Psychology 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 Studies 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 degree program enrollment.

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 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.

Specialist in School Psychology: Oral exam based on the final portfolio.

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. No 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, Specialist 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. There are three exceptions to this requirement. Exceptions are listed below.

1. The Curriculum and Instruction in Education degree requires a Plan B Field Research Project (4 credits).
2. The School Psychology Specialist degree also requires a Plan B project (the Specialist Portfolio), but there is no credit assigned to the project.
3. The Education Specialist in Educational Administration requires a Plan B project (4 credits).

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. Research of this type may not be initiated until it has been approved by a thesis or project examining committee and the Institutional Review Board (IRB). Forms are available online on the IRB website (www.mnstate.edu/irb). Allow at least four (4) weeks during the academic year for IRB approval.

Policies and Regulations

Course Registration

Current graduate students may register the first day of pre-registration for any term. Telephone and web registration is available. For evening, off-campus, and any special session class, 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 College 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 AU (Audit) 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 Director of Graduate Studies to initiate an appeal process.

Credit for Non-Academic Experience

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

Grading System

Grades and Grade Points

Grades given in graduate courses include A, B, C, D, F and P (Satisfactory). In a continuing research course, a student may be given a grade of IP 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 P 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.

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

A+	4.00	Grade points per credit
A	4.00	Grade points per credit
A-	3.67	Grade points per credit
B+	3.33	Grade points per credit
B	3.00	Grade points per credit
B-	2.67	Grade points per credit
C+	2.33	Grade points per credit
C	2.00	Grade points per credit
C-	1.67	Grade points per credit
D+	1.33	Grade points per credit
D	1.00	Grade points per credit
D-	0.67	Grade points per credit
F	0.00	Grade points per credit
N	0.00	Grade points per credit
I		Incomplete
P		Satisfactory
IP		In Progress
AU		Audit
W		Withdrawal

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 college dean, and submitted to the Graduate Studies Office 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, college dean and the Graduate Studies Office. 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 Director of Graduate Studies.

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.

The following graduate programs require a comprehensive exam:

- Master of Fine Arts in Creative Writing
- Master of Liberal Arts
- Master of Science in Counseling and Student Affairs
- Master of Science in Curriculum and Instruction
- Master of Science in Educational Leadership
- Master of Science in Reading
- Master of Science in Special Education
- Master of Science in Speech-Language Pathology

The research normally follows the comprehensive exam and, in any case, the exam must be completed at least three weeks before the oral examination on the research. Failure to pass the comprehensive exam on the second attempt means the degree program is terminated even though the research was in progress or 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 and signed by each member 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 Director of Graduate Studies 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 their research paper.

The thesis, research or project paper must be reproduced using high quality printing. The paper is to be printed on one side only. The paper should not be bound in any permanent form prior to the oral examination. The following are minimum requirements for binding:

Margins (including appendices): One inch top, right, bottom; one and one half inch left.

Table placement: Tables placed lengthwise on the paper should be placed so that the top of the table is at the left margin.

Paper quality: white, acid free, at least 25 % cotton fiber, watermarked, no recycled fibers, and 20 pound weight.

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 (Application for Graduate Degree) at least one week prior to Commencement.

The student must submit three copies of the thesis to the University Library (Library 120) 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 preceding section on Final Form for Thesis or Project Paper for specifications) and will, upon receipt of the binding fee verify the thesis deposit by signing Form 4.

Students are responsible for submitting Form 4, with required signatures, to the Graduate Studies Office 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 Graduate Studies Office following the successful completion of the oral examination.

Commencement

Notify the Registrar's Office and the Graduate Studies Office of your intent to graduate as soon as possible but no later than six weeks prior to commencement.

There are two commencement ceremonies during the year: at the end of Fall Semester and at the end of Spring Semester. Students who finish degree requirements during fall semester will be listed in the fall semester commencement program and are eligible to participate in the fall ceremony; likewise, students who finish degree requirements during spring semester will be listed in the spring semester commencement program and are eligible to participate in the spring ceremony. Students who finish their degree during the summer are eligible to participate in the spring ceremony immediately preceding their anticipated summer completion.

Academic garb should be ordered from the Bookstore no less than **eight weeks prior** to commencement. Students who plan on participating in commencement will need to submit their hood to the Graduate Studies Office at least **one week prior** to commencement.

Graduate Information

Administration

Minnesota State College and Universities (MnSCU)

CHANCELLOR: James H. McCormick, St. Paul

BOARD OF TRUSTEES:

Duane Benson, Minneapolis
Michael Boulton, Porter
Cheryl Dickson, St. Paul
Ruth Grendahl, Apple Valley
Clarence Hightower, Plymouth
Dan McElroy, St. Paul
David Olson, St. Paul
David Paskach, Hutchinson
Thomas Renier, Duluth
Christine Rice, Lake Elmo
Christopher Schultz, St. Paul
Ann Curme Shaw, Minnetonka
Scott Thiss, Edina
James Van Houten, Minneapolis
Carol Wenner, Alexandri

Minnesota State University Moorhead

PRESIDENT

Owens Hall 203; 218-477-2243

ACADEMIC AFFAIRS

Vice President for Academic Affairs

Owens Hall 206; 218-477-2292

Records Office

Owens Hall 104; 218-477-2565

Affirmative Action Officer

Owens Hall 214B; 218-477-2229

ADMINISTRATIVE AFFAIRS

Vice President for Administrative Affairs

Owens Hall 208; 218-477-2070

STUDENT AFFAIRS

Vice President for Student Affairs

Owens Hall 206; 218-477-2171

Office of Scholarship and Financial Aid

Owens Hall 107; 218-477-2251

Hendrix Health Center

Hendrix Center, Lot C; 218-477-2211

Graduate Studies

Graduate Studies Office

Owens Hall; 218-477-2344

Fax: 218-477-2482;

e-mail: graduate@mnstate.edu;

www.mnstate.edu/graduate

The Director of Graduate Studies is the academic officer charged with the primary responsibility for promoting, administering, and coordinating graduate education.

The Director:

- Markets and promotes graduate education at MSUM
- Chairs the Graduate Studies Committee and oversees graduate studies subcommittees
- Interprets graduate policies
- Assures adherence with graduate procedures
- Maintains the deadline calendar for and assures compliance with the assessment of student learning outcomes in the graduate programs
- Represents MSUM on the MnSCU Graduate Council
- Coordinates graduate admissions and graduation application procedures

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

Dean of Arts and Humanities

Bridges 250; 218-477-2764

Master of Fine Arts in Creative Writing and Master of Liberal Arts

Dean of Education and Human Services

Lommen 212; 218-477-2096

M.S. in Counseling and Student Affairs, Curriculum and Instruction, Educational Leadership, Nursing, Reading, Special Education and Speech-Language Pathology; Specialist in Educational Administration

Dean of Social and Natural Sciences

Bridges 150; 218-477-5892

M.S. in Public, Human Service and Health Administration and School Psychology; Specialist in School Psychology

General Mailing Address:

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

Graduate Programs

Master of Arts in Music

Music Department • (218) 477-2101 • Roland Dille Center for the Arts 102

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, composition, theory, history and literature, pedagogy, or select aspects of music technology, new media, or the music industry.

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

The Master of Arts in Music graduate program is not taking new applications at this time. This program is going through a curriculum revision.

Diagnostic Exams

Upon admission, all students will be examined in music theory, history, and performance. If deficiencies are noted, 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 music history and literature; music electives are chosen to support the thesis topic. **Plan B** culminates in a recital, a composition, or a project. Each of these options also requires a written 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. 3.0 grade point average required for courses submitted for the degree. A grade of C+ or less is not acceptable for any course on the student's "course plan" submitted for completion of the program.
4. Written comprehensive examination.
5. Thesis (Plan A) or Recital, Composition, or Project (Plan B).
6. Oral examination.

A minimum of 2 credits of Performance Study or Composition at the 600 level is required in order to present a recital. One month prior to the recital, a hearing for the graduate committee will be held to make a recommendation concerning the proposed recital.

Detailed information on these requirements and departmental policies and procedures may be obtained from the Music Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.A. Degree in Music—Plan A (30 credits) (Culminates in a Thesis)

Requirements (16 Credits)

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

MUS 630: Research in Music (2)

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)

MUS 699: Thesis in Music (1-4)

The program requires a minimum of 13 credits at the 600 or 700 level (exclusive of MUS 699). The program also requires a minimum of 15 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (10 Credits)

Students must earn two credits in performance ensembles and eight credits in Music electives chosen in close consultation with a faculty advisor.

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, Option 1 (32 credits)
(Culminates in a Composition or Project and a related written document)

Requirements (14 Credits)

In addition to the courses listed below, students must earn four credits in Performance Study or Composition at the 500 or 600 level. Students must earn at least two credits in MUS 697.

- MUS 630: Research in Music (2)
- 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)
- MUS 697: Individual Study (1-2)

The program requires a minimum of 15 credits at the 600 or 700 level (exclusive of MUS 697). The program also requires a minimum of 16 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (12 Credits)

Students must choose one of the following courses:

- 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)

Students must also earn two credits in performance ensembles and eight credits in Music electives chosen in close consultation with a faculty advisor.

Electives (6 Credits)

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

M.A. Degree in Music—Plan B, Option 2 (32 credits)
(Culminates in a Recital and related written document)

Requirements (16 Credits)

In addition to the courses listed below, students must earn six credits in Performance Study or Composition at the 500 or 600 level, with a minimum of two credits at the 600 level. Students must earn at least one credit in MUS 697.

- MUS 630: Research in Music (2)
- MUS 640: Directed Study in Music History (2)
- MUS 645: Seminar in Music of the 20th Century (2)
- MUS 650: Graduate Recital (1)
- MUS 674: Directed Study in Music Theory (2)
- MUS 697: Individual Study (1-2)

The program requires a minimum of 15 credits at the 600 or 700 level (exclusive of MUS 697). The program also requires a minimum of 16 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (10 Credits)

Students must also earn two credits in performance ensembles and eight credits in Music electives chosen in close consultation with a faculty advisor.

Electives (6 Credits)

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

Master of Fine Arts in Creative Writing

Program Coordinator: John Early • (218) 477-4671 • Weld Hall 223

<http://www.mnstate.edu/finearts>

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, literature and craft courses, and in thesis preparation.

Student Learning Outcomes

Students completing the Master of fine Arts in Creative Writing will demonstrate

- an ability to create work of publishable quality in a specific genre, either fiction, poetry, scriptwriting, or creative non-fiction.
- advanced comprehension of the history and conventions of their chosen genre.

in addition, those students chosen as Teaching Assistants will

- develop teaching skills.
- and those MFA students working with New Rivers Press will demonstrate
- knowledge of the publishing process.

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 Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
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, and a cover letter summarizing the student's background, primary interests in the program, and hoped-for plan of study.
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.

10. Application deadlines are March 1 for Fall Semester and November 1 for Spring Semester.

Degree Requirements

1. A minimum of 42 semester credits.
2. At least half of the total 42 semester credits required for the degree must be taken at Minnesota State University Moorhead. Transferred credit must have received a grade no lower than a B-, and must have been completed within seven years previous to admission.
3. 3.0 grade point average required for courses submitted for the degree. No grade lower than a B- is acceptable 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, and a public reading by the student from his or her thesis work.

Detailed information on these requirements and department policies and procedures may be obtained from the MFA Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

MFA Degree in Creative Writing

Thesis Requirements (4 Credits)

Students must earn at least four credits in MFA 699. MFA 699: Thesis (4)

Requirements (18-21 Credits)

Students must earn a minimum of 18 credits in MFA 688. All students must meet all stated minimum credit totals of the various degree components and earn a total of 42 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 (17-20 Credits)

Students need to earn at least 17 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 MFA, 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. Electives may include up to five credits in MFA 677. 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, MFA Internship-Writing (1-6 credits) for part of the above elective credits.

Master of Liberal Arts / Master of Liberal Arts Hispanic Studies Emphasis

Program Coordinator: Sheila Coghill • (218) 477-4087 • Weld Hall 231

e-mail: mla@mnstate.edu

Mission Statement

The Master of Liberal Arts program encourages life-long learning and personal enrichment and strives to educate its students broadly in the traditional curriculum of the liberal arts, while also requiring them to pursue concentrated study in one or more disciplines. While some students may use the MLA program for further professional preparation in their field (for example, through its Hispanic Emphasis component) the program emphasis is not primarily vocational. The program is primarily designed to put MLA graduates in contact with a broader range of cultural and intellectual life as well as with communities of knowledge, problem-solving & critical thinking skills, and stimulating forums for the discussion about revolutionary ways re-imagining their life and their world.

Program Objectives

1. The program also strives to provide a program that inspires and challenges students to pursue independent intellectual inquiry, critical thought, and clear written and oral expression.
2. The program also encourages students to adopt a life of intellectual and creative growth, self-awareness and social consciousness.
3. The program strives to offer a stimulating program of interdisciplinary courses through which students are given the means for developing not only analytic skills, but also a sensitivity to values, a discerning capacity in judgement and compassion required of citizens living in a difficult and uncertain world.
4. The program is comprehensive. It focuses on Liberal Arts with an emphasis on academic instruction, continuing education that offers students a variety of approaches to ideas. By providing venues in which MLA students can both exercise intellectual creativity and appreciate the creative work of others, the program strives to make students more aware of how Liberal Arts can improve their lives.

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 people holding degrees in 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 develop the plan of study in consultation with the program advisor.

The Hispanic Studies Emphasis offered within the Master of Liberal Arts Program meets a need for graduate study in the region for people who are fluent in the Spanish language and wish to pursue advanced study of Spanish language, literature and culture.

Student Learning Outcomes

- Students in the Master of Liberal Arts program will
- pursue a course of study that inspires and challenges independent intellectual inquiry, critical thought, and clear written and oral expression.
 - adopt a life of intellectual and creative growth, self-awareness and social consciousness.
 - engage in a stimulating program of interdisciplinary courses that allow students to gain the means for developing not only analytic skills, but also a sensitivity to values, a discerning capacity in judgement and compassion required of citizens living in a difficult and uncertain world.
 - engage with a comprehensive program and focus on liberal arts with an emphasis on academic instruction and continuing education that offers students a variety of approaches to ideas.
 - experience venues in which to exercise intellectual creativity and appreciate the creative work of others and become more aware of how Liberal Arts can improve one's life.

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 Studies Office.

5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Personal essay (between 250-300 words) describing their academic experiences and why they are interested in pursuing an MLA degree.

Please note that the Master of Liberal Arts (MLA) program does not accept applications from international students at this time because it is a part-time program. In order to maintain visa status, international students must be full-time students (eight credits).

Degree Requirements

1. Minimum of 31 credits, including a 4-credit thesis. Up to 15 of the credits may be other graduate courses. Note: 15 credits may be in graduate courses from other MSUM graduate programs or from other MnSCU State Universities or from Tri-College courses. A maximum of 12 credits may be in graduate courses from other accredited institutions and these courses must have a Liberal Arts orientation. These maximums cannot be combined. A student may not transfer in 12 credits from other accredited institutions AND 15 credits from other MSUM, MnSCU, or Tri-College courses. After admission, any credits applied from graduate courses outside the MSUM MLA Program require approval by the MLA Program Coordinator.
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 required for courses submitted for the degree, including an average of at least 3.0 in MLA courses.
4. All MLA students must complete a 4-credit thesis under the supervision of a thesis committee. This thesis must be judged satisfactory by the student's committee.
5. All MLA students must pass an oral examination, conducted by their thesis committee, on their thesis.

Detailed information on these requirements and department policies and procedures may be obtained from the MLA Graduate Program Coordinator. Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

MLA Thesis

MLA 699 (4 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 thesis becomes the basis of an oral examination of the student by his/her thesis committee.

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 course offerings are flexible and are geared to student and faculty interests, and many particular offerings are done under MLA 690: Special Topics.

Portfolio Assessment

As part of the MLA program assessment measures, students admitted after June 2004 will be asked to assemble four papers they produced during the course of their program, to be submitted to the MLA Graduate Coordinator at least three weeks prior to graduation. Portfolios are used for program assessment purposes only and will not be used for grading. A detailed description is available from the MLA Graduate Coordinator and on the MLA homepage (www.mnstate.edu/mla).

MLA Degree

Requirements (4 Credits)

MLA 699: Thesis (4)

Restricted Electives (12 Credits)

Students must take 12 credits from the MLA curriculum.

Electives (15 Credits)

Students must take 15 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.

MLA Degree Hispanic Studies Emphasis

Requirements (7 credits)

MLA 630: Masterpieces of Spanish Literature (3)

MLA 699: Thesis (4)

Restricted Electives (12 Credits)

Students must take 12 credits from the MLA curriculum.

Electives (12 Credits)

Students must take 12 credits in the Hispanic concentration at the 500 or 600 level.

Master of Science—Counseling and Student Affairs

Program Coordinator: Wesley Erwin • (218) 477-2009 • Lommen Hall 209F
<http://www.mnstate.edu/cnsa>

Program Description

The Counseling and Students Affairs (CNSA) program is a two-year, 48-51 semester hour program leading to a Master of Science in Education. It emphasizes the integration of developmental theory, acquisition of strong interpersonal skills, and personal development resulting in the ability to enter beneficially into another person's world and provide opportunities for personal growth. 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 four program emphases.

The **Community Counseling** emphasis 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; as well as other speciality areas. Counseling theories and skills are emphasized, and the internship experience is in the appropriate community settings.

The **Student Affairs** emphasis prepares persons for student affairs positions in higher education, including admissions, career services, financial aid, residence halls, orientation, and the student union and activities. This emphasis requires coursework in the development of college students and practicum and internship experiences at college and university sites.

The **College Counseling** emphasis prepares persons to work in college counseling centers or college career counseling centers. This emphasis requires knowledge of the development of college students and their unique issues and concerns. Student affairs theories, counseling theories, and counseling skills are emphasized. A practicum and an internship in a college counseling center are required.

The **School Counseling** emphasis leads to Minnesota licensure for K-12 school counseling. For North Dakota state certification for K-12 school counseling, only persons with teaching experience can be accommodated, because to be certified as a counselor you need to have a teaching certificate and to have taught for two years. For Minnesota there is no teaching certification requirement. This emphasis includes internship experiences at the primary, middle school, and secondary levels.

The program also prepares one to become licensed as a professional counselor in Minnesota and North

Dakota, to become certified as a National Certified Counselor (NCC), and to be licensed or certified as a school counselor (depending upon the emphasis chosen).

The Counseling and Student Affairs graduate program at MSUM is somewhat unique in the individual attention paid to the 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.

Minnesota State University Moorhead's graduate program in Counseling and Student Affairs has specialized accreditation for its "Community Counseling" and "Student Affairs Practice in Higher Education" programs of study. The specialized accreditation is granted by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which is an accrediting body recognized by the Council for Higher Education Accreditation. The "School Counseling" program is approved by the Minnesota Department of Education. All of the Counseling and Student Affairs programs have institutional accreditation through the North Central Association and the National Council for Accreditation of Teacher Education.

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

Most of the courses are offered in the evenings after 4:00 p.m. The program takes a minimum of two years full-time to complete. The maximum amount of time allowed to complete the program is five years. Full-time as well as part-time students are admitted two times each year. There are two priority deadlines for applications to the program: September 15 and February 1.

Prior to a practicum or internship, successful completion of a criminal background check may be required. Successful completion of a criminal background check may also be a requirement for employment or licensure after graduation from the program.

Student Learning Outcomes

Students completing the Master of Science in Counseling and Student Affairs will demonstrate their

- knowledge of the content areas in Counseling and Student Affairs.
- ability to use counseling skills in an effective manner.
- ability to conduct research, evaluate research, and communicate their findings effectively.

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 coursework.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Score from the Miller Analogies Test (MAT) or from the Graduate Record Examination, General Test (GRE). Only official scores are accepted; no more than five years old. 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. (If you live over two hours away, please call the CNSA Program Coordinator).
10. Three current or recent letters of recommendation from people who have been your professors, employers, supervisors, counselors, or have known you in other professional capacities (use forms provided).
11. An interview with the faculty in order to assess your communication skills and readiness to enter the counseling and student affairs professions.
12. Evidence of strong interpersonal skills.
13. The two priority deadlines for completed applications are September 15 and February 1.

Degree Requirements

1. A core of 33 credits is required of all candidates. An additional 15-18 credits specific to each of the emphases 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 each semester to determine their satisfactory progress.

4. A 3.0 grade point average is required for courses submitted for the degree and a grade of B or better in all required courses.
5. Successful four- or six-credit internship.
6. Written and multiple-choice comprehensive examinations passed.
7. Master's thesis, satisfied through Plan A.
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 and internship settings, demonstrate personal qualities consistent with professional norms, and maintain continuous registration.

Detailed information on these requirements and department policies and procedures may be obtained from the Counseling and Student Affairs Graduate Program Coordinator. 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 Courses Required of ALL Students (33 Credits)**

Continuous registration from admission to graduation, excluding summers, in required coursework or CNSA 698, Continuing Registration, is required.

- ED 602: Statistics in Educational Research (2)
- ED 603: Methods of Research (2)
- CNSA 600: Introduction to Counseling Research (1)
- CNSA 610: Foundations of Counseling (2)
- CNSA 611: Theories of Individual and Family Counseling (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 620: Counseling Skills I (3)
- CNSA 630: Group Counseling (3)
- CNSA 640: Ethical and Legal Issues in Counseling (1)
- CNSA 699: Master's Thesis (4)

Community Counseling Emphasis Requirements (15 Credits)

- CNSA 670: Community Counseling (3)
- CNSA 691D: Practicum in Community Counseling (3)
- CNSA 692D: Internship in Community Counseling (6)
- PSY 563: Abnormal Psychology (3)

Student Affairs Emphasis**Requirements (15 Credits)**

- 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)
- CNSA 692B: Internship in Student Affairs in Higher Education (4)
- Elective (3)

College Counseling Emphasis**Requirements (18 Credits)**

- 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 691C: Practicum in College Counseling (3)
- CNSA 692B: Internship in College Counseling (6)
- PSY 563: Abnormal Psychology (3)

School Counseling Emphasis**Requirements (15 Credits)**

- CNSA 650: Organization and Administration of Guidance Services (3)
- CNSA 691A: Practicum in School Counseling (3)
- CNSA 692A: Internship in School Counseling (6)
- SW 530: Generalist Practice: Families (3)

Master of Science—Curriculum and Instruction in Education

Program Coordinator: Steven Grineski • (218) 477-2017 • Lommen 214 H • grineski@mnstate.edu
<http://www.mnstate.edu/ci>

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. Most candidates complete a common group of courses over two summers and two academic years. Candidates also have the option of completing the program at a pace that accommodates their personal situations. The course work leads to a classroom-based action research project, equivalent to a thesis, usually conducted in the candidate's classroom.

Student Learning Outcomes

Students completing the Master of Science in Curriculum and Instruction will be able to demonstrate

- knowledge of the history and development of social structures in America and the relationship between these social structures and schooling.
- knowledge of historical, psychological, philosophical, multicultural, economic and social contexts of schooling.
- knowledge of curriculum design, implementation and modification.
- knowledge of social and technological developments affecting the curriculum.
- knowledge of current issues and trends in education.
- ability to identify relevant problems in classroom and schools.
- ability to critically reflect on schooling practices and policies.
- knowledge, skills, and dispositions to design and conduct an action research project.
- ability to thoughtfully write an action research paper and clearly articulate the paper's findings.

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 Studies Office.

6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. Transfer courses evaluated and approved by the Coordinator of the Curriculum and Instruction Program.
8. Scores on the Miller Analogies Test (MAT). Only official scores are accepted; no more than five years old.

Degree Requirements

1. Minimum of 32 credits.
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. 3.0 grade point average required for courses submitted for the degree.
4. Field Research Project.
5. Committee Assessment of Field Research Project.
6. Final Integrative Experience: Presenting Field Research Project and Capstone Paper.

Detailed information on these requirements and department policies and procedures may be obtained from the Curriculum and Instruction Graduate Program Coordinator. 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. The Curriculum and Instruction Coordinator must approve the electives.

Master of Science and Education Specialist in Educational Leadership

Program Coordinator: Dennis Van Berkum • (218) 477-2014 • Lommen 108B
<http://www.mnstate.edu/edleader>

Program Description

The principal purpose of the Educational Leadership Program is to provide professional/academic education for individuals preparing for leadership and 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).

Student Learning Outcomes

Candidates who complete the Master of Science or Specialist in Educational Leadership program are educational leaders who have the knowledge and ability to promote the success of all students by:

- facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- acting with integrity, fairly, and in an ethical manner.
- understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The Master of Science Program

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
5. Two letters of recommendation which evaluate the applicant's potential for success as a graduate student and as an educational administrator
6. Essay on 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.

Admission in Full Standing:

Baccalaureate degree with a cumulative 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 competency (essay on application) is required.

Admission with Provisions:

A student who does not meet all requirements for full admission may be admitted with provisions by showing evidence that their potential is not adequately reflected in their 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 either scores from the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) quantitative portion that show prospects of satisfactory graduate school performance. Only official scores are accepted; no more than five years old. 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 Requirements

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. 3.0 grade point average required for courses submitted for the degree. Grades below C are unacceptable for graduate credit.
4. A written comprehensive examination.
5. A thesis or individual study/portfolio option and subsequent oral examination.

Detailed information on these requirements and departmental policies and procedures may be obtained from the Educational Administration Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

Students pursuing a master's degree through the Educational Administration Program have six options to choose from. To help choose an option, students are advised to carefully read specific state certification and licensure procedures. Listed are the curricula for each option. Modifications to the curricula may be made in special cases only with the approval of the student's advisor and program coordinator.

The following list presents the progression of studies for the Master's Degree in Educational Administration.

Dimension I—Personal and Professional Development (5 credits)

ED 634: Personal Communications and Ethics (3)
ED 697: Paper/Individual Study (2). A portfolio project and a reflective essay demonstrating mastery of program objectives. The final oral examination will be based on portfolio materials and reflective essay.

OR ED 645: Portfolio Option Pre-Assessment (1)

AND ED 646: Portfolio Option Post-Assessment (1)

Dimension II—Instructional Leadership (8 credits)

ED 632: Curriculum, Instruction, and Learning Theory (4)
ED 635: Personnel, Supervision & Staff Development (4)

Dimension III—Organizational Leadership (8 credits)

ED 630: Leadership, Planning, & Organizational Behavior in Education (3)
ED 631: Educational Law & Organizational Structure of Education (3)
ED 636: Policy and Educational Finance (2)

Dimension IV - Political and Community Leadership (4 credits)

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

Dimension V - Systems for Leadership & Instruction (4-5 credits)

ED 703: Research, Measurement & Program Evaluation (3) NDSU

OR ED 603: Methods of Research (2)

ED 633: Technology and Information Systems (2)

Dimension VI - Role Specialty Option

General Leadership Program (4 credits)

Specialty coursework (4)

Director of Community Education (6 credits)

ED 796: Seminar: Admin. of Community Education Program (2)

ED 794: Practicum: Director of Community Educ. (4)

Elementary School Principal (6 credits)

ED 642: Elementary School Curriculum (2)

ED 638: Administration of the Elementary School (2)

ED 794: Practicum: Elem. School Principalship (2)

Secondary School Principal (6 credits)

ED 639: Administration of the Secondary School (2)

ED 643: Secondary School Curriculum (2)

ED 794: Practicum: Sec. School Principalship (2)

Superintendent of Schools (8 credits)

ED 788: School Finance & Business Management (4)

ED 796: Seminar: The Superintendency (2)

ED 794: Practicum: Superintendency (2)

General Leadership with Educational Technology Emphasis (36 credits)

This is a collaborative program with Bemidji State University. Registration for BSU classes must be completed through the registrar's office at BSU. Students admitted into the collaborative program will be assigned special status to enroll online. Some courses will have limited enrollment and priority will be given to students fully admitted to this emphasis. Please check with the program coordinator for more details.

ED 602: Statistics in Educational Research (2)

ED 630: Leadership/Planning/Organiz Behavior in Education (3)

ED 631: Educational Law & Organizational Structure of Education (3)

ED 635: Personnel, Supervision & Staff Development (4)

ED 697: Individual Study (Paper or Portfolio Option) (2)

BSU ED 6100: Educational Research (2)

BSU ED 6107: Advanced Educational Psychology (3)

BSU ED 6334: Curriculum and Instruction (3)

BSU ED 6446: Distance Education: History & Dev (3)

ED 519: Creating Web-Based Curriculum Materials (2)

ED 522: Electronic Resources: Issues and Practice (2)

ED 525: Methods of Computer-Mediated Communication in Education (2)

ED 528: Effective Use of Multimedia (2)

ED 796: Seminar in School Leadership-Technology Planning (1-4)

ONE of the following:

ED 535: Infusing Technology into the Mathematics Curriculum (2)

ED 539: Infusing Technology into Literacy Instruction (2)

ED 542: Infusing Technology into the Science Curriculum (2)

The Specialist Program

Admission Requirements

1. A Master's Degree from an accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
4. Non-refundable \$20.00 application fee for first-time applicants to Minnesota State University Moorhead.
5. Two letters of references which evaluate the applicant's potential for success as a graduate student and as an educational administrator (forms provided).
6. Essay on 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.

Admission in Full Standing:

MN Licensure & Specialist Degree - Master's degree with a cumulative GPA of 3.25 or better on a 4.0 scale and 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 their potential is not adequately reflected in their record. See the MSUM *Graduate Bulletin* for addition requirements.

Degree Requirements

1. Admission requirements.
2. Course work in educational leadership, the nature of which depends on the degree plan chosen by the student.
3. 3.25 grade point average required for courses submitted for the degree. Grades below C are unacceptable for graduate credit.
4. Six semester credits of practica [field based study] (ED 794).
5. A minimum of two semester credits of coursework in an elective area.
6. A four-semester credit field study and subsequent oral examination.

Detailed information on these requirements and departmental policies and procedures may be obtained from the Educational Administration Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

Students pursuing a specialist degree in educational administration have five degree options to choose from, depending on their ultimate career goal. Each of the five options follows, 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.

The following list presents courses for the Specialist Degree in Educational Administration. Course selection is determined by a pre-assessment of transcripts. Courses are distributed as follows:

Dimension I – Personal and Professional Development

4-6 credits of coursework dependent upon portfolio needs

ED 796: Seminar in School Admin. & Supervision (MSU 1-6)

Dimension II – Instructional Leadership

ED 640: Education and Society (2)
 ED 610: Philosophy of Education (2)
 ED 714: History of Education (2)
 ED 717: Adult Learning (2)
 ED 780: Instructional Models (2)
 ED 784: School Personnel Administration (2)
 ED 785: Org. and Admin. of Vocational Technical Education (2)

Dimension III – Organizational Leadership

ED 782: Supervisory and Administrative Theories (4)
 ED 777: Tort Liability (2)
 SPED 594: Legal/Social Foundations of Special Education (2)
 ED 788: School Finance & Business Management (4)

Dimension IV – Political and Community Leadership

ED 748: Collective Bargaining & Negotiations in Education (2)
 ED 779: Politics and Policy Analysis in Education (2)
 ED 789: School-Community Relations (2)

Dimension V - Information Systems for Leadership & Instruction

ED 783: Computer Data Management and Decision Making (2)
 ED 786: School Facility Planning (2)
 ED 799: Field Study (4) [required for the specialist degree]

Dimension VI – Specialty Option Selected from:

ED 794: Practicum: Budget and Finance (2)
 ED 794: Practicum: Elem. School Principalship (2)
 ED 794: Practicum: General Leadership (2)
 ED 794: Practicum: Secondary School Principalship (2)
 ED 787: Practicum: Supervision (2)
 ED 794: Practicum: Superintendent (2)

Master of Science—Music Education
 Music Department • (218) 477-2101 • Roland Dille Center for the Arts 102

Program Description

The Master of Science degree in Music Education is designed to further develop the skills and advance the knowledge of the professional music educator. Areas of emphasis include: performance, conducting, pedagogy, composition, theory, history and literature, music technology, and new media.

Admission Requirements

**The Master of Science
 in Music Education
 graduate program is not
 taking new applications
 at this time. This
 program is going
 through a curriculum
 revision.**

Diagnostic Exams

Upon admission, all students will be examined in music theory, history, and performance. If deficiencies are noted, appropriate course work will be required as prerequisites to graduate study.

Degree Requirements

The program is designed with two plans. **Plan A** (30 credits) culminates in a thesis on a topic in music education or pedagogy. Music electives are chosen to support the thesis topic. **Plan B** (32 credits) culminates in a project, composition, or recital. Each of these options requires a related written 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. 3.0 grade point average required for courses submitted for the degree. A grade of C+ or less is not acceptable for any course on the student's "course plan" submitted for completion of the program.

4. Written comprehensive examination.
5. Thesis (Plan A) or Recital, Composition or Project (Plan B).
6. Oral examination.

A minimum of 2 credits of Performance Study or Composition at the 600 level is required in order to present a recital. One month prior to the recital, a hearing for the graduate committee will be held to make a recommendation concerning the proposed recital.

Detailed information on these requirements and department policies and procedures may be obtained from the Music Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Music Education—Plan A (30 credits)
(Culminates in a Thesis)**Requirements (16 Credits)**

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

- MUS 630: Research in Music (2)
- 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)
- MUS 699: Thesis in Music (1-4)

The program requires a minimum of 13 credits at the 600 or 700 level (exclusive of MUS 699). The program also requires a minimum of 15 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (10 Credits)

Students must earn two credits in performance ensembles, six credits in courses in Music Education and/or Pedagogy, and two credits in Music History or Music Theory. Music electives are chosen in close consultation with a faculty advisor.

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, Option 1
(32 credits)**

(Culminates in a Project or Composition and related written document)

Requirements (14 Credits)

In addition to the courses listed below, students must earn four credits in Performance Study or Composition at the 500 or 600 level. Students must earn at least two credits in MUS 697.

MUS 630: Research in Music (2)

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)

MUS 697: Individual Study (1-2)

The program requires a minimum of 15 credits at the 600 or 700 level (exclusive of MUS 697). The program also requires a minimum of 16 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (12 Credits)

Students must earn two credits in performance ensembles, six credits in courses in Music Education and/or Pedagogy, and four credits in Music History and/or Music Theory. Music electives are chosen in close consultation with a faculty advisor.

Electives (6 Credits)

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

**M.S. Degree in Music Education—Plan B, Option 2
(32 credits)**

(Culminates in a Recital and related written document)

Requirements (14 Credits)

In addition to the courses listed below, students must earn four credits in Performance Study or Composition at the 500 or 600 level. Students must earn at least one credit in MUS 697.

MUS 630: Research in Music (2)

MUS 640: Directed Study in Music History (2)

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

MUS 650: Graduate Recital (1)

MUS 674: Directed Study in Music Theory (2)

MUS 697: Individual Study (1-2)

The program requires a minimum of 15 credits at the 600 or 700 level (exclusive of MUS 697). The program also requires a minimum of 16 credits completed at MSUM in offerings by MSUM faculty.

Restricted Electives (12 Credits)

Students must earn two credits in performance ensembles, six credits in courses in Music Education and/or Pedagogy, and four credits in Music History and/or Music Theory. Music electives are chosen in close consultation with a faculty advisor.

Electives (6 Credits)

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

Master of Science—Nursing

Tri-College University Nursing Consortium

Program Coordinator: Jane Giedt • (218) 477-4699 • Murray Commons 214

<http://www.tri-college.org>**Program Description**

The Master of Science in Nursing Program is jointly offered by a consortium of the nursing departments of Concordia College, Minnesota State University Moorhead, and North Dakota State University. It is designed to (1) provide advanced nursing education that is accessible and flexible; (2) respond to the increasingly complex health care needs of individuals, families, and high risk clients in rural and urban settings; (3) contribute to the advancement of nursing practice and the discipline of nursing; and (4) collaborate for expanded clinical practice and research partnerships between educational and service settings. Courses are taught by faculty members from all three institutions and classes may be held on any of the three campuses.

Accreditation

The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Guidelines from national and speciality organizations were used to develop a curriculum that prepares graduates for certification examinations.

Curriculum Components

The MS program includes graduate core courses, speciality track advanced practice courses, other nursing and support courses, clinical practica, and either a master's project, paper, or thesis. The focus of the program is advanced nursing practice with a choice of three speciality tracks:

1. Clinical Nurse Specialist in Adult Health
2. Family Nurse Practitioner
3. Nurse Educator

Most of the core courses are offered in an Internet-enhanced format with class meetings 5 times a semester. Clinical practica are arranged in the student's location whenever possible.

Student Learning Outcomes

On completion of the Master of Science in Nursing graduates are expected to:

- incorporate theoretical contributions and scientific knowledge of the discipline in providing holistic care.
- collaborate in scholarly activities of inquiry related to the nursing profession, including the evaluation, application and integration of nursing research in one's practice.
- contribute to the improvement of health policy, delivery of health services, and the financing of health care.

- analyze ethical, legal, and moral issues related to health and illness in society, with an awareness of one's own position.
- develop, implement and modify programs or plans of care for diverse client populations from a health promotion and disease prevention perspective.
- demonstrate competency in specialized roles within the context of independent and collaborative nursing practice.

Admission Requirements

1. Admission for graduate study to one of the Tri-College University institutions.
2. Baccalaureate degree in nursing from a nationally accredited program. Registered Nurses with a baccalaureate degree in another field are encouraged to discuss other options with the graduate program chair.
3. A minimum 3.0 grade point average on a 4.0 scale in baccalaureate nursing courses.
4. Current registered nurse licensure in good standing (will be verified electronically).
5. One year of clinical experience as a baccalaureate prepared RN preferred.
6. Completed Nursing Program Application that includes:
 - Demographic information
 - Three references: two from professional colleagues that address clinical competence and potential for graduate education and one personal reference (use Professional Reference and Personal Reference forms provided).
 - Written narrative of applicant's professional experience and future professional goals.
7. Interview with FNP faculty members required for admission to the Family Nurse Practitioner track. Admission to the Family Nurse Practitioner (FNP) track is limited to 10 students per year.

Post-Admission Requirements

1. Evidence of current immunizations and TB testing required prior to attending clinical classes. Must provide photocopies of current tuberculin test clearance, Hepatitis B series, Diphtheria, Tetanus, and MMR or rubella screening for antibodies. MMR not necessary if student's birth year is prior to 1956.
2. Criminal background check on admission.
3. Professional liability insurance required prior to taking clinical courses. Provide photocopy of policy facesheet showing dates of coverage with yearly updates if necessary.
4. Current CPR certification (health provider level) required prior to taking clinical courses.

Degree Requirements

The program must be completed under Plan A or Plan B.

1. All students must complete the program within 7 years.
2. Students may progress either full or part-time, depending on the area of study. Full-time students may complete the MS degree in 2 years. For the FNP track, this includes summer coursework.
3. A maximum of 12 graduate semester credits, all of which must be related to the program (with a grade of B or better), may be transferred from other appropriately accredited colleges or universities with the consent of the Graduate Nursing Program Chair.
4. 3.0 grade point average required for all courses submitted for the degree.
5. Thesis or classroom-based research project. The number of credits required for the project or thesis differs at each institution.
6. Oral examination by the candidate's committee based upon and following completion of the thesis or classroom-based research.

Detailed information on these requirements and department policies and procedures may be obtained from the Nursing Graduate Program Chair or from the website. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Nursing—Plans A and B**Core Requirements for all Tracks (11 credits)**

- NURS 600: Theoretical Perspectives of the Discipline (2)
- NURS 602: Ethics of Health Care and Nursing (2)
- NURS 604: Advanced Nursing Research (3)
(inferential statistics course is prerequisite)
- NURS 606: Health Care Delivery Systems, Policy, and Financing (2)
- NURS 610: Health Promotion and Preventive Care (2)

Specialty Courses for Clinical Nurse Specialist in**Adult Health (32 credits)**

- NURS 612: Advanced Health Assessment (3)
- NURS 614: Advanced Pathophysiology I: Concepts (2)
- NURS 616: Advanced Pathophysiology II: Systems (2)
- NURS 631: Pharmacology I (2)
- NURS 632: Pharmacology II (2)
- NURS 640: Adult Nursing I (3)
- NURS 640P: Advanced Practicum I (4)
- NURS 641: Adult Nursing II (3)
- NURS 641P: Advanced Practicum II (5)

Specialty Courses for Family Nurse Practitioner

(35 credits)

- NURS 612: Advanced Health Assessment(3)
- NURS 612P: Practicum I: Adv. Health Assessment (3)
- NURS 614: Advanced Pathophysiology I: Concepts (2)
- NURS 616: Advanced Pathophysiology II: Systems (2)
- NURS 618: Family Theory (2)
- NURS 620: Advanced Practice Roles (2)
- NURS 620P: Practicum IV: FNP Role Integration (4)
- NURS 630: Advanced Community Assessment (3)
- NURS 631: Pharmacology I (2)
- NURS 632: Pharmacology II (2)
- NURS 633: Family Primary Care I: Assessment & Management (3)
- NURS 633P: Practicum II: Family Primary Care II (4)
- NURS 634: Family Primary Care II: Assessment & Management (3)
- NURS 634P: Practicum III: Family Primary Care III (4)

Specialty Courses for Nurse Educator (28-29 credits)

- NURS 622: Teaching: Technology and Information Management (3)
- NURS 623: Nurse as Educator (4)
- NURS 627: Program/Curriculum Design & Evaluation (3)
- NURS 640P: Advanced Practicum I (4)
- Approved Nursing or Education electives (6-10)

Master's Project or Thesis for all Tracks

- NURS 696: Master's Project [Plan B] (2)
- OR NURS 699: Master's Thesis [Plan A] (4)

Master of Science—Public, Human Service and Health Administration

Program Coordinator: Steven R. Bolduc • (218) 477-4683 • MSUM Annex

<http://www.mnstate.edu/phsha/>

Program Description

This program is designed to provide the theoretical background and practical skills needed to administer public, social service and health care organizations. 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.

Student Learning Outcomes

Students completing the Master of Science in Public, Human Service and Health Administration will be able to demonstrate

- understanding of administrative challenges and contexts;
- knowledge of financial, legal, marketing and human resource management skills;
- leadership abilities;
- analytical and problem-solving skills;
- written and oral communication skills necessary to facilitate administration.

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. Completed Statement of Purpose (form provided).
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. Quantitative, verbal and analytical scores on the Graduate Record Examination (GRE). Only official scores are accepted; no more than five years old. Both grade point average and GRE scores are evaluated to determine admission.
8. 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.

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. 3.0 grade point average required for courses submitted for the degree. A grade of B- or higher is required for all courses submitted for completion of the program on the student's course plan (see *Graduate Bulletin*). A grade of C+ or lower in two or more graduate courses is grounds for removal from the program.
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 graduate faculty members.

Detailed information on these requirements and department policies and procedures may be obtained from the PHSHA Graduate Program Coordinator. Further information on degree requirements is found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Public, Human Service and Health Administration (35 credit minimum)

Courses to be selected in consultation with the PHSHA Coordinator from those listed below plus electives appropriate to the student's career or specialization focus. A minimum of 35 credits must be submitted on the student's Proposed Graduate Course Plan. Students are responsible for all specific program requirements included in the *PHSHA Student Handbook* that is available from the Program Coordinator.

Core Curriculum:

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

Electives (not limited to these courses):

- HLTH 514: Health Service Planning & Evaluation (3)
- HLTH 516: Health Services Management (3)
- HLTH 518: Medical and Health Care Law (3)
- HLTH 519: Financial Management of Health Care Organizations (3)
- NURS 606: Healthy Care Delivery Systems, Policy & Financing (2)
- NURS 618: Family Nursing Theory and Health Promotions (3)
- NURS 630: Advanced Community Assessment (3)
- PHSA 695: Special Problems (3)
- SW 590: Social Policy (3)

Master of Science—Reading

Elementary and Early Childhood Education Department • (218) 477-2216 • Lommen Hall

Program Description

The Master of Science in Reading program offers candidates study in developmental diagnosis, literacy instruction and assessment, literacy in the content areas, literature for children and young adults, and literacy in the curriculum and in society. The program prepares teachers as reading specialists in grades K-12.

Student Learning Outcomes

Literacy: Students who graduate with a Master of Science in Reading will

- know literacy research and theory.
- know cultural dimensions of literacy.
- understand theories and beliefs about reading, instruction, and assessment.
- organize and advance reading programs.

Literature: Students who graduate with a Master of Science in Reading will

- know a significant body of literature for children and young adults, including literature in many genres and from a diversity of cultures.
- apply several critical and theoretical approaches to interpretation of literature for children and young adults.
- apply strategies for reading literature.
- techniques that film uses to tell a story.
- design units that focus on the teaching of literature as a discipline.

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 Studies Office.
7. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
8. Scores from the Miller Analogies Test (MAT). Only official scores are accepted; no more than five years old.
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 or Plan B.

1. A minimum of 33 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 required for courses submitted for the degree. A grade of "C" or less is unacceptable in required literacy and literature courses.
4. Written comprehensive examination.
5. Thesis or classroom-based research project.
6. Oral examination by the candidate's committee, based upon and following completion of the thesis or classroom-based research.

Detailed information on these requirements and department policies and procedures may be obtained from the Reading Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

M.S. Degree in Reading—Plans A and B

Requirements (22 Credits)

The M.S. Degree in Reading is open to students who hold a valid teaching license plus a minimum of two years of successful teaching.

EECE 601: Introduction to Literacy Studies (2)

EECE 612: Literacy in Society (2)

EECE 612R: Literacy in Society: Readings and Research (1)

EECE 613: Literacy Instruction and Assessment: A Historical Perspective (3)

EECE 614: Literacy in the Content Areas (3)

EECE 615: Literature for Children and Youth: Content and Methods (3)

EECE 642: Elementary School Curriculum (2)

OR ED 643: Secondary School Curriculum (2)

EECE 623: Special Topics in Children's Literature (3)

OR EECE 662: Folkloric Patterns in Children's Literature (3)

EECE 645: Developmental Diagnosis of and Instruction in Literacy (3)

Electives (3 Credits)

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

Research Option -- Plan A Thesis (8 credits)

ED 602: Statistics (2)
ED 603: Methods of Research (2)
EECE 699: Thesis (4)

Research Option -- Plan B Classroom-Based Research (8 credits)

ED 608: Educational Research (3)
ED 695: Special Problems (2)
EECE 699: Field Research (3)

Minnesota Reading Licensure

The Minnesota Board of Teaching approved the MSUM Reading License in fall of 2005. It is a 16-credit option that may be added to any Minnesota license. This license qualified a person to be a Reading Coordinator in a school district, doing assessments, providing in-service training to classroom teachers, and providing leadership in the area of reading for the district.

Coursework required for the Reading License:

EECE 525*: Reading Foundations or equivalent course (3)
EECE 613: Literature Instruction and Assessment: A Historical Perspective (3)
EECE 614: Literacy in the Content Areas (3)

EECE 615: Literature for Children and Adolescents: Content and Methods (3)
EECE 645: Developmental Diagnosis and Instruction in Literacy (3)
EECE 646: Reading Clinic (at two levels) (2)
EECE 691: Administration & Supervision of Reading (2)
*EECE 525 is a special Reading Foundations course needed only by those incoming students who have no reading courses in their undergraduate program. If a student brings in an Elementary/early Childhood Education major, this course is not required.

Graduate Certificates

For students seeking some concentration in reading at the graduate level but who are not ready to enroll in the Masters program, MSUM offers two Graduate Certificates in Reading: Literature for Children and Young Adults (12 credits) and Literacy Instruction (14 credits). These certificates are designed both to stand alone and to complement the M.S. in Reading degree. Six credits from each of the certificate programs may also apply to the M.S. in Reading. Please refer to the "Graduate Certificates" section (pp. 40-41) for further information.

Master of Science and Specialist Degree—School Psychology

Program Coordinator: Margaret Potter • (218) 477-2805 • Bridges Hall 360

<http://www.mnstate.edu/gradpsyc/>

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. Continuous registration from enrollment to completion of Specialist degree (excluding summers) in coursework at MSUM or PSY 698/798: Continuing Registration is required.

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.

Student Learning Outcomes

Students who complete the Master of Science and Specialist in School Psychology will show

- evidence of a knowledge base in psychology.
- evidence of a knowledge base in education.
- evidence of ability to develop assessment strategies and to interpret assessment data.
- evidence of writing ability.
- evidence of ability to conduct research, evaluate research and to convey research findings.
- evidence of skill in designing and implementing intervention strategies for a variety of learning and social-emotional problems.
- evidence of an ability to consult effectively with teachers, parents and other professionals.
- evidence of an understanding of the needs of individuals with disabilities and from different cultural groups and of an ability to work effectively with various populations of students.
- evidence of ability to function ethically in the role of school psychologist.
- evidence of ability to use emergent technologies.

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 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 Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Combined score of 1,000 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE). Only official scores are accepted; no more than five years old.
7. Letter of intent specifying career goals and research interests.
8. Three letters of recommendation. At least one letter should be from someone who can speak to the candidate's academic skills (use forms provided).
9. A personal or telephone interview is highly recommended. Interviews are to be done as part of the application *before* the application deadline. It is up to the applicant to schedule the interview by contacting the Program Director.

Degree Requirements

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

1. Minimum of 30 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 in the **Graduate Bulletin** for further information.
3. 3.0 grade point average required for courses submitted for the degree. A grade of "B-" is the minimum allowed in core school psychology classes and a "C-" is the minimum grade allowed in non-core classes.
4. Written comprehensive examination.
5. Thesis.
6. Oral examination in defense of the thesis.

Detailed information on these requirements and department policies and procedures may be obtained from the School Psychology Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

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 (4)

Restricted Electives (6 Credits)

Students must earn 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 (4-6 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 (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)
- OR an equivalent special education methods course approved by the Program Coordinator

The Specialist Degree Program

Admission Requirements

Students who have completed the M.S. in School Psychology from MSUM 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 Studies Office).
2. A letter of interest and intent submitted to the Graduate Studies Office with a copy to the Coordinator of the School Psychology Program.

For applicants who have completed MSUM's Master's degree in School Psychology, admission decisions will be made by the School Psychology Coordinating Committee (SPCC) and will be based on results of the most recent yearly review of student progress and progress since that review (See *School Psychology Student Handbook*).

No student may be admitted prior to completion of the M.S. degree. MSUM students who begin taking Specialist degree classes prior to earning the M.S. degree are cautioned that no more than nine of the credits taken prior to admission to the Specialist degree may be counted toward that degree without prior approval by the SPCC.

Applicants who have not been enrolled in the MSUM School Psychology program 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 earlier, must be met. If the student is admitted directly to the Specialist degree program, any MSUM Master's degree requirements not met as part of the student's previous degree program must be completed as part of the Specialist degree program. For more information, contact the Program Coordinator.

Degree Requirements

Degree completed under **Plan B**

1. Minimum of 30 credits (to total 61 for combined Master's and Specialist program).
2. National School Psychology exam.
3. 3.0 grade point average required for courses submitted for the degree. A grade of "B-" is the minimum allowed in core school psychology classes and a "C-" is the minimum grade allowed in non-core classes.
4. Portfolio demonstrating mastery of program objectives.
5. Final oral examination based on portfolio materials.

Detailed information on these requirements and department policies and procedures may be obtained from the School Psychology Graduate Program Coordinator. Further information on degree requirements may be 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 (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)

OR an equivalent special education methods course
approved by the Program Coordinator.

Master of Science—Special Education

Program Coordinator: Linda Svobodny • (218) 477-2009 • Lommen Hall

Program Description

The Master of Science in Special Education is designed to further professional skills in the areas of Special Education and related research. The program focus is to understand advanced concepts, critically review research, and apply these concepts and research to the professional practice through ongoing, systematic professional development.

A student may choose to study a specific area of disability in one of the licensure areas, such as Specific Learning Disabilities, Emotional/Behavioral Disorders, Developmental Disabilities, Physical and Health Disabilities or Early Childhood Special Education. Another option is for the student to take more generic coursework that provides for a broad background in special education.

Student Learning Outcomes

Students who complete the Master of Science in Special Education will demonstrate

- knowledge and understanding of the principles of Teaching and Core Content Knowledge in Special Education.
- ability to assess, teach and evaluate learners with disabilities.
- ability to assume professional role of a Special Education teacher and demonstrate appropriate dispositions for teaching.
- professional research and writing capabilities through completion of written comprehensive exam and project or thesis.
- ability to use a variety of learning strategies which may include assistive technology and universal design in instruction.

Admission Requirements

1. Baccalaureate degree from an accredited institution.
2. Minimum of one year documented successful PreK-Grade 12 experience as a licensed teacher **OR** an undergraduate degree in education. Applicants with a comparable work experience and/or a related degree will be considered on an individual basis as determined by the department's graduate faculty. Information on specific requirements for individuals with a related degree or comparable work experience is available through the Special Education Graduate Coordinator.
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 Studies Office.

6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. Score on the Miller Analogies Test (MAT) of 380 or above or combined score of 800 or above on the Graduate Record Exam (GRE). Only official scores are accepted; no more than five years old.

Degree Requirements

The degree is offered with a thesis (Plan A) or project (Plan B) option. The thesis option requires the writing of a thesis and a minimum of 30 total graduate credits. The project option requires a final project and a minimum of 32 total graduate credits. Either option leads to the Master of Science in Special Education.

Additional Requirements

1. 3.0 grade point average required for courses submitted for the degree.
2. Written comprehensive examination.
3. Oral examination of thesis or project by committee.

Detailed information on these requirements and department policies and procedures may be obtained from the Special Education Graduate Program Coordinator. Further information on degree requirements may be found in "General Degree Requirements" at the front of the *Graduate Bulletin*.

An individualized program of study will be developed by the student and advisor. The plan should include the following coursework:

- SpEd 620: Perspectives and Policies in Special Education (3)
 SPED 664: Theory and Process of Consultation (2)
 SPED 699: Thesis (4)
OR SPED 697: Project (2)
 ED 602: Statistics in Educational Research (2)
 ED 603: Methods of Research (2)
OR ED 605: Single Subject and Small Group Research Design (2)
OR ED 611: Introduction to Qualitative Research (2)

At least 13 graduate credits of electives in Special Education for the thesis option and at least 17 graduate credits in Special Education electives for the project option.

A concentration of at least 4 graduate credits in a related area.

Seventeen of the total credits on the program of study must be at the 600 level.

A maximum of four credits of practicum.

Students who wish to transfer credits from other institutions or have taken coursework before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.

Master of Science—Speech-Language Pathology

Program Coordinator: LaRae McGillivray • (218) 477-4639 • Grier Hall 109

http://www.mnstate.edu/slshs/grad_program.htm

Program Description

The program is accredited by the Council on Academic Accreditation 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. Master's degree level of training is regarded as the minimum entry-level requirement for speech-language pathologists. It includes a minimum of 300 clock hours of clinical practicum at the graduate level. No more than 18 credit hours of clinical practicum and internship can be applied toward the Master's degree. Curriculum changes are anticipated as the new ASHA standards are implemented. Enrollment is limited. Applications must be postmarked by February 1. International students must complete the application process by January 1. Completing the degree requirements involves two years of full-time study.

Student Learning Outcomes

Students who complete the Master of Science in Speech-Language Pathology will

- acquire fundamental information describing the bases, nature, development, and use of speech, language, hearing and the total communication process.
- synthesize and evaluate specialized information describing the nature, etiology, assessment, and management of speech, language, and hearing disorders or differences.
- attain appropriate skill levels for clinical competencies as they progress through the graduate program.
- demonstrate skill in oral and written language.

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 Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Graduate Record Examination (GRE) scores. Only official scores are accepted; no more than five years old.

7. Department program application form.
8. Letters of recommendation (use forms provided).
9. Proficiency in English language including TOEFL score of at least 570 paper-based or 230 computer-based for students whose native language is not English.

Degree Requirements

1. Minimum of 48 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. 3.0 grade point average required for courses submitted for the degree. Grades of "C-" or below cannot be counted toward the degree. A grade of "C+" or lower in Clinical Experience will prevent a student from registering for Clinical Experience the following semester. Only one course (3 semester credits maximum) at the 500 level can be accepted for the degree.
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 MSUM.

Detailed information on these requirements and departmental policies and procedures may be obtained from the Speech-Language Pathology Graduate Program Coordinator. 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 (5-7 Credits)

Students must complete SLP 696 or SLP 699.
 SLP 601: Research Design in Speech-Language Pathology (3)
 SLP 696: Research Project (1-2)
 SLP 699: Thesis (4)

Restricted Electives (18 Credits)

Students will complete various practicum experiences as directed by a faculty advisor.
 SLP 646 Clinical Experience (3)

Electives (23-25 Credits)

Students will need to earn between 23 and 25 credits of SLP electives depending upon whether they have selected SLP 696 or SLP 699. All students are required to earn at least 48 credits to accomplish the degree.

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

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

SLP 623: Seminar: Voice (3)

SLP 624: Seminar: Fluency (2)

SLP 626: Language Development and Disorders in Adolescents (2)

SLP 627: Communication in Normal Aging and Dementia (2)

SLP 630: Neurogenic Communication Disorders I (3)

SLP 631: Neurogenic Communication Disorders II (3)

SLP 641: Seminar: Language Intervention (2)

SLP 642: Augmentative and Alternative Communication (3)

SLP 647: Diagnostic and Appraisal Procedures (2)

SLP 681: Seminar: Dysphagia (2)

SLP 690: Topical Seminar in Speech/Language/
Hearing Sciences (1-3)

SLP 697: Individual Study (1-3)

University of Minnesota Master of Social Work Option

Via Distance Education

Contact Person at MSUM: Trude Hendrickson • (218) 477-2613 • Lommen 096

Program Description

The focus of the Master of Social Work (M.S.W.) degree program option is on direct practice. The goal of this concentration is to prepare students for advanced social work practice with a variety of populations and settings. The curriculum prepares students for interventions with individuals and families as well as work with communities and organizations for social change.

Admission Requirements

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

The curriculum is offered in two basic formats: the full program of 50 semester credits for persons who do not have an undergraduate degree in social work, or the advanced standing program, a minimum of 34 semester credits, which is available to persons with an undergraduate degree in social work from an undergraduate program in social work that was accredited by the Council on Social Work Education (CSWE) at the time the degree was awarded. To be eligible for this advanced standing program applicants must have completed their undergraduate degree in social work within seven years of enrolling in the M.S.W. degree program.

Minimum Application Requirements--50 credit program (full program):

1. Completion of an undergraduate degree with a grade point average of 3.0 or higher preferred (A = 4.0).
2. One year of experience in social work or a related human service field.
3. An undergraduate degree with a liberal arts orientation that includes 39 quarter credits or 26 semester credits in college level social sciences.

Minimum Application Requirements--34 credit program (advanced standing):

1. Completion of an undergraduate degree in social work within seven years of enrolling in the graduate program, with a grade point average of 3.0 or higher preferred (A = 4.0).
2. One year of experience in social work or a related human service field.

Required Application Materials (full program and advanced standing):

1. Completion of all required application forms for the School of Social Work and the Graduate School of the University of Minnesota.
2. Two sets of transcripts from all colleges, universities and graduate courses attended, one of which must be official and one that can be unofficial.
3. A personal statement that outlines an understanding of the profession of social work and career goals.
4. A formal academic writing sample that discusses views on social welfare.
5. Letters of recommendation.
6. A non-refundable application fee that is payable to the Graduate School Admissions Office.
7. Results from the TOEFL exam for international students whose first language is other than English (a score of 550 is required).
8. Scores from the Graduate Record Exam (GRE) if the applicant's undergraduate transcript contained "pass/no pass credit," or other ungraded notations for a substantial number of courses taken during the final two years of study at the undergraduate level.

No entrance testing is required for most applicants.

Enrollment Prerequisites:

Admitted applicants must successfully complete a college-level course in statistics and a college-level course in biology that includes content on human anatomical and physiological development. 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 either 50 (full program) credits or 34 (advanced standing) credits required. The full program includes foundation course requirements, courses in the concentration area, electives and two field internships of 480 hours each. The advanced standing curriculum includes required courses and electives in the direct practice concentration, and one field internship of 480 hours. An advanced standing student must enroll as a graduate degree-seeking student within seven years of completing the undergraduate social work degree. A student with advanced standing may be required to take credits beyond the 34-credit minimum if she/he received a grade of less than B (3.0) in an undergraduate social work course that fills a foundation requirement.

Program Delivery

Social Work courses available at Minnesota State University Moorhead (MSUM) are delivered via interactive television and in-person instruction. Faculty, instruction, and course work are the same as that offered in classrooms on the Twin Cities campus. Students participate through interactive television with the faculty and peers at similarly equipped classrooms in the Twin Cities and other distance sites. Some courses are also supported with course web-sites. There are some graduate-level courses offered at MSUM that can be considered for electives for the M.S.W. degree program.

Admission Deadlines

The University of Minnesota only enrolls cohorts of full program and advanced standing students at the MSUM site on an every other year basis in the fall. A new cohort of full program and advanced standing students will be admitted in Fall 2004. Community persons may take up to eight credits in this program without being admitted that may be later transferred into the program.

Application forms and materials are available by contacting the School of Social Work Admissions Office at 1-800-779-8636 or 612-624-4704 or online at: ssw.che.umn.edu. Interested persons can obtain further information about the program at MSUM by contacting the on-site coordinator, Trude Hendrickson, at 218-477-2613, or by visiting the School of Social Work website at ssw.che.umn.edu/

Graduate Certificates

Graduate Certificates are awarded for successful completion of a program to certify knowledge and/or professional skills in a specialized advanced area of knowledge or practice. Five Graduate Certificates are available at Minnesota State University Moorhead.

Graduate Certificate in Literature for Children and Young Adults

Contact: EECE Department • (218) 477-2216

Certificate Description

This certificate may be added to either a Bachelor's or Master's degree. Six credits (EECE 660) from this Certificate program may also apply to the M.S. in Reading degree.

Admission Requirements

1. Baccalaureate degree in Education from an accredited Institution with prerequisite 300-400 level course in children's or young adult literature
OR
Baccalaureate degree with a major or minor in English with emphasis on literature.

For those students NOT admitted to the Reading Graduate Program, submit the following:

2. Completed "Application for Admission to Graduate Study" form indicating Graduate Special under "Program Admission Requested".
3. Completed "Application to Certificate Program".
4. 2.75 grade point average.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.

Certificate Requirements (12 Credits)

EECE 623: Special Topics in Literature for Young Readers (3)
EECE 615: Literature for Children and Adolescents: Content and Methods (3)
EECE 662: Folkloric Patterns in Literature for Young Readers (3)
Literature elective (3)

Graduate Certificate in Literacy Instruction

Contact: EECE Department • (218) 477-2216

Certificate Description

This certificate may be added to either a Bachelor's or Master's degree. Six credits (EECE 613 and 645) from this Certificate program may also apply to the M.S. in Reading degree as well as the Reading license.

Admission Requirements

1. Baccalaureate degree in Education from an accredited Institution with a prerequisite course in methods and materials of teaching reading in elementary, middle, or high school and a prerequisite course in assessment.

For those students NOT admitted to the Reading Graduate Program, submit the following:

2. Completed "Application for Admission to Graduate Study" form indicating Graduate Special under "Program Admission Requested".
3. Completed "Application to Certificate Program".
4. 2.75 grade point average.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.

Certificate Requirements (14 Credits)

EECE 539: Infusing Technology into Literacy Instruction (2)
EECE 613: Literacy Instruction and Assessment: A Historical Perspective (3)
EECE 645: Developmental Diagnosis of and Instruction in Literacy (3)
ENGL 593: Grammars of English (3)
ENGL 594: Teaching English in Middle/Junior High (3)

Graduate Certificate in Teaching and Learning with Technology

Contact: Rhonda Ficek • (218) 477-2339 or
Jan Flack • (218) 477-2395

Certificate Description

This certificate is designed to develop and enhance skills in the integration of technology into the curriculum. All courses are online, where a combination of activities involving CD-ROM materials, web-based instructional materials, and hands-on computer experiences will provide participants with the skills, ideas, and abilities to allow them to utilize technology effectively in a teaching environment.

Five credits from this Certificate program may be applied to the M.S. in Curriculum and Instruction degree and seven may be applied toward the M.S. in Educational Leadership degree.

Admission Requirements

1. Baccalaureate degree from accredited institution.

For those students NOT admitted to a Graduate Program, submit the following:

2. Completed "Application for Admission to Graduate Study" form.
3. Non-refundable \$20.00 fee for first-time applicants to MSUM.
4. Completed Certificate Application Form.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
6. Completed statements on professional teaching/related experience and technology knowledge and expertise.

Certificate Requirements (18 Credits)

- ED 519: Creating Web-Based Curriculum Materials (2)
ED 522: Electronic Resources: Issues and Practice (2)
ED 525: Methods of Computer-Mediated Communication in Education (2)
ED 528: Effective Use of Multimedia (2)
ED 533: Technology Troubleshooting for Your Computer (2)
ED 534: Assessment Strategies for Technology-Enhanced Curriculum (2)
ED 633: Technology and Information Systems (2)

Electives Choose 2 of the following:

- ED 535: Infusing Technology into the Mathematics Curriculum (2)
ED 539: Infusing Technology into Literacy Instruction (2)
ED 539: Infusing Technology into the Science Curriculum (2)

Graduate Certificate in Middle School Education

Contact: College of Education and Human Services • (218) 477-2096

Certificate Description

This certificate is designed to prepare teachers to work within the unique framework of middle schools and to design and deliver an educational experience that is responsive to the intellectual, emotional and social needs of young adolescent students. The foundation of this certificate will be based on the successful practices of the middle school.

Five graduate credits from this Certificate program may be applied to the M.S. in Curriculum and Instruction degree of six graduate credits may be applied to the M.S. in Educational Administration degree or to Minnesota licensure for K-12 principals.

Admission Requirements

1. Baccalaureate degree from accredited institution.

For those students NOT admitted to a Graduate Program, submit the following:

2. Completed "Application for Admission to Graduate Study" form.
3. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.

Certificate Requirements (12 Credits)

- ED 551: Middle School Philosophy (2)
ED 552: Adolescent Development and Advisor/Advisee Programs (2)
ED 553: Interdisciplinary Instructional Strategies (2)
EECE 548: Reading in the Content Area (3)
OR EECE 614: Literacy in the Content Areas (3) [as approved by the Certificate Coordinator]

In addition to the above, a curriculum methods course appropriate for the area of emphasis in midlevel education, such as one of the following, is required:

- *ENG 494: Teaching English in Middle School/Junior High (3)
*MATH 316: Teaching Mathematics in the Middle Grade (3)
*BIOL/PHY/CHEM 442: Science Methods in the Middle School/Secondary (1)
OR other curriculum methods courses [as approved by the Certificate Coordinator]

* undergraduate courses may not be applied to a Master's degree

**Graduate Certificate in
Publishing****Contact: Wayne Gudmundson • (218) 477-2296****Certificate Description**

Prepares students to work within the unique framework of the publishing industry, and to design and deliver an educational experience that allows students to learn about acquiring, editing, publishing and promoting new literature. Completion of the certificate would develop a set of skills that would qualify the student for entry-level employment in the publishing industry. This certificate may be added to either a Bachelor's or Master's degree. 12 graduate credits from this certificate program may also be applied to the MFA in Creative Writing graduate degree.

Admission Requirements

1. Baccalaureate degree from an accredited institution.

For those students NOT admitted to a Graduate Program, submit the following:

2. Completed Application for Admission to Graduate Study form indicating Graduate Special under "Program Admission Requested".
3. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.

Certificate Requirements (12 Credits)

ENGL 502: Introduction to Publishing (3)
MFA 669: Internship (3)

**Core Classes in Communications or Writing
(6 credits)**

MFA 688: Creative Writing (3, repeatable)
ENGL 590: Craft of Prose or Poetry (1-3)
MFA 677: Writing-related tutorials (1-3)

Course Descriptions

Graduate programs and courses are periodically revised. Please check with the appropriate department for course availability. See also: <http://www.mnstate.edu/home/courses/courses.asp>

Anthropology

ANTH 545 Seminar in Anthropology (3)

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 Research in Anthropology (1-5)

Research in anthropology under the supervision of a member of the faculty.

Prerequisite: Consent of instructor.

Biology

BIOL 590 Topics in Biology (1-4)

This is a topical course and may be repeated when the topic changes.

Chemistry

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 300 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 380.

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: Consent of instructor.

CHEM 550 Topics in Physical Chemistry (2)

Selected topics such as kinetics, statistical thermodynamics or quantum chemistry.

Prerequisite: CHEM 460 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 360 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 380 or consent of instructor.

Communication Studies

CMST 516 Special Projects: Speech (1-3)

Advanced individualized creative or investigative work in a particular phase of communication studies. May be taken more than once if content is substantially different.

CMST 590 Topics in Communication (1-3)

CMST 599 Topical Workshop (1-3)

Counseling & Student Affairs

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 (1)
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 (2)
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 Theories of Individual and Family Counseling (3)
Study and examination of individual and family theories of counseling. Key concepts, goals, therapeutic process, techniques, applications, contributions, and limitations of both individual counseling theories and family counseling theories are examined.

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 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 630 Group Counseling (3)
Group dynamics in theory and practice.
Prerequisite: CNSA 620.

CNSA 640 Ethical and Legal Issues in Counseling (1)
Ethical and legal issues related to counseling. Ethical codes, ethical decision making, and common ethical and legal issues in counseling are examined.

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 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 620 and consent of instructor.

CNSA 691B Practicum in Student Affairs in Higher Education (2)
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 620 and consent of instructor.

CNSA 691C Practicum in College Counseling (3)

A practical and field experience in college counseling. May be repeated. Maximum of 6 credits may be counted toward the degree. **Prerequisite:** CNSA 620 and consent of instructor.

CNSA 691D Practicum in Community Counseling (3)

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

Prerequisite: CNSA 620 and consent of instructor.

CNSA 692A Internship in School Counseling (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 (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 (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 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.

Education**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 511 Technology for Teachers (1)

Educational technology for classroom teachers. Covers knowledge of office and web design software, national technology standards, online learning, technology-enhanced teaching, internet resources, internet ethics, and critical perspectives on technology. This course does not count toward the Teaching and Learning with Technology Certificate or the Educational Leadership graduate program.

ED 512 Social and Cultural Aspects of Teaching and Learning (4)

This online course is an introduction to the history, philosophy, and politics of education. It covers cultural and social influences on learning and teaching strategies that address them. Includes field experience. **Prerequisite:** ED 511

ED 513 Psychology of Teaching and Learning (4)

This is an online survey course of psychology as it pertains to classroom teaching, student learning, and management of students, students with exceptionalities, and collaboration and consultation issues that commonly arise in the practice of public pedagogy. **Prerequisite:** Ed 511

ED 518 Sociology of Education (2)

Same as SOC 518.

ED 519 Creating Web-Based Curriculum Materials (2)

This course will assist educators in the design and implementation of a classroom web site containing web-based lesson plans. It will also assist educators with web-based delivery methods and collaborative projects. Participants will create web-based classroom materials and collaborate with others via the Internet to extend the boundaries of the classroom.

ED 522 Electronic Resources: Issues and Practice (2)

This course covers many areas of the electronic research process, enhanced by the use and implications of emerging technology. There will be four main modules/sections: Internet Search Techniques, Evaluation and Selection of Internet Resources, Copyright Issues in Cyberspace, and Internet Privacy Issues.

ED 525 Methods of Computer-Mediated Communication in Education (2)

This course provides an introduction to modern electronic communication tools, considers strategies and issues involved in incorporating them into education, and offers experience in using them.

ED 528 Effective Use of Multimedia (2)

This course covers how multimedia enhances instruction and learning. Participants will plan and implement multimedia for classroom instruction. They will also review the use of multimedia to create multisensory learning experiences. **Prerequisite:** ED 519.

ED 533 Technology for Troubleshooting your Computer (2)

This course will cover basic diagnosis and repair of common software related problems for the non-technical user. It will examine general diagnostic methods as well as specific failures in both Windows and Macintosh environments. With the increase of technology use in education, it is becoming necessary for education personnel to be able to do basic computer troubleshooting. This course will prepare instructors to work smoothly in a technical environment.

ED 534 Assessment Strategies for Technology-Enhanced Curricula (2)

This course explores issues, strategies, methods, and techniques of assessment in technology-based curricula. **Prerequisite:** ED 525 and ED 528.

ED 535 Infusing Technology into Mathematics (2)

This course will examine and evaluate both commercial and free software available for mathematics instruction. Students will design learning activities that foster equitable, ethical, and legal use of technology. **Prerequisite:** ED 519.

ED 539 Infusing Technology into Literacy Instruction (2)

This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction. **Prerequisite:** ED 519.

ED 542 Infusing Technology into the Science Curriculum (2)

This course will provide a guided exploration of the use of technology in the science classroom and as a tool for professional development in science teaching. Technology resources, tools and applications will be examined and evaluated. The course will address the design, delivery and assessment of lessons and student learning activities that integrate technology in the study and practice of science. **Prerequisite:** ED 519.

ED 551 Middle School Philosophy (2)

This course is intended for those individuals preparing to become middle level school leaders and educators. It investigates the philosophical basis for middle level education and all phases of duties and responsibilities for educational leadership as they interact with the components of appropriate middle level education.

ED 552 Adolescent Development and Advisor/Advisee Programs (2)

The purpose of the course is to explore pre-adolescent development and the role adults play in the unique development of middle school students to build positive relationships through a team using planned advisory programs.

ED 553 Interdisciplinary Instructional Strategies (2)

The purpose of the course is to provide instruction in the design and preparation of interdisciplinary instructional units with appropriate instructional strategies for classroom use. The instructional units and strategies will be designed for use in grades 5-8 middle school classrooms using an interdisciplinary team approach to instruction.

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: CSIS 103 or equivalent.

ED 590 Topics in Education (1-3)

Topics in educational theory and practice. Since the course is topical in nature, it may be repeated when topics vary.

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 6 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. (Same as EECE 604)

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)

Case study methods, laboratory experience, and practicum where applicable. **Prerequisite:** Consent of instructor and advisor.

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)

An examination of the legislative and judicial actions affecting the public schools. Consideration is given to contemporary legal issues for teachers, administrators, and boards. (Same as EECE 631.)

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

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation. (Same as EECE 632.) **Prerequisite:** ED 630.

ED 633 Technology and Information Systems (2)

Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society. (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)

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. (Same as EECE 635.) **Prerequisite:** ED 630.

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 will be addressed.

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 will be addressed. *Prerequisite:* ED 630 and EECE 642.

ED 643 Secondary School Curriculum (2)

History, development and evaluation of curriculum patterns in the secondary schools. Analysis of current curricular practice and trends.

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

The organization and administration of educational programs for young adolescents. (Same as EECE 644.) *Prerequisite:* ED 630 and EECE 642.

ED 645 Portfolio Option Preassessment (1)

This course fulfills the pre-assessment portion of portfolio development for advanced graduate students completing a portfolio for a Master's degree or licensure in Minnesota. This course provides school leaders with preparation in knowledge, skills, and dispositions needed to identify professional needs and developmental plans for a professional portfolio.

ED 646 Portfolio Option Post-Assessment (1)

This course fulfills the final phase of portfolio development for advanced graduate students completing the portfolio component of a Master's degree or licensure in Minnesota. The course provides school leaders with preparation in skills to complete a professional portfolio and self-study autobiographical paper that demonstrates knowledge, skill, and dispositions in all program guidelines and indicators.

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 (2)

Construction of both established and innovative programs.

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)

ED 699 is the culminating course for the Curriculum and Instruction Master's Degree. Students complete their action research project and capstone writing project, and present these projects to peers and Curriculum and Instruction faculty. *Prerequisite:* Consent of instructor and advisor.

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 School Finance & Business Management (2)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting, and personnel. **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 790 Topics in Education (1-3)

Special topics in graduate education.

ED 794 Practicum (1-6)

Supervised field experiences in various areas of education administration. Seminar and projects required; Master's degree and courses in related areas required. **Prerequisite:** Consent of educational leadership program chair and university supervisor. (Same as NDSU 794.)

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

Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

Prerequisite: 10 credits of graduate level coursework in professional education.

ED 797 Individual Study in Education (2)

Independent research for advanced graduate students. Repeated to a maximum of 6 credits.

ED 799 Thesis or Field Research (1-4)

Major study in chosen area. Available for candidates for the specialist's degree. Project approval required from advisor committee.

Elementary and Early Childhood Education

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:** SPED 320 and EECE 341 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 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.

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 539 Infusing Technology into Literacy Instruction (2)

This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction. **Prerequisite:** ED 519.

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 425 or SPED 425 or teaching experience.

EECE 548 Reading Study Skills in the Content Areas (3)

Teaching techniques to improve reading ability in content materials; vocabulary, comprehension, study skills and providing for individual learning differences.

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 590 Topics in Elementary and Early Childhood Education (1-3)

This is a topics course and may be repeated as topics vary.

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 599 Topical Workshop (1-3)

This topical course is taught in workshop format and may be repeated when the topic varies.

EECE 601 Introduction to Literacy Studies (2)

This course will require new students in the graduate Reading program to develop their own models or paradigms of literacy based on classic works in the field.

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 read. Readings and topics explore the continued importance of a print society and the impact this has on how reading is taught. **Prerequisite:** Teaching licensure or consent of instructor.

EECE 612R Literacy in Society-Readings and Research (1)

This course is designed for teachers who will explore literacy issues as they impact lives. Exploration of reading, writing, responding, and reflecting, and the connections between and among these elements. Students will explore a specific issue of literacy that derives from the broader discussion of literacy issues in EECE 612. Requires a significant amount of independent reading.

EECE 613 Literacy Instruction and Assessment: A Historical Perspective (3)

The study and analysis of literacy learning theories as the basis for examining current instructional programs and practices. **Prerequisite:** Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

EECE 614 Literacy in the Content Areas (3)

Development of content-area literacy competencies, K-12. Emphasizes strategies for word identification, comprehension, and metacomprehension, in a variety of subject areas. **Prerequisite:** Teaching experience, EECE 613 and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

EECE 615 Literature for Young and Adolescent Readers: Content and Methods (3)

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 (3)

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)

An examination of the legislative and judicial actions affecting the public schools. Consideration is given to contemporary legal issues for teachers, administrators, and boards. (Same as ED 631.)

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

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation. (Same as ED 632.) **Prerequisite:** EECE 630.

EECE 633 Technology and Information Systems (2)

Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society. (Same as ED 633.)

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

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. (Same as ED 635.) **Prerequisite:** EECE 630.

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 the Elementary and Secondary Schools (4)

The common elements of leadership as they apply to the principalship. Practical applications in an elementary or secondary school setting are considered. (Same as NDSU 739.) **Prerequisite:** EECE 630 or ED 630 and EECE 642.

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:** EECE 637 recommended.

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

Organization and administration of educational programs for young adolescents. (Same as ED 644 and NDSU 644) **Prerequisite:** EECE 630.

EECE 645 Developmental Diagnosis of and Instruction in Literacy (3)

The study of informal and formal individual and group reading assessments, and the analysis and use of data from those assessments to make reading curricular and instructional decisions. Practical application through the tutoring of a K-12 student. **Prerequisite:** Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

EECE 646 Reading Clinic: Diagnosis (2)

Knowledge and application of methods of individual and group assessment, analysis of assessment data, and development of instruction for students with a wide range of reading backgrounds and skills. Practicum experience with individual students and groups of students required. **Prerequisite:** EECE/SPED 645 and licensed 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 660 Literature for Children and Young Adults (6)

The study of literature for children and young adults, selected on the basis of unifying themes and studied in the light of critical theories of literature and appropriate pedagogical practices.

EECE 662 Folkloric Patterns in Literature for Young Readers (3)

A study of folk tales, myths and legends from various cultures as a foundation for the imaginative work of modern writers for children and young adults.

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 691 Administration and Supervision of Reading Programs (2)

This course provides instruction, resources, and practical applications in the areas of leadership, supervision, and management of school, school district, state, and federal reading programs for K-12 students. Course content develops knowledge in the areas of fiscal, budgetary, and purchasing practices, as well as research-based best practices of reading pedagogy, student learning, classroom management, and the professional development of K-12 educators.

Prerequisite: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

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.

EECE 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. (Same as ED 782 and NDSU 782). **Prerequisite:** Ed 630.

EECE 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. (Same as ED 783 and NDSU 783)

EECE 784 School Personnel Administration (2)

Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration. (Same as ED 784 and NDSU 784). **Prerequisite:** ED 635.

EECE 786 School Facility Planning (2)

Principles in planning, construction and maintenance of school building, visitation and appraisal of buildings. (Same as ED 786 and NDSU 786). **Prerequisite:** ED 635.

EECE 788 School Finance and Business Management (4)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting and personnel. (Same as ED 788 and NDSU 788)

EECE 789 School Community Relations (2)

Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations. (Same as ED 789 and NDSU 789) **Prerequisite:** EECE 639.

EECE 794 Practicum in Administration (1-6)

Supervised field experiences in various areas in education administration. Seminar and projects required; Master's degree and courses in related areas required. (Same as ED 794)

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

Special topics seminars for practicing or potential administrators and supervisors. May be repeated. (Same as ED 796 and NDSU 796)

EECE 799 Thesis or Field Research (1-4)

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

English

ENGL 502 Introduction to Publishing (3)

This course familiarizes students with small press publishing and the various facets of the writing, publication and marketing processes. It also includes an orientation to New Rivers Press, a working non-profit press located at MSUM, and a daylong field trip to various publishing facilities in the Minneapolis-St. Paul area.

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 511 Chaucer (3)

Study of selected major works and their background.

ENGL 512 Spenser (3)

Study of selected major works and their background.

ENGL 516 Milton (3)

Study of selected major works and their background.

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 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 572 Introduction to Sociolinguistics (3)

A survey of language variation and use in society, with particular reference to English. Students will be required to read 10 articles (or two books and at least two articles). Students will also be required to produce a final paper of at least 16 pages. *Prerequisite:* ENGL 361.

ENGL 578 Foundations of Teaching and Learning English as a Second Language (3)

Survey of the field of second language acquisition. Examination of factors that affect second language learning, combined with consideration of how these factors are addressed in a classroom setting. Students are required to read 10 articles (or two books and at least two articles). Students will also be required to write a detailed annotated bibliography for the articles they read.

ENGL 579 Methods for Teaching ESL and Bilingual Learners (4)

Current practices in teaching ESL and bilingual learners. Examination of individual skill areas as well as how skills are integrated. In addition, students will read and summarize five sources on a topic related to teaching ESL or bilingual learners. The sources can be articles, books, or book chapters.

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) Prerequisite: ENGL 101 and 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 590 Special Topics (1-4)

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 English in Middle/Junior High (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 (1-3)

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.

ENGL 596 Capstone Seminar (4)

Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. It includes multiple approaches to analyzing literature and a documented research paper of substantial length with an extensive annotated bibliography.

ENGL 674 Teaching Composition and Literature (3)

Students will study varied approaches to teaching composition, including composition history, course design, assignment planning, assignment sequencing, response to and evaluation of student writing. (Same as MFA 674.)

Exchange Studies

EXCH 510 Graduate Exchange (1-16)

Graduate level exchange course to be used when students attend graduate level programs at other approved colleges and universities.

EXCH 528 Topical Exchange Consortium (1-16)

Film

FILM 590 Topics in Film (1-3)

This is a graduate level topical course and may be repeated when the topic changes.

FILM 599 Topical Workshop (1-3)

Finance

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

French

FREN 511 French Genre/Theme Literature (3)

Study of a group of literary works organized around a certain genre or theme. For example, drama, poetry, women writers, Francophone writers, love, conflicts between the individual and the state, etc. Students learn the variety of techniques and approaches different authors use to treat similar themes or gain an understanding of the development of various genres.

Prerequisite: FREN 311

FREN 521 French Culture and Civilization (3)

Introduction to the artistic, literary, scientific and technological contributions made by the French in a historical context dating from the Middle Ages to World War II. **Prerequisite:** FREN 301

FREN 522 Contemporary France (3)

Exploration of current social, political, economic and cultural trends in present-day France from World War II to the present, with emphasis on the period since 1968. **Prerequisite:** FREN 301

FREN 590 Special Topics in French Language, Literature or Culture (3)

In-depth study of a selected topic in French. May be repeated for credit. Counts toward the French major or minor. **Prerequisite:** FREN 311

FREN 597 Independent Study in French - Advanced Level (1-2)

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval of department chair upon presentation of proposal. **Prerequisite:** FREN 301 or FREN 311.

Graphic Communication**GCOM 590 Topics in Graphic Communications (1-3)**

This is a graduate topics course and may be repeated when the topic changes.

Geoscience**GEOS 590 Topics in Geosciences (1-3)**

This is a topical course and may be repeated when the course topic changes.

Health**HLTH 514 Health Services Planning and Evaluation (3)**

Provides knowledge about comprehensive health planning, human resource development and management, research operations in health care institutions including research methodology.

HLTH 516 Health Services Management (3)

Involves the management theories and practices within healthcare settings, organizational behavior theories, information and materials management systems, including risk management and utilization review.

HLTH 518 Medical and Health Care Law (3)

Provides an overview of the legal system, including such topics as medical malpractice, abortion and the law, euthanasia, insurance, duty to inform, waiver, labor law and union relations.

HLTH 519 Financial Management of Health Care Organizations (3)

Provides students with important concepts, issues, tools and vocabulary that managers need when assuming the financial responsibilities of health care organizations; includes total quality management, cost optimization, productivity management, and capitation managed care. **Prerequisite:** ACCT 230 and ACCT 231

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 589 Continuing Studies Topics (1-3)

This is a continuing studies topics class and may be repeated as the topic varies.

HLTH 590 Topics in Health (1-4)

This is a health topics graduate level course which may be repeated as course content changes.

History**HIST 501 Seminar (3-4)**

Problems in history for the advanced student.

Prerequisite: Graduate standing or consent of instructor.

Humanities**HUM 510 Directed Readings in Women's Studies (1-3)**

Projects designed by students and instructor.

International Studies**INTL 590 Topics in International Studies (1-4)**

This is a topical course and may be repeated when the topic varies.

Languages**LANG 540 Methods and Materials in Teaching Foreign Languages (4)**

Theory and practice of teaching foreign languages. Examination of current and historical trends, methods and techniques. Microteaching, materials, preparation and evaluations. Must have a passing score on PPST.

LANG 571 Methods and Materials in Teaching Foreign Languages I (4)

Theory and practice of teaching foreign languages (K-12). This course is required for students who plan to teach at the elementary level. Students who plan to teach at the secondary level will need to take this course and LANG 542. The course examines current and historical trends, methods and techniques. Microteaching, materials preparation, and assessment will be part of the structure of the course. Completion of the PPST is required prior to enrolling in this course.

LANG 572 Methods and Materials in Teaching Foreign Languages II (4)

Theory and practice of teaching foreign languages (K-12). This course is required for students who plan to teach at the secondary level. Students who seek secondary licensure must also complete LANG 441 or 541. The course examines current and historical trends, methods, and techniques with an emphasis on microteaching and materials preparation. Completion of the PPST is required prior to enrolling in this course.

Management

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 234.

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.

Prerequisite: MGMT 360 or PSY 120 or SOC 205.

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.

Marketing

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, nonprofit 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, nonprofit, and human service organizations as they strive to satisfy the needs and desires of various publics. **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.

Mass Communications

MC 501 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 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 309 or consent of instructor.

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 audiovisual presentation. **Prerequisite:** MC 459 or consent of instructor.

MC 571 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.

MC 590 Topics in Mass Communications (1-3)
This is a topical course in Mass Communications and may be repeated when the topic changes.

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.

Master of Fine Arts

MFA 669 M.F.A. Internship—Writing (2-6)
The internship is designed to improve the writing ability of a student on the job, to integrate writing skills acquired in the MFA Program into a workplace environment, and to provide additional writing experience for selected students. *Prerequisite:* Consent of MFA advisor and coordinator.

MFA 674 Teaching Composition and Literature (3)
Students will study varied approaches to teaching composition, including composition history, course design, assignment planning, assignment sequencing, response to and evaluation of student writing. (Same as ENGL 674.)

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 and advisor.

MFA 688 MFA Workshop (3)
The writing poetry, fiction, plays, film or creative nonfiction. Partly a graduate-level dialogue on contemporary writing, but mainly a workshop. Students may repeat this course. *Prerequisite:* Consent of instructor.

MFA 690 MFA Topics (1-3)
This is a topical course in the MFA program and may be repeated when the topic varies.

MFA 699 M.F.A. Thesis (1-4)
Each student must prepare a thesis which is a publishable quality. The finished manuscript must be of such length as is appropriate to published books in its genre. Once revised and polished, the thesis will be introduced by the writer with a short introduction which discusses influences, process and/or issues related to the structure and content of the thesis manuscript. *Prerequisite:* Consent of MFA coordinator.

Master of Liberal Arts

Students should note that courses and offerings are dependent on faculty availability and student interest. In addition to listed courses, topical courses are developed on an ongoing basis.

MLA 613 Human Spirit in Art (3)
This course will study the art of selected great painters and sculptors of the Western and Eastern worlds in order to probe the depth and richness of the human spirit in its many manifestations. Literary, philosophical and historical material which helps to reveal the specific outlook of each artist will supplement the study of his visual creations.

MLA 615 Ethics: Moral Dimensions of Life (3)
A study of major moral concepts and theories and application of ethics to contemporary moral questions such as abortion, racism, sexism, sexual morality, privacy, punishment and global issues.

MLA 617 Technology, Bureaucracy, and Identity in Modern America (3)
This course is designed to explore the connections among technology as a historical force, bureaucracy as an institution, and the concept of self or personal consciousness in modern America. Texts chosen for the course represent various disciplinary and interdisciplinary perspectives on the subject from philosophy, sociology, history, political science, literature and art.

MLA 619 God, Nature and Human Nature (3)
An examination of some of the ways human beings have conceived of and theorized about the existence and nature of God, and about the nature and value of individualized human beings in relation to those conceptions of the divine.

MLA 621 Existentialism and Literature (3)
An examination of major themes in Existentialist philosophy as they occur in literary works. Emphasis will be placed on approaching symbol, metaphor, dialogue, character plot, etc., as various modes of communicating existentialist thought.

MLA 625 Marxist World View (3)
An examination of the Marxist perspective with an emphasis on Marxism as an interdisciplinary method of critical analysis. After studying the historical roots, the nature, and the presuppositions of the Marxist world view, this critical outlook will be applied 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 America: Historical and Cultural Interpretations (3)

A multidisciplinary examination of key Latin American historical periods and related cultural features. Using the perspective of the arts, the social sciences and history, students will develop an understanding of the region's uniqueness.

MLA 630 Masterpieces of Spanish Literature (3)

Study of the great works of Spanish literature in translation. Class discussion in English. Cross-listed as Spanish 630 for those who are pursuing a MLA degree with a Hispanic Studies emphasis. Those who take the class as Spanish 630 will read the works in Spanish and turn in all written work in Spanish. The course may be repeated for credit as the works that are studied vary.

MLA 631 Dimensions of Drama (3)

A course designed for the graduate student interested in reading or seeing drama. A variety of Shakespearean and modern plays (for example, Merchant of Venice, Twelfth Night, Measure for Measure, Antony and Cleopatra, King Lear; Brecht's Galileo, the Caucasian Chalk Circle; Chekov's The Three Sisters; Ibsen's Hedda Gabler - among others) will be examined in a variety of ways. We will discuss each play as creating its own world, each play in relation to a genre (comedy, history, tragedy) and above all, find the life of each play as revealed in performances, participate in directing exercises, and develop their own analyses of the plays as theatrical scripts.

MLA 633 Genetics and Society (3)

An exploration of the genetic aspects of some contemporary social issues. Topics include genetic counseling, genetic, evolution, and the influence of genetics on disease, behavior, and social structure.

MLA 635 Gender Role and Sexuality (3)

Emphasis will be placed on the process of sexual differentiation, the development of gender identity, the learning of gender roles, and the diversity of sexual behavior. The course will include the major perspectives on sexuality (biological, psychological and sociological) and conclude with readings and discussions about the future of human 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 Musical Experience: Reflections in Sound (3)

Music representing a broad range of historical and cultural styles, genres, and repertoires will be examined and discussed. Focus will be on developing listening techniques and nurturing an informed awareness of the principles of sonic design and expression.

MLA 638 Issues in American Constitutional History (3)

An examination of 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)

An examination of some major environmental problems from an ecosystem perspective. Attitudes and activities that contribute to the problems as well as the political, legal, economic, and social implications will be considered.

MLA 648 History of Science (3)

Examines 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 17th century, follows the acceptance and expansion of science and concludes with the appearance of Darwin's Origins of Species. Science is examined both as a way of understanding the physical world and 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 Mid-life (3)

Participants study various literary texts in depth as they illustrate the archetypal processes that manifest during mid-life, such as: the lure of soul-mating, the return of the repressed, "burying the dead," and moving toward integration and transcendence.

MLA 690 Special Topics (2-3)

Seminars on special topics including such recent offerings as Art and Technology, The History of Science, Issues in American Constitutional History, Latin American Cultural History, Literature and Psychology, American Folklore, North American Women Writers, and Religion in Cross-Cultural Perspective.

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.

MLA 699 Thesis (1-4)

MLA students who are working on their thesis need to enroll in this course. A minimum of 20 hours of coursework toward the degree is required prior to enrollment in this course.

Mathematics

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 521 Actuarial Science I (1)

Applications and synthesis of mathematical concepts included in the Actuarial Examination I, administered by the Society of Actuaries. **Prerequisite:** MATH 435.

MATH 535 Mathematical Statistics I (4)

Discrete and continuous probability distributions, marginal and conditional densities, moment generating functions, transformations, and limiting distributions. Sampling distributions, parametric point estimation and tests of hypotheses. **Prerequisite:** MATH 335.

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 435/535.

MATH 550 Numerical Analysis I (4)

Numerical solutions to systems of equations and differential equations, finite differences, interpolation formulas, numerical calculus and approximating functions. **Prerequisite:** MATH 323 and CSIS 150 or consent of the instructor.

MATH 551 Numerical Analysis II (3)

Topics related to linear algebra and differential equations. **Prerequisite:** MATH 366 and MATH 327 and MATH 450.

MATH 567 Complex Analysis (3)

Complex numbers and variables, analytic functions, the Cauchy integral formula, infinite series, and calculus of residues. **Prerequisite:** MATH 361.

Music

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 (4)

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 531A Keyboard Pedagogy I (2)

Fundamentals of keyboard instruction including methods, techniques, and procedures for establishing a private studio.

MUS 531B Keyboard Pedagogy II (1)

Practical application of teaching techniques, skills, and procedures studied in MUS 531A. *Prerequisite:* MUS 531A.

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 Level 4 (1-3)

Individual composition instruction plus seminar with all composition students. Study includes composition in several musical styles. May be repeated for credit. *Prerequisite:* Study at 300 level.

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 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 584 Projects in Sound Reinforcement and Concert Recording (1-2)

Individual projects in sound reinforcement and concert recording. May be repeated for credit. *Prerequisite:* MUS 481/581.

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 599 Continuing Studies Workshop (1-3)

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 634 Kodaly Concept Level 1 (3)
The focus of this course is to address the philosophy and pedagogy of Kodaly influenced music education in the U.S., Pedagogy for preschool through grade two and American folksongs collected and analyzed for inherent musical concepts to be used within a sequenced curriculum.

MUS 635 Kodaly Concept Level II (3)
The focus of this course is to address the philosophy and pedagogy of Kodaly influenced music education in the U.S., Pedagogy for grades three through five, American folksongs collected and analyzed for those grades, solfege in diatonic and modal scales, and inherent musical concepts to be used within a sequenced curriculum.

MUS 636 Kodaly Concept Level III (3)
The focus of this course is to address the philosophy of Kodaly influenced music education in the U.S., Pedagogy for grades six through eight, American folksongs collected and analyzed for those grades solfege practice in modulation and chromaticism, and peer teaching and improvisation.

MUS 637 Orff-Schulwerk Level I (3)
Instruction in Orff Level I is designed to lay a foundation of Orff techniques, rhythmic and melodic training. Focus in Level I is on the pentatonic scale, simple bordun, basic movement instruction, choral development at the primary level, and the introduction of the soprano recorder.

MUS 640 Directed Study in Music History (2)
Varied projects in the field of music history. Course may be repeated for credit.

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 682 Computer Music (2)

An exploration in music composition for computers using: CMIX and CSOUND music synthesis languages; MIDI applications; and interactive media. C programming for digital instrument construction is covered along with basic UNIX applications. **Prerequisite:** Music 482/582.

MUS 685 Digital Audio Production (2)

Advanced digital audio production studies including compact disk production and Tonmeister techniques. **Prerequisite:** Music 481/581

MUS 686 Projects in Computer Music (2)

Students work on individual projects in computer music using our NeXT and Macintosh computers. Special instruction on music software design, advanced digital synthesis, computer music languages, C, and Lisp can be covered depending on the interests of the students. May be repeated for credit. **Prerequisite:** Music 682

MUS 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 MUS 698. This course may not be used to meet any program or graduation requirement.

MUS 699 Thesis in Music (1-4)

Prerequisite: Consent of instructor.

Nursing

NURS 600 Theoretical Perspectives of the Discipline (2)

This core course is designed to help the student analyze, critique and apply a variety of nursing theories, models and conceptual frameworks in advanced nursing practice.

NURS 602 Ethics of Health Care and Nursing (2)

This course provides the graduate nursing student with opportunities to analyze interactions among common clinical organizational, societal, and policy decisions from ethical and legal perspectives. Selected theories and models of ethical decision-making will be evaluated.

NURS 604 Advanced Nursing Research (3)

Research in Nursing includes an exploration of the research process and the methodologies appropriate to nursing. The analysis and critique of research studies and reports is a primary method for developing the knowledge and skills relevant to application and implementation of research studies. **Prerequisite:** Undergraduate or graduate inferential statistics course.

NURS 606 Health Care Delivery Systems, Policy, and Financing (2)

This course is focused on how health care delivery systems are configured, how policies are developed, and how health care systems are financed. Students will learn how to interpret selected policies and systems to the general public and how to impact these processes. Budget development, planning personnel and resources from a fiscal perspective, outcome analysis, cost-effectiveness of services and parameters for seeking consultative fiscal advice will be highlighted.

NURS 608 Transcultural and Social Perspectives (3)

This course broadens understanding of diversities in races, cultures, individuals, families, communities, populations, lifestyles, gender, and age groups. It explores changing demographics, major health needs, health promotion and disease prevention, and mental health issues in all cultures.

NURS 610 Health Promotion & Disease Prevention (2)

This course reviews theoretical foundations and research-based interventions related to health behaviors, health promotion and disease prevention. Critically examines patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological, physiological and spiritual contributions to wellbeing. Data based assessment and management of preventive health services and common acute and chronic conditions for primary care populations. Clinical reasoning, independent and collaborative practice health care plans are emphasized.

NURS 612 Advanced Health Assessment (3)

The course will focus on theory and research based assessment, health histories, complete physical/ psychosocial assessments, and developmental assessments. It incorporates communication and interviewing skills.

NURS 612P Practicum I: Advanced Health Assessment (3)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in advanced health assessment. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. **Prerequisite:** NURS 612, NURS 614 and NURS 616.

NURS 614 Advanced Pathophysiology I: Concepts (2)

Theory and research-based findings are integrated in the presentation of information regarding pathophysiological responses of body systems to disease processes. Physiological developmental stage expectations are reviewed in relation to synergistic effects and total body responses to system alterations. Prevention of pathophysiological responses is emphasized.

NURS 616 Advanced Pathophysiology II: Systems (2)

This course builds on knowledge of pathophysiological basis of common disease symptoms. It reviews pathological processes of all body systems with an emphasis on tertiary prevention and adaptation to altered physiological states.

NURS 618 Family Nursing Theory and Health Promotion (2)

This course promotes awareness of theory-based family dynamics and their influence on health behaviors, health promotion and disease prevention. Patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological, physiological and spiritual contributions to well-being within families will be critically examined. Approaches to intervention will be discussed within major family theoretical frameworks.

NURS 620 Advanced Practice Roles (2)

This course will focus on role expectations for the advanced practice nurse. Includes an understanding of the profession, regulations and rules for advanced practice, scope of practice, legal ramifications of scope of practice, and interdisciplinary, collaborative practice.

Prerequisite or concurrent: NURS 634P and NURS 641P

NURS 620P Practicum IV: FNP Role Integration (4)

Provides students opportunities for a capstone experience in a primary care setting. Emphasis will continue on education, health promotion, and prevention of disease and illness. **Prerequisite:** NURS 634P

NURS 621 Integrative Health Practices (3)

An overview of integrative therapies with a focus on selected systems of healing and specific modalities widely used by health care consumers. Addresses philosophical and spiritual paradigms, scientific foundation and evidence of efficacy and safety of integrative health systems and modalities. Assessing use by patients and providers will be emphasized.

NURS 622 Teaching: Technology and Information Management (3)

Theoretical basis for information systems and teaching and learning enhanced through use of technology. Exploration of sources of information including databases for health professions. Emphasis is on helping nurse educators to select appropriate instructional technology to enhance learning, an examination of environmental, social, political and financial factors influencing current technology on the delivery of nursing education.

NURS 623 The Nurse as Educator (3)

An overview of teaching and learning theories as they relate to the development and evaluation of conceptual frameworks, curriculum design, course development, and teaching methodologies in nursing will be discussed. A laboratory component is included.

NURS 627 Programs/Curriculum Design and Evaluation (3)

Curriculum philosophies, methods and processes provide a framework for planning nursing education models that create a learner-centered environment; consideration given to program evaluation, data collection methods, and the ethics and standards of evaluation practice; strategies for a relevant curriculum/program are influenced by current health profession issues and future societal trends.

NURS 630 Advanced Community Assessment (3)

Combines topics of epidemiology and community assessment. Includes epidemiological concepts and methods, application of epidemiology to health care and clinical decision-making, and critique of epidemiological research. Quantitative and qualitative methods are applied to conduct a needs assessment of geographic and non-geographic communities.

NURS 631 Pharmacology I (2)

Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included.

NURS 632 Pharmacology II (2)

Continuation of content presented in Pharmacology I. Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmacodynamics and pharmacokinetics, clinical uses, mechanisms of action, contraindications, adverse reactions, drug interactions, and client education implications will be presented. Students will be instructed in how to best prescribe pharmacological modalities, how to monitor and manage prescribed treatments. Implications for uses with pediatric and geriatric populations will also be included. Guidelines for prescriptive privilege application will be presented. **Prerequisite:** NURS 631

NURS 633 Family Primary Care I: Assessment and Management (3)

Competency in clinical decision-making skills is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent and chronic health conditions. Selected case studies of clients of all ages, lifestyles, cultures and backgrounds will be examined in relation to problems, diagnoses, plans and evaluations. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention. Course perspectives will include application of health-related theories, research protocols, ethics, cost-effectiveness and legal ramifications.

NURS 633P Practicum II: Family Primary Care I (4)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in a primary care setting. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. History taking, examinations, and laboratory evaluations will be integrated in a proposed plan for management, follow-up, and evaluation of client needs. Appropriate documentation is required. **Concurrent:** NURS 631 and NURS 633.

NURS 634 Family Primary Care II: Assessment and Management (3)

Continuation of Family Primary Care I. Competency in clinical decision-making skills is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent and chronic health conditions. Selected case studies of clients of all ages, lifestyles, cultures, and backgrounds will be examined in relation to problems, diagnoses, plans and evaluations. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention. Course perspectives will include application of health-related theories, research protocols, ethics, cost-effectiveness and legal ramifications.

NURS 634P Practicum III: Family Primary Care II (4)

This course provides the student opportunities for application of recently learned skills and extended clinical experiences in a primary care setting. Theory, research and didactic learning are expected to be incorporated in the student's practice, which is supervised by a health care provider who has documented expertise in the area of specialization. History taking, examinations, and laboratory evaluations will be integrated in a proposed plan for management, follow-up, and evaluation of client needs. Appropriate documentation is required. **Concurrent:** NURS 632 and NURS 634.

NURS 640 Adult Nursing I (3)

Evaluation and synthesis of advanced pathophysiology concepts applied to nursing and health-related theories, and research related to client outcomes. Health and illness phenomena, symptom management, and nursing interventions will be studied. Clinical decision-making, consultation/management and teaching/learning theories are emphasized. **Prerequisite:** NURS 612

NURS 640P Advanced Nursing Practicum I (3-6)

Provides opportunities for application of recently learned knowledge and competencies in extended clinical experiences in a client care setting. Theory, research and didactic learning are expected to be incorporated in practice that is supervised by a health care provider who has documented expertise in the area of specialization. **Concurrent:** NURS 640

NURS 641 Adult Nursing II (3)

Continuation of Adult Nursing I. Focus on evaluation of client outcomes of symptom management. Pathophysiological concepts, nursing and health-related theories, and research related to adult client health and illness phenomena are analyzed. Emphasis on clinical decision-making, teaching/learning theory and formulation of researchable questions for advanced nursing practice as a CNS for adults. **Prerequisite:** NURS 640

NURS 641P Advanced Nursing Practicum II (3-6)

Provides opportunities for a capstone experience in a client care setting. Extended practicum in the student's area of specialization allows a chance to more fully integrate skills and knowledge learned throughout the program. Emphasis is on consultation, program planning, education, health promotion, and prevention of disease. **Concurrent:** NURS 641. **Prerequisite:** NURS 640P

NURS 690 Special Topics (1-3)

Special topics related to specific areas of study. The course may be interdisciplinary in nature, and may be repeated when the topic varies.

NURS 696 Master's Project (2)

A project is selected which will contribute to the student's preparation for advanced practice in nursing. The project is selected from one of three options: a critical literature review, a problem-solving project, or a practice improvement project. A written paper and final oral examination is required. **Prerequisite:** NURS 600/601 and NURS 602 and NURS 604.

NURS 697 Independent Study (1-4)

Seminar and/or individual study in any area not covered in regular coursework or in a topic which the student(s) wish to study in greater depth.

NURS 698 Continuing Registration (1)

Continuing enrollment in graduate studies. This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirement. **Prerequisite:** NURS 696 and NURS 699

NURS 699 Thesis for Nursing (4)

Major study in selected area with an emphasis in research. The thesis research is carried out under the supervision of a nursing faculty advisor. A written thesis and a final oral examination are required.

Prerequisite: NURS 600/601 and NURS 602 and NURS 604.

Philosophy

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 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.

Physical Education

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. **Prerequisite:** PE 321

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. **Prerequisite:** PE 452.

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.

PE 599 Physical Education Workshop (1-3)

This is a topical workshop course and may be repeated when the topic varies.

Psychology

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 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 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)

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.

Public, Human Service and Health Administration

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 621 Marketing Non-Profit and Public Organizations (3)

Course content will address strategic marketing and related procedures that can be used to anticipate and respond to clientele or citizen needs and desires.

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.

Social Work**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: SW 250 or 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: SW 250.

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: SW 250 or 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 (1-3)

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.

Sociology

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.

Spanish

SPAN 502 Survey of Spanish Linguistics (3)

Introduction to linguistics of Spanish: phonetics, phonology, morphology, syntax, semantics, history of the Spanish language, philology, dialectology, sociolinguistics, and psycholinguistics.

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:** SPAN 311

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:** SPAN 311

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:** SPAN 301 or SPAN 311.

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:** SPAN 301 or SPAN 311.

SPAN 543 Genres and Themes of Iberian/Latin American Literature (4)

Analysis and discussion of genres and/or themes from Iberian and/or Latin American literature.

SPAN 544 Periods and Authors of Iberian/Latin American Literature (4)

Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

SPAN 551 Survey of Spanish Linguistics (4)

Introduction to linguistics of Spanish: phonetics, phonology, morphology, syntax, semantics, history of the Spanish language, philology, dialectology, sociolinguistics, and psycholinguistics.

SPAN 561 Introduction to Spanish Translation I (4)

Theoretical foundations and introductory exercises. The course includes Spanish to English and English to Spanish translation. Students must inform the professor, during the first week of class, whether or not they intend to use this course as the elective in which they will complete the project or paper that is required of all majors. **Prerequisite:** SPAN 401

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:** SPAN 311

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:** SPAN 301 or SPAN 311.

SPAN 630 Masterpieces of Spanish Literature (3)

Study of the great works of Spanish literature in translation. Class discussion in English. Cross-listed as MLA 630. Those who take the course as SPAN 630 will read the works in Spanish and turn in all written work in Spanish. The course may be repeated for credit as the works that are studied vary.

Special Education

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 419.

SPED 519 Biomedical Aspects of Physical and Health Disabilities (3)

This course is designed to help you understand the medical aspects and terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues, accompany specific physical and health disabilities, specific condition needs, managing personal care, first aid techniques, and evacuation procedures. **Prerequisite:** SPED 320 or consent of instructor.

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 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 423/523 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 423/523 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 423/523 or consent of instructor.

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:** SPED 320 and EECE 341 or consent of instructor.

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 445/545 or consent of instructor.

SPED 547 Physical and Health Disabilities (3)

This course is designed to provide you with up-to-date information on the needs of the students in your school who have experienced periods of poor health or physical adversity. This course provides you an understanding of how students' illnesses or disabling conditions affect their everyday lives. **Prerequisite:** SPED 419/519 or consent of instructor.

SPED 556 Functional Assessment and Curriculum (3)

The purpose of this course is to develop an understanding of individuals with developmental disabilities as well as a functional, life-skills orientation to assessment and curriculum. Students will perform both informal and formal assessment, write an assessment report, and develop curriculum which allows for integration of students with identified cognitive impairments. **Prerequisite:** SPED 419/519, 413/513, 471/571 or consent of instructor.

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 419/519 or consent of instructor.

SPED 561 Learning Disabilities (3)

An introduction to definition, assessment, characteristics, and educational strategies for children and youth with specific learning disabilities.

Prerequisite: SPED 320 or consent of instructor.

SPED 563 Assessment Strategies (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 or consent of instructor.

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 463/563 or consent of instructor.

SPED 567A Secondary Practicum: Mild Disabilities (3)

Directed practicum experience in secondary level special education resource room setting. 225 hours field experience. **Prerequisite:** SPED 464/564 and consent of instructor. GPA of 2.75 in the major is required.

SPED 567D Practicum in Developmental Disabilities (3)

Directed practicum in public school elementary or secondary setting for pupils with Developmental Disabilities. Students will spend 225 hours in schools.

Prerequisite: Concurrent with SPED 456/556 or consent of instructor.

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. Concurrent with 427/527 or consent of instructor.

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. Concurrent with SPED 426/526 or consent of instructor.

SPED 567P Practicum in Physical and Health Disabilities (3)

Directed practicum in a public school elementary or secondary setting for pupils with physical/health disabilities. Students will spend 225 hours in schools.

Prerequisite: Concurrent with SPED 447/547 or consent of instructor.

SPED 568 Student Teaching II (4)

Directed student teaching experience in an SLD, EB/D, DD, P/HD, or ECSE program. Students will spend 200-300 hours in schools.

SPED 568B Student Teaching II: 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 564 and SPED 575 or consent of SLD licensure coordinator.

SPED 568C Student Teaching II: EBD (4)

Directed student teaching experience in an EBD program. Students will spend 200-300 hours in schools. **Prerequisite:** SPED 464/564, SPED 478/578 or consent of the EBD licensure coordinator.

SPED 568D Student Teaching II: DD (4)

Student teaching in a public school elementary or secondary setting for pupils with developmental disabilities. Students will spend 200-300 hours in schools. **Prerequisite:** SPED 456/556, SPED 463/563, and SPED 467D/567D or consent of the DD licensure coordinator.

SPED 568E Student Teaching II: ECSE (4)

Directed student teaching experience in an ECSE program. Students will spend 200-300 hours in schools. **Prerequisite:** SPED 424/524, SPED 426/526, and SPED 427/527 or consent of the ECSE licensure coordinator.

SPED 568P Student Teaching II: Physical and Health Disabilities (4)

A second student teaching experience in a public school elementary or secondary setting for pupils with physical and health disabilities. Students will spend 200-300 hours in schools. **Prerequisite:** SPED 447/547, SPED 467P/567P or consent of the P/HD licensure coordinator.

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 320 or consent of instructor.

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 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 471/571 or consent of the instructor.

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 461/561 and SPED 463/563 or consent of instructor.

SPED 578 Educational Interventions: Emotional/Behavioral Disorders (3)

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. **Prerequisite:** SPED 473/573 or consent of instructor.

SPED 589 Continuing Studies: Topics (1-3)

Prerequisite: consent of instructor or advisor.

SPED 590 Special Topics (1-3)

Advanced treatment of selected topics. **Prerequisite:** SPED 320 or consent of instructor.

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 320 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.) **Prerequisite:** consent of instructor.

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.

Prerequisite: consent of instructor.

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 424/524 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 445/545 or consent of instructor.

SPED 646 Reading Clinic: Diagnosis (1)

Individual case studies or supervision of individual case studies. **Prerequisite:** SPED 445/545 or consent of instructor.

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 463/563 or consent of instructor.

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.) **Prerequisite:** consent of instructor.

SPED 665 Educational Program Development (2)

Selected topics in SPED program development. **Prerequisite:** Consent of instructor.

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:** consent of instructor.

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:** consent of instructor.

SPED 690 Seminar: Current Trends in Special Education (1-2)

Advanced treatment of selected topics. Exploration of current practices, relevant literature, professional practices, legal issues, research, and funding patterns. **Prerequisite:** Consent of instructor.

SPED 691 Administration and Supervision of Reading Programs (2)

This course provides instruction, resources, and practical applications in the areas of leadership, supervision, and management of school, school district, state, and federal reading programs for K-12 students. Course content develops knowledge in the areas of fiscal, budgetary, and purchasing practices, as well as research-based best practices of reading pedagogy, student learning, classroom management, and the professional development of K-12 educators. **Prerequisite:** Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor. **Prerequisite:** EECE 525

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 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 SPEE 698. This course may not be used to meet any program or graduation requirement. **Prerequisite:** Consent of instructor.

SPED 699 Thesis (4)

Thesis in special education. **Prerequisite:** Consent of instructor.

Speech/Language/Hearing Science**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.

Speech-Language Pathology**SLP 601 Research Design in Speech-Language Pathology (3)**

The study of basic research principles and methods of descriptive, experimental and single-case designs in speech-language pathology and audiology. Emphasis on the development, implementation and evaluation of research. **Prerequisite:** Statistics course.

SLP 609 Clinical Speech Measurement (1)

The use of electronic instrumentation for measuring physiological and acoustic aspects of speech and voice.

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 (3)

Advanced study of voice disorders including coverage of instrumentation.

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 (3)

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 augmentative communication devises and other assistive technologies. **Prerequisite:** SLHS 347.

SLP 646 Clinical Experience (1-4)

Supervised clinical experience in speech/language pathology or audiology with children or adults on or off-campus. May be repeated. **Prerequisite:** Consent of instructor.

SLP 647 Diagnostic and Appraisal Procedures (2)

The evaluation and use of diagnostic tools. Students participate in evaluations and learn to limit cultural bias in assessment. **Prerequisite:** SLHS 491.

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 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 SLP 698. This course may not be used to meet any program or graduation requirements.

SLP 699 Thesis (1-4)

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

Technology

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 234.

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.

Theater Arts

THTR 525 Contemporary Playrights (3)

Significant playwrights and their works from the last 25 years. May be elected twice when reading lists are substantially different. Offered on demand.

THTR 534 Special Projects: Theatre (1-3)

Opportunity for the advanced student to do individual creative or investigative work in a particular phase of theatre. Graduate level reading and writing component. May be taken more than once if content is substantially different. Offered on demand.

THTR 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. May be repeated by undergraduate. Offered summer only.

THTR 589 Continuing Studies: Topics (1-3)

THTR 590 Topics in Theatre (1-3)

This is a graduate level topical course and may be repeated when the topic changes.

THTR 599 Topical Workshop (1-3)

This course is offered in the workshop format. The course can be repeated when topics vary.

Women's Studies

WS 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.

Graduate Faculty

Richard K. Adler, 2002. Director of Graduate Studies and Professor of Speech/Language/Hearing Sciences. B.A., Long Island University; M.A., New York University; M.A., University of Akron; Ph.D., Ohio University.

M. Wayne Alexander, 1977. Professor of Marketing and Management. B.S., M.B.A., Fresno State College; Ph.D., University of Illinois at Urbana-Champaign; Ph.D., University of North Dakota.

Anna S. Arnar, 1996. Professor of Art and Design. B.A., St. Olaf College; M.A., Ph.D., University of Chicago.

Solveig Bartz, 1990. Associate 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. Professor of Political Science. B.A., M.A., Iowa State University; M.A., Ph.D., Michigan State University.

Charles Bense, 1990. Professor of English. B.A., M.A., California State University-Sacramento; 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., Minnesota State University Mankato; M.A., Ph.D., University of Minnesota.

Jane Bergland, 1999. Associate Professor of Nursing. B.A., Jamestown College; M.A., University of Minnesota; Ph.D., University of North Dakota.

Rochelle Bergstrom, 2005. Assistant Professor of Psychology. B.S., North Dakota State University; M.S., Eastern Michigan University; Ph.D., North Dakota State University.

Dieter G. Berninger, 1970. Professor of American Multicultural Studies. B.A., M.A., Ph.D., University of Wisconsin-Madison.

Laurie Blunsom, 2001. Director of Women's Studies and Associate Professor of Music. B.M., Nebraska Wesleyan University; M.M., New England Conservatory; M.F.A., Ph.D., Brandeis University.

Steven R. Bolduc, 2000. Associate Professor of Economics and Graduate Coordinator of Public, Human Service and Health Administration Program. B.S., University of Massachusetts-Amherst; M.A., Ph.D., University of Nebraska-Lincoln.

Deanne Borgeson, 1997. Associate Professor of Special Education. B.S., M.S., Ph.D., University of North Dakota.

Ellen Brisch, 1999. Associate Professor of Biosciences. B.A., Oberlin College; Ph.D., University of Kansas.

Randy Cagle, 2003. Assistant Professor of Philosophy. B.A., University of Tennessee-Chattanooga; M.A., University of South Carolina; Ph.D., University of Memphis.

Kevin Carollo, 2003. Assistant Professor of English. B.A., University of Wisconsin-Madison; Ph.D., University of Illinois at Urbana-Champaign.

Magdalene Chalikia, 1991. Professor of Psychology. B.A., American College of Greece; B.A., University of Crete; M.A., Ph.D., McGill University.

Sheila Coghill, 1983. Chair, Professor of English and Graduate Coordinator Master of Liberal Arts Program. B.A., Minnesota State University Mankato; M.A., Pittsburg State University; Ph.D., Ball State University.

Russell O. Colson, 1993. Professor of Geology. B.S., University of Kansas; Ph.D., University of Tennessee.

Konrad Czynski, 1991. Associate Professor of Humanities. B.A., Fordham University; D.E.A., Universite de Paris; M.A., M. Phil., Ph.D., Columbia University.

Rinita Dalan, 1999. Associate Professor of Anthropology. B.A., University of Washington; M.S., Southern Illinois University-Edwardsville; Ph.D., University of Minnesota.

A. Derick Dalhouse, 1987. Professor of Psychology. B.A., Wilmington College; M.A., University of Nebraska; Ph.D., Ohio State University.

Karen Danbom, 1992. Associate Professor of Elementary and Early Childhood Education. B.S., Colorado State University; M.A., University of Northern Colorado; Ph.D., University of North Dakota.

James Danielson, 1987. Professor of Political Science. B.A., Concordia College; M.A., Ph.D., University of Minnesota.

Alan Davis, 1985. Professor of English and Senior Editor, New Rivers Press. B.A., M.A., University of Southwestern Louisiana; Ph.D., University of Denver.

George Davis, 1990. Director of Regional Science Center and Professor. B.A., M.A., University of Northern Iowa; Ed.D., University of Northern Colorado.

Nathan Davis, 1990. Professor of Music. B.A., New York University; M.A., Montclair State College; Ph.D., New York University. (LOA 2005-2007)

Louis J. De Maio, 1980. Professor of Speech/Language/Hearing Sciences and Chair of the Institutional Review Board. B.S., Brescia College; M.A., Montclair State College; Ph.D., Southern Illinois University-Carbondale.

Mary Drake, 2005. Assistant Professor of Speech/Language/Hearing Sciences. B.S., Minnesota State University Moorhead; M.A., University of Minnesota; Au.D., University of Florida.

Shawn Dunkirk, 1991. Professor of Chemistry. B.S., Ph.D., North Dakota State University.

John Early, 1986. Associate Professor of English and Graduate Coordinator of MFA in Creative Writing Program. B.A., Sioux Falls College; M.A., Western Illinois University; Ph.D., University of North Dakota.

Lin J. Enger, 1993. Professor of English. B.S., Minnesota State University Moorhead; B.S., University of Minnesota; M.F.A., University of Iowa.

Kathleen Enz Finken, 1993. Dean of Arts and Humanities and Professor of Art and Design. B.A., Douglass College; M.A., Ph.D., Rutgers University.

Wesley Erwin, 1997. Co-Chair School of Counseling and Educational Leadership, Graduate Coordinator Counseling and Student Affairs Program, and Professor of Counseling. B.A., Winona State University; M.A., Ph.D., University of Iowa.

Laura Fasick, 1990. Professor of English. B.A., University of Toronto; M.A., Ph.D., Indiana University.

Britt Ferguson, 2002. Assistant Professor of Special Education. B.A., Sacramento State College; M.A., California State University-San Francisco; Ph.D., University of Minnesota.

Rhonda K. Ficek, 1987. Professor of Computer Science and Information Systems and Director of Instructional Technology. B.S., Dickinson State College; M.S., Ph.D., North Dakota State University.

Wendy L. Frappier, 1999. Chair of HPE and Associate Professor of Physical Education. B.S., Minnesota State University Moorhead; M.S., North Dakota State University; Ph.D., University of North Dakota.

Linda Fuselier, 2004. Assistant Professor of Biosciences. B.A. Southwestern College; M.S., Emoria State University; Ph.D., University of Kentucky.

Jarilyn K. Gess, 1999. Professor of Multidisciplinary Studies. B.S., M.S., North Dakota State University; Ph.D., University of North Dakota.

Jane Giedt, 1983. Director, Tri-College University Nursing Consortium; Chair, Graduate Nursing Program; and Professor of Nursing. R.N., Presentation School of Nursing; B.S.N., Mary College; M.S., University of North Dakota; Ph.D., Wayne State University.

Erin Gillett, 2000. Assistant Professor of Elementary and Early Childhood Education. B.A., Concordia College; M.S. Minnesota State University Moorhead.

Shawn D. Ginther, 1996. Professor of Social Work. B.A., California State University-Fresno; M.S.W., Ph.D., University of California-Berkeley.

Brittney Goodman, 1997. Director of Instructional Resources and Associate Professor. B.A., Kentucky Wesleyan College; M.A., Western Illinois University; M.S., University of Illinois at Urbana-Champaign.

Theodore A. Gracyk, 1986. Chair and Professor of Philosophy. B.A., Saint Mary's College; M.A., Ph.D., University of California-Davis.

Steven Grineski, 1984. Professor of Elementary and Early Child Education and Graduate Coordinator of Curriculum and Instruction Program. B.S., Bemidji State University; M.A., Minnesota State University Mankato; Ed.D., University of North Dakota.

Wayne M. Gudmundson, 1989. Professor of Mass Communications. B.A., B.S., Minnesota State University Moorhead; M.S., Tri-College University; M.F.A., University of Minnesota.

Henry Gwiazda, 1981. Professor of Music. B.M., Eastman School of Music, University of Rochester; M.M., Hartt College of Music; D.M.A., University of Cincinnati.

John Hall, 1990. Professor of Spanish. B.A., M.A., Brigham Young University; Ph.D., University of Minnesota.

Ernest W. Hallford, 1984. Professor of Psychology. B.A., University of Alabama; B.A., University of New Orleans; M.A., Ph.D., Ohio State University.

Stephen Hamrick, 2003. Assistant Professor of English. B.A., Kenyon College; M.A., University of Chicago; M.A., University of Memphis; Ph.D., University of Illinois at Urbana-Champaign.

James Hansen, 2002. Associate Professor of Accounting. B.A., University of North Dakota; M.B.A., North Dakota State University; Ph.D., University of Nebraska-Lincoln.

Bruce R. Hanson, 1979. Chair and Associate Professor of Speech/Language/Hearing Sciences. B.S., M.S., Minnesota State University Moorhead.

Timothy Harms, 1996. Associate Professor of Mathematics. B.S., North Dakota State University; M.A.T., Minot State University; Ph.D., University of North Dakota.

Paul Harris, 1986. Professor of History. B.A., State University of New York at Binghamton; M.A., Ph.D., University of Michigan.

James P. Hatzenbuehler, 1973. Chair and Professor of Mathematics. B.S., Dickinson State College; M.S., Ph.D., Kansas State University.

Barbara R. Headrick, 1996. Chair and Associate Professor of Political Science. B.A., University of Missouri; M.A., Ph.D., State University of New York at Stony Brook.

Chang-Seong Hong, 1999. Assistant Professor of Philosophy. B.A., M.A., Seoul National University; M.Litt., University of Cambridge; Ph.D., Brown University.

Charles Howell, 2002. Chair School of Teaching and Learning and Associate Professor of Education. B.S., Georgia State University; M.F.A., University of Iowa; Ph.D., Syracuse University.

Rajiv Kalra, 1989. Professor of Finance. B.S., M.S., Agra University (India); LL.B., Delhi University (India); M.B.A., Loyola University of Chicago; Ph.D., University of Cincinnati; C.F.A.

James Kaplan, 1975. Professor of French. B.A., University of Massachusetts; M.A., Ph.D., University of California- Berkeley.

Richard Kolotkin, 1977. Professor of Psychology. B.A., Wesleyan University; Ph.D., University of Minnesota.

Karl Leonard, 2001. Associate Professor of Geology. B.A., Eastern Washington University; M.S., Kansas State University; Ph.D., Indiana University.

Gary L. Litt, 1969. Professor of English. B.A., Jamestown College; M.A., University of Denver; Ph.D., University of Washington.

Cecilia Mafra-Bustamante, 2002. Associate Professor of Spanish. B.A. University of California-Berkeley; M.A., University of Birmingham (UK); Ph.D., Universidad San Francisco De Quito; Ph.D., Arizona State University.

Christine Malone, 2003. Assistant Professor of Psychology. B.A., Jamestown College; M.A., Ph.D., University of Nevada-Reno.

Michelle L. Malott, 2001. Associate Professor of Biosciences. B.S., University of Windsor (Canada); Ph.D., Wright State University.

Terrie L. Manno, 1989. Professor of Music. B.A., M.A., California State University; D.M.A., University of Arizona.

Barbara Matthees, 1989. Director and Associate Professor of Nursing. R.N., B.A.N., College of St. Catherine; M.P.H., Ph.D., University of Minnesota.

Phyllis M. May-Machunda, 1989. Chair and Associate Professor of American Multicultural Studies. B.M., University of Iowa; A.M., Indiana University.

Jane McCabe, 2002. Associate Professor of Speech/Language/Hearing Sciences. B. S., Northern State University; M.S., Minnesota State University Moorhead; Ph.D., Wichita State University.

LaRae McGillivray, 1978. Associate Professor of Speech/Language/Hearing Sciences, Clinical Business Manager and Graduate Coordinator of Speech-Language Pathology Program. B.S., M.S., Minot State College.

Olivia Melroe, 1995. Associate Professor of Psychology. B.F.A., Minneapolis College of Art and Design; M.S., Minnesota State University Moorhead; Ed.D., University of South Dakota-Vermillion.

Michael Michlovic, 1975. Chair and Professor of Anthropology and Earth Science. B.A., University of Pittsburgh; A.M., Ph.D., University of Illinois-Urbana-Champaign.

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.

Liliana Mitrovici, 2002. Assistant Professor of Spanish. B. A., University of Bucharest; B.S., Academy of Economic Sciences; M.A., Ph.D., California State University-Los Angeles.

Kirk Moss, 2005. Assistant Professor of Music. B.M., University of Michigan; M.M., Cincinnati College Conservatory; Ph.D., University of Florida.

Elizabeth Nawrot, 1997. Professor of Psychology. B.S., Carnegie-Mellon University; M.A., Ph.D., University of California-Berkeley.

Patricia A. Neuman, 1972. Professor of Counseling. B.A., University of Minnesota; M.S., Chicago State University; Ed.S., University of Minnesota.

Gary Nickell, 1982. Chair and Professor of Psychology. B.S., University of Southern Colorado; M.S., Ph.D., Oklahoma State University.

David Olday, 1975. Professor of Sociology. B.A., Fenn College; M.A., Kent State University; Ph.D., Washington State University.

Nancy Paul, 2002. Coordinator of Clinic and Instructor of Speech/Language/Hearing Sciences. B.S., Minnesota State University Moorhead; M.S., University of Wisconsin-Eau Claire.

Sandra Pearce, 1988. Professor of English. B.A., Colby College; M.S.Ed., University of Southern Maine; M.S., University of Alaska; Ph.D., Oklahoma State University.

Timothy Peil, 1990. Professor of Mathematics. B.A., Augustana College; M.S.Ed., Kearney State College; M.A., Ph.D., University of Nebraska.

Cynthia Phillips, 1979. Professor of Accounting. B.S.P.A., M.A., J.D., University of North Dakota.

Gaile Pohlaus, 2005. Assistant Professor of Philosophy. B.A., Sarah Lawrence College; Ph.D., State University of New York-Stony Brook. (LOA 2006-07)

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.

Joel O. Powell, 1987. Chair and Professor of Sociology and Criminal Justice. B.A. Wichita State University; M.A., Ph.D., University of Iowa.

Peggy S. Rittenhouse, 1998. Associate Professor of Elementary and Early Childhood Education, NCATE Coordinator and Graduate Coordinator of Reading Program. B.M.E., West Texas A&M University; M.S., Minnesota State University Moorhead; Ph.D., Michigan State University.

Rodney Rothlisberger. Professor of Music. B.A., St. Olaf College; M.A., Eastman School of Music, University of Rochester; D.M.A., University of Colorado-Boulder.

Elizabeth Rowse, 2001. Associate Professor of Multidisciplinary Studies. B.A., M.A., University of South Dakota; Ph.D., University of Kansas.

Olgun Sahin, 2002. Associate Professor of Finance. B.S., Uludag University; M.B.A., Illinois Institute of Technology; Ph.D., Saint Louis University. (LOA 2006-07)

Margaret Sankey, 2002. Associate Professor of History. B.A., M.A., Boise State University; Ph.D., Auburn University.

Sharon Scapple, 2001. Professor of English. B.A., University of Wisconsin-Eau Claire; M.S., Winona State University; Ph.D., University of Minnesota.

Clifford Schuette, 1989. Director of Counseling Center; Director of Career Services. A.A., Del Mar College; B.S., University of Texas; M.S., Ed.D., East Texas State University.

Deborah J. Seaburg, 1996. Counselor and Associate Professor. B.A., Concordia College; Ph.D., University of Minnesota.

Elizabeth A. Severn, 1996. Assistant Professor of English. B.A., MFA, Minnesota State University Moorhead.

Susan J. Severson, 1988. Professor of Special Education. B.S., M.S., Minnesota State University Moorhead; Ed.D., University of North Dakota.

SuEllen Shaw, 1985. Director of the Write Site and Professor of English. B.S., University of North Dakota; M.Ed., M.A., Ball State University; Ed.D., University of North Dakota.

Allen F. Sheets, 1987. Professor of Art and Design. B.F.A., Montana State University; M.F.A., California Institute for the Arts.

Terry Shoptaugh, 1986. Archivist and Professor. B.A., Central Methodist College; M.L.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire.

Carol H. Sibley, 1981. Curriculum Librarian and 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; CPA, CMA.

I. Kenneth Smemo, 1961. Professor of History. B.S., Wisconsin State University; M.A., Ph.D., University of Minnesota.

Benjamin Smith, 2000. Associate Professor of Spanish. B.A., M.A., Brigham Young University; Ph.D., University of Pennsylvania.

Brian Smith, 1999. Associate Professor of Education. B.S., Northern Arizona University; M.A.T., School for International Training; Ph.D., Washington University.

Lisa H. Stewart, 1995. Associate Professor of Psychology. B.A., Gustavus Adolphus College; Ph.D., University of Oregon.

Donna M. Bruns Stockrahm, 1989. Chair and Professor of Biosciences. B.S., Marian College; M.S., University of North Dakota; Ph.D., Ohio State University.

Thomas Strait, 2003. Chair and Associate Professor of Music and Graduate Coordinator of Music Program. B.M.E., Henderson State University; M.M., University of Texas-Austin; D.A., University of Northern Colorado.

Steven Street, 2001. Associate Professor of Special Education. B.A., M.Ed., University of Central Florida; Ed.D., University of Nevada-Reno.

Dorothy Suomala, 1998. Associate Professor of Educational Leadership. B.A., Hamline University; M.A., Minnesota State University Moorhead; Ph.D., University of Minnesota.

Linda A. Svobodny, 1972. Professor of Special Education and Graduate Coordinator of Special Education Program. B.S., North Dakota State University; M.Ed., University of Nebraska; M.S.Ed., Minnesota State University Moorhead; Ed.D., University of North Dakota.

Marie E. Swanson, 1970. Coordinator of Regional Assistive Technology Clinic and Associate Professor of Speech/Language/Hearing Sciences. B.S., M.S., Minot State College.

Thomas M. Tamaro, 1983. Professor of English. B.S., Edinboro State College; M.A., Pittsburg State University; Ph.D., Ball State University.

Dennis W. Van Berkum, 1995. Professor of Counseling, Educational Leadership and Field Experiences and Graduate Coordinator of Educational Administration Program. B.S., Northwestern College; M.S., South Dakota State University; Ph.D., University of South Dakota-Vermillion.

Barbara Vellenga, 1978. Professor of Nursing. B.S.N., Jamestown College; M.A., University of Iowa; Ph.D., University of Texas.

Lee Vigilant, 2001. Associate Professor of Sociology. B.A., California State University-Bakersfield; M.A., Ph.D., Boston College.

Mark L. Vinz, 1968. Professor of English. B.A., M.A., University of Kansas.

Alison M. Wallace, 2000. Associate Professor of Biology. B.A., St. Olaf College; Ph.D., State University of New York-Stony Brook.

Mark Wallert, 1990. Professor of Biology. B.A., Southwest State University; Ph.D., Emory University.

Teri Walseth, 2001. Director of Field Experiences and Associate Professor. B.S., Minnesota State University Moorhead; M.S., Ph.D., University of Nebraska-Lincoln.

Harry Weisenberger, 1999. Assistant Professor of Education Foundations. B.S., Minot State University; M.A., Ed.D., University of North Dakota.

David Wheeler, 1986. Chair and Professor of Speech Communication and Theatre Arts. B.A., M.A., California State University-Los Angeles; Ph.D., University of Oregon.

Deborah White, 2000. Associate Professor of Sociology. B.A., Ph.D., State University of New York-Albany.

Kenyon Williams, 2002. Associate Professor of Music. B.M.E., Abilene Christian University; M.M., University of Hartford, DMA, University of Kentucky.

Camilla J. Wilson, 2001. Associate Professor of Mass Communications. B.S., M.S., Mississippi State University; M.S., Columbia University.

Kathryn Wise, 1981. Director of the Medical Technology Program and Professor of Biology. B.S., University of Dayton; M.S., Ph.D., University of Wisconsin-Madison.

Brian Wisenden, 1998. Professor of Biology. B.S., University of Guelph; M.S., Lakehead University; Ph.D., University of Western Ontario.

Richard Zinober, 1985. Professor of English. B.A., Pomona College; M.S., Boston University; M.A., Windsor University; M.F.A., Columbia University.

Consumer Information

Minnesota State University Moorhead makes available or distributes the following information to all students, employees, prospective students and prospective employees:

Academic Policies and Procedures

The University's academic policies may also be found in the Faculty Guide to Resources and Policies 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.

Campus Security Report

MSUM's Annual Campus Crime Report is available on the Internet at www.mnstate.edu/security or through the University's Web Page at www.mnstate.edu under the Prospective Students, Current Students, Alumni and Friends, and Faculty and Staff sections.

The report contains:

- statistics for the previous three years of crimes reported on campus; in buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to, the campus and reported to the University and/or the Clay County Sheriff's Department or the Moorhead Police Department,
- crime prevention tips and campus safety programs,
- policies and procedures concerning safety and security on the campus of Minnesota State University Moorhead including information required by the Student Right To Know, the Jacob Wetterling Act, Megan's Law, the Violent Crime and Control Law Enforcement Act of 1994, and the Drug Free Schools and Campuses Act.

If you are unable to access this Report and wish a printed copy, or have other concerns about the Report, please contact the Director of Security, Minnesota State University Moorhead, Moorhead, MN 56563 or call (218) 477-5869.

Equity in Athletics Disclosure Act Report

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.

Non-Discrimination Statement

Minnesota State University Moorhead is committed to a policy of nondiscrimination in employment & education opportunity and is a member of the Minnesota State Colleges and Universities System. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Inquiries regarding compliance should be referred to the Affirmative Action Officer/Title IX Coordinator, Owens 214B, 218.477.2229 (Voice). This information will be made available in alternate format, such as Braille, large print or audio cassette tape, upon request by contacting Disability Services at 218.477.5859 (Voice) or 1.800.627.3529 (MRS/TTY).

MSUM Student Alcohol and Other Drug Policy

General Philosophy Statement:

Minnesota State University Moorhead recognizes that the misuse of alcohol and other drugs is a serious problem in our society and our community. This University seeks to create a campus environment which promotes healthy and responsible living that is conducive to the intellectual and personal development of students. The University is committed to establishing and enforcing clear campus policies regarding the use of alcohol and other drugs. Minnesota State University Moorhead complies with and supports the Minnesota State Colleges and University Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools and Community Act, the Drug Free Workplace Act, the Campus Security Act and Minnesota State law. Refer to the Student Handbook for a detailed version of the policy.

Emergency Cancellation

Classes/programs are subject to cancellation or changes in the event of an emergency.

Drug Free Workplace and Schools

Minnesota State University Moorhead provides information regarding University policies for alcohol and drug use on the campus in the class schedule and the Annual Campus Crime Report. This information is provided in compliance with the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1989. The report includes:

- campus policies regarding alcohol and drug use
- campus sanctions for possession/consumption of alcohol or illicit drugs
- legal penalties for possession/consumption of alcohol or illicit drugs
- health risks associated with use of illicit drugs and alcohol

Additional copies of the Drug Free Workplace information may be obtained from the Campus Security Office or by going to the Security web page at www.mnstate.edu/security.

Family Education Rights and Privacy Act (FERPA)

The purpose of the Family Education 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, and the website (www.mnstate.edu/records/ferpa_info).

Under State and Federal law, you may withhold either or both of the following categories of information from public use by reporting to the Records Office no later than the 45th class day of each semester. Category I: the student's name, local and permanent (hometown) address, e-mail address, telephone number; Category II: major and minor fields of study, class level, dates of enrollment, full-time/part-time status, awards, honor (including Dean's list), degree(s) conferred (including dates), previous educational institution(s) and dates attended, photographs taken and maintained by the University for various purposes, past and present participation in officially recognized activities and sports, and height and weight of athletes. Because the entire category will be withheld in all circumstances, you are cautioned to consider any possible inconvenience. If Category I is withheld, mail will not be forwarded.

If students do not want their public information printed in the MSUM Directory, they must inform the Records Office by the tenth class day of the Fall term.

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 and the website: www.mnstate.edu/finaid. Information concerning financial aid policies is included in the Student Handbook.

Student Right to Know Report

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.

Public Information or Directory Information Includes:

- Name
- Local and Permanent Address
- e-mail address
- Phone numbers
- Major and minor
- Class level
- Dates of enrollment
- Full-time/part-time status
- Degrees, Honors and Awards
- Past and present participation in sports and activities
- Height and weight of athletes
- Photographs taken and maintained by the university for various purposes (excluding pictures taken for photo ID cards).

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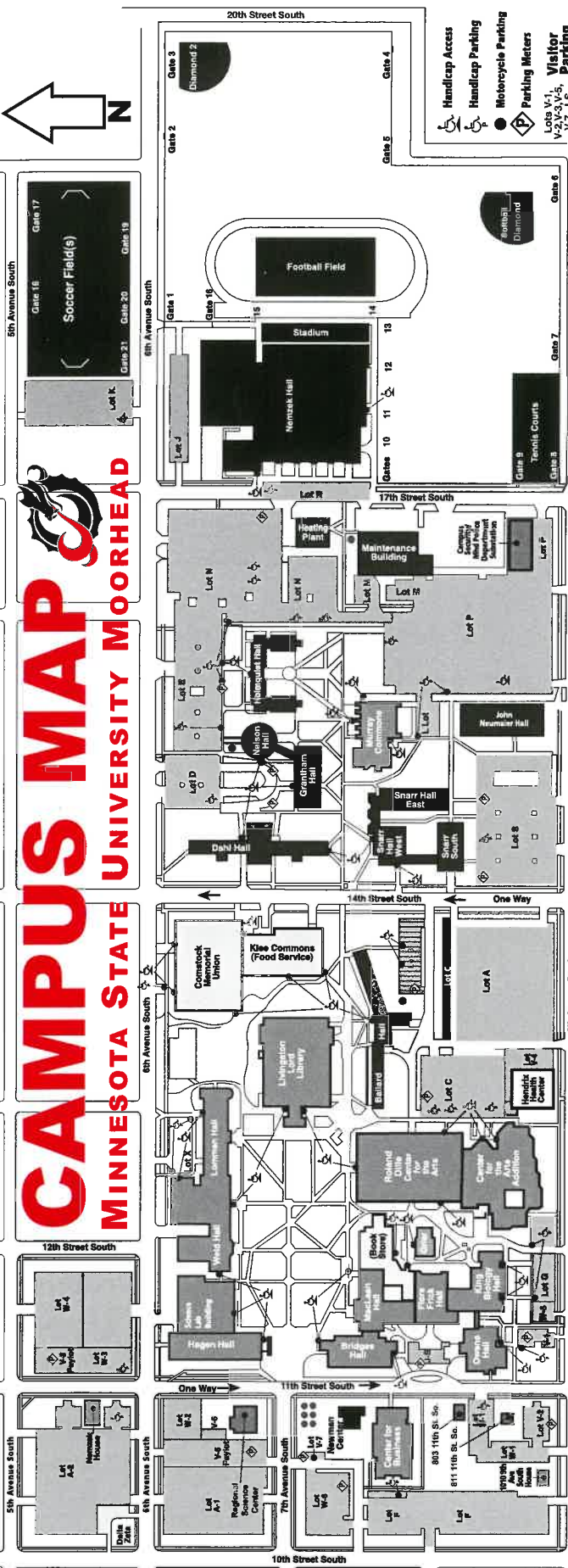
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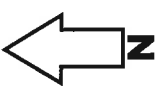
- PARKING**
- A-1. Commuters
 - A-2. Commuters
 - B. Reserved Ballard only
 - C. Faculty and Staff Zone Permits
 - D. Residents
 - E. Faculty/Staff & Student (MSCTC & MSUM) Permits
 - F. All MSUM Permits Except K
 - G. Faculty and Staff Zone Permits
 - H. All MSUM Permits Except K
 - I. All MSUM Permits Except K
 - J. All MSUM Permits Except K
 - K. Residents
 - L. Admissions Short term & Metered
 - M. All MSUM Permits
 - N. Faculty and Staff Zone Permits
 - O. Service Vehicles Only
 - P. All MSUM Permits Except K
 - Q. Reserved/Hendrix Health Center/Visitors
 - R. Paytor \$:50/hour
 - S. Residents
 - T. Visitors-Metered Parking-30 min. maximum
 - U. Admissions Visitors & Visitors/Metered Parking-1hr. maximum
 - V-1. Faculty/Staff Reserved
 - V-2. Faculty/Staff Reserved
 - V-3. Faculty/Staff Reserved
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CAMPUS MAP

MINNESOTA STATE UNIVERSITY MOORHEAD



- BUILDINGS**
- BALLARD HALL (BA)**
Residence Hall, Housing and Residential Life Office, Educational Testing Service
 - BRIDGES HALL (BR)**
FIRST FLOOR—Dean of Social and Natural Sciences (Fall Only), Computer Science and Information Systems, Planetarium; SECOND FLOOR—Dean of Arts and Humanities, Counseling and Personal Growth Center; THIRD FLOOR—Philosophy, Psychology
 - CAMPUS SECURITY/POLICE SUBSTATION (CS)**
Campus Security, Parking Enforcement Staff, Moorhead Police Dept. Substation
 - CENTER FOR BUSINESS (CB)**
FIRST FLOOR—Dean of Business & Industry, Business Law; SECOND FLOOR—Accounting, Business Administration, Paralegal
 - COMSTOCK MEMORIAL UNION (CU)**
LOWER LEVEL—Main Office/Event Services/Room Scheduling, Recreation and Dining Center, Career Services, Advocate/Student Newspaper, KMSC Radio, Hair and Tanning Salon, Etcetera Shop, Copies Plus, Underground, Union City Cafe/Pizza Hut/Burger King, Comstock (Conference) Room
 - MAIN LEVEL**—The Compass/Information Center, Subs & Sweets, Main Lounge, Kise Commons Dining Rooms, Special Dining/Conference Room; SECOND FLOOR—Student Senate, Campus Activities Board, Student Development/Student Orientation/ Multicultural Services/ Disability Services, Center for Leadership and Organizations, Ballroom, Conference Rooms
 - DAHL HALL (DA)**
Residence Hall, Residence Hall Association Office
 - FOUNDATION ANNEX (FA)**
Environmental Health & Safety, New Rivers Press, Faculty Offices, Economics & Political Science (Temporary Offices)
 - FRICK HALL (FR)**
MAIN FLOOR—International Programs/International Students Office,
 - GRANTHAM HALL (GN)**
Residence Hall
 - GRIER HALL (GR)**
Speech Language Hearing Sciences
 - HAGEN HALL (HA)**
FIRST FLOOR—Dean of Social and Natural Sciences; SECOND FLOOR—Technology, Classroom; THIRD FLOOR—Physical/Astronomy; FOURTH FLOOR—Chemistry and Biology
 - HEATING PLANT (HP)**
HEATING PLANT (HP)
 - HENDRIX HEALTH CENTER (HH)**
HIGHER EDUCATION CENTER (HE)
Center (HEC)
 - HOLMQUIST HALL (HO)**
Residence Hall
 - JOHN NEUMAIER HALL (JN)**
Resident Apartment
 - KING HALL (KH)**
THIRD & SECOND FLOOR—Anthropology/Earth Sciences
 - KISE COMMONS (KC)**
Food Service
 - LIVINGSTON LORD LIBRARY (LL)**
FIRST FLOOR—Director of Instructional Resources, Instructional Media, Library Services, Languages, AMCS, TOCAR (temporary); SECOND FLOOR—Information Technology, Computer Labs, Curriculum Center, Student Affairs
 - MACLEAM HALL (MA)**
LOWER LEVEL—Central Stores, Custodial Services, Women's Center; THIRD FLOOR—Under Construction
 - MAINTENANCE/PHYSICAL PLANT BUILDING (MB)**
Buildings and Grounds, Motor Pool, Parking, Recycling, Residence Hall Heating and Cooling, Shop Scheduling, Physical Plant
 - MURRAY COMMONS (MU)**
Corrick Center for Multidisciplinary Studies, Nursing
 - NELSON HALL (NL)**
Residence Hall
 - NEWEZK HALL (NZ)**
Athletics, Athletic Training Room, Health/Physical Education, intramurals, Sports Information, Weight Room
 - OWENS HALL (ADMINISTRATION BUILDING) (OW)**
FIRST FLOOR—Admissions, Business Office/Purchasing/Vending, Financial Aid and Scholarships, Job Shop, Records Office; SECOND FLOOR—Academic Affairs, Administrative Affairs/Key & Card Access, Affirmative Action/Payroll, Alumni Foundation Office, Graduate Programs, Human Resources, President's Office, Student Affairs
 - ROLAND DILLE CENTER FOR THE ARTS (CA)**
Art, Music, Speech and Theatre, Hansen Theater, Gaede Stage, Thrust Theatre
 - SCIENCE LAB BUILDING (SL)**
LOWER LEVEL—Math Department (temporary) FIRST FLOOR—Auditorium, Lecture Hall, classroom and labs; SECOND FLOOR—Biology labs; THIRD FLOOR—Chemistry labs; FOURTH FLOOR—Greenhouse
 - SNARR EAST (SE) SNARR SOUTH (SS)**
Residence Halls
 - SNARR WEST (SW)**
Residence Halls
 - WELD HALL (WE)**
English, Television Center
 - HOUSES / EXPANSION AREA**
515 11TH STREET SOUTH (NH)
Counseling and Student Affairs Lab, Social Work, Applied Classroom/ Nemez, Practicum House
524 10TH STREET SOUTH (DZ)
Delta Zeta sorority
611 11TH STREET SOUTH
Psychology Program's Child Development Center
803 11TH STREET SOUTH (GP)
Continuing Studies, Customized Training
1026 7TH AVE SOUTH (CN)
Regional Science Center Offices (Centennial House)
1110 14TH STREET SOUTH (HE)
Higher Education Center
1340 6TH AVE SOUTH (FH)
CPMI Offices, Alumni Phonathon



- Handicap Access
- Handicap Parking
- Motorcycle Parking
- Parking Meters
- Visitor Parking
- Lots V-1, V-2, V-3, V-4, V-7, J, S