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2008

Graduate Bulletin, 2008-2010

Minnesota State University Moorhead

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Graduate Bulletin

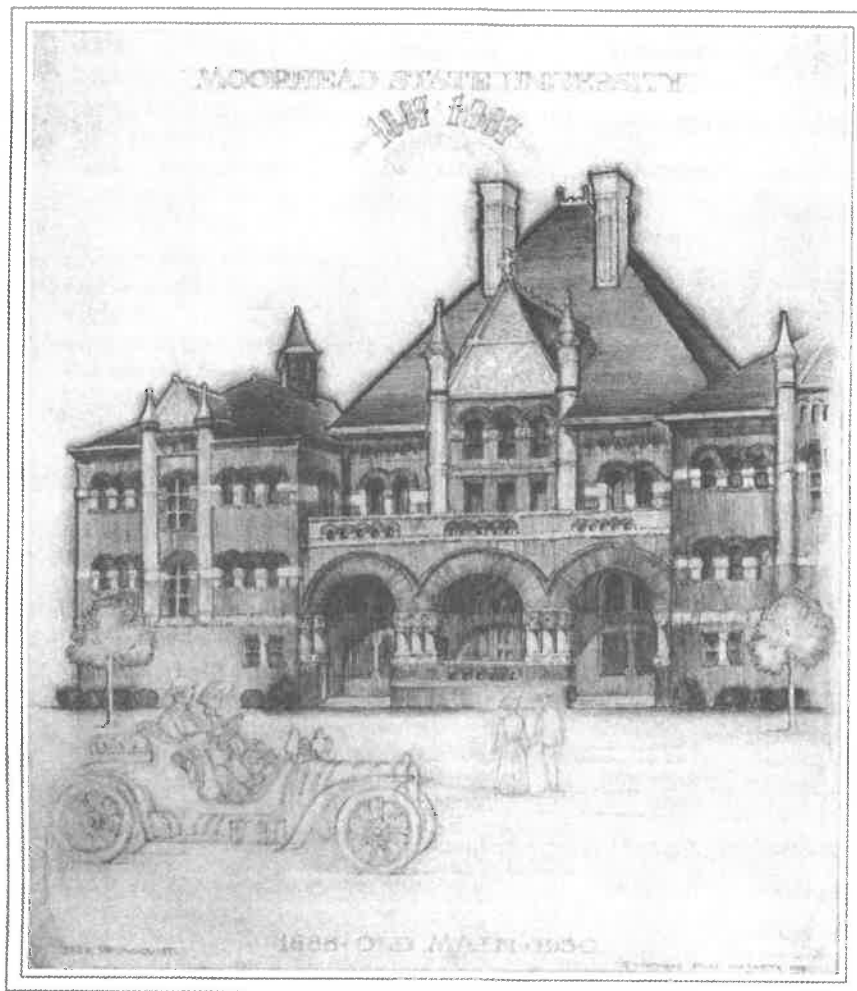
2008-2010

Graduate Deadline Calendar

2008-2009

	Fall Semester 2008	Spring Semester 2009	Summer Sessions	
			1st SS 2009	2nd SS 2009
Registration	August 19	January 9	May 26	July 6
Classes begin	August 25	January 12	May 27	July 6
Last day to order academic garb from Bookstore	October 31	March 27		
Last day to submit Form 5 to Graduate Studies Office	November 7	April 3	June 30	
Last day to submit Form 6 to Graduate Studies Office	November 14	April 10		
Last day for Oral Examination	November 28	April 24		July 17
Last day to submit Thesis/Project to Library	December 12	May 8		July 31
Last day to submit Form 7 to Graduate Studies Office	December 12	May 8		July 31
Last day to deliver academic garb to Graduate Studies Office	December 12	May 8		
Commencement	December 19	May 15		

**Please check the Graduate Website
for Deadline Calendar Updates:
www.mnstate.edu/graduate/deadlines/**



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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Congratulations!

Your decision to further your education is worth celebrating. We are pleased that you are considering Minnesota State University Moorhead for this important work.

Professional fields evolve as people like you bring new experiences and skills to their careers. Competition and innovation make it imperative that we work together to adapt and prosper.

Your commitment to study at MSU Moorhead will be matched by our dedication to expand your knowledge and talent. As a graduate student in one of our degree programs, you will be supported by outstanding educators who care about your progress.

You have made a commitment to lifelong learning. Your success will benefit you and those whose lives you touch. I wish you the best and look forward to seeing you on campus.

A handwritten signature in cursive script that reads "Edna Mora Szymanski".

Edna Mora Szymanski, Ph.D.
President



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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

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Alcohol/Drug Awareness Program

The use or possession of alcoholic beverages or illegal drugs on the university campus, in the residence halls, or at university-sponsored events on campus is prohibited by Minnesota State Law. Students caught selling alcohol or illegal drugs on campus will be subject to disciplinary action as set forth in the Student Handbook section "Disciplinary Procedures". Drug and alcohol violators may be referred to the campus Conduct Officer, Campus Security, and the Moorhead Police Department. The university has designated a Chemical Health Educator/Counselor to provide programming, assessment and counseling related to use/abuse of alcohol and other drugs. These services are accessed through Hendrix Health Center at 218-477-2211 or the Counseling Center at 218-477-2227.

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. More information is available at: <http://alumni.mnstate.edu/>

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. For more information contact 218-477-2111 or visit <http://bookstore.mnstate.edu/>

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.

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 or online at: www.mnstate.edu/career/

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/

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 or visit www.mnstate.edu/cmu/

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 or visit www.mnstate.edu/counsel/

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 10, 14 or 21 meals per week; any 120 meals per semester; or a Dragon Plan in which student IDs act as a declining balance debit card. 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.

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: www.mnstate.edu/disability/

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. Activities are coordinated by a certified Fitness Specialist who is available for individual and group training sessions. Construction of the new Wellness Center began in 2007 and is expected to be completed within two years.

Early Education Center

The Early Education Center provides high quality care and developmentally appropriate educational and social opportunities to the university students' children between the ages of 16 months and 16 years. Many MSUM students in the area(s) of Speech, Language and Hearing, Special Education, Early Childhood Education, Elementary Education, Nursing and Social Work gain valuable experience working with the children that attend the center. The center follows the MSUM academic calendar and is open from 7:30 a.m. to 5:30 p.m. If you would like more information regarding the center please call the Director at 218-477-2214.

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.

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/

International Programs

The International Programs Office provides support for approximately 310 International students from 47 different countries worldwide. These students enhance our campus diversity and enrich the cultural experiences open to all campus and community members. The International Program Office provides information to international students about the application process, immigration, campus employment, housing, and campus and community life. The office also provides information on study abroad programs and international travel. Events sponsored include Celebration of Nations and the Diplomat Program. More information is available on the International Programs website, www.mnstate.edu/intl/ or call 218-477-2956.

Job Shop

The Job Shop is a one-stop resource for student employment. On-campus positions as well as off-campus positions are listed. Students can search and apply for a job online at www.mnstate.edu/dragonjobs/

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 48 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
- Electronic Reserves

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.

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. More information is available online at: www.mnstate.edu/cultural/ or by calling 218-477-2674.

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, located at 1616 9th Ave. 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.

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 or e-mail: ratc@mnstate.edu.

Residence Halls

With nine residence halls offering a variety of living arrangements, there is a capacity for 1,824 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-in 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.

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 900-seat auditorium, a seven-story stage area, a 90-foot gallery, a 316-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.

Safe Zone

MSUM Safe Zone is a program that forms a network of students, faculty and staff committed and trained to provide safe, non-judgmental and supportive contacts for all MSUM community members who may be dealing with lesbian, gay, bisexual, transgender, and/or questioning issues.

More information on Safe Zone and issues related to Safe Zone may be obtained through the Counseling and Personal Growth Center at 218-477-2227 or www.mnstate.edu/counsel/; Hendrix Health Center at 218-477-2211 or www.mnstate.edu/hendrix/; The Women's Center at 218-477-4973 or www.mnstate.edu/womenctr/; and the Safe Zone website at www.mnstate.edu/safezone/

During the 2008/09 academic year, MSUM is setting the stage to establish a GLBT Center on campus. It will be a place to meet, attend programming events, and socialize for GLBT students, faculty, staff, and allies. The intent is to staff the center at least part-time and have print, video and on-line resources available for students, faculty, and staff. As the opening of the center nears, more information will be advertised on campus and on the MSUM Website.

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/

Student Senate

The Student Senate is the officially recognized voice of all undergraduate and graduate students in attendance at MSUM. The Student Senate advocates to the campus administration, MnSCU and local, state, and federal governments. There is currently one senate seat reserved for Graduate School representation. Elections are held in winter and spring and any graduate student who meets the academic requirements may run for election to the senate. Beginning in the fall of 2008 a new senate committee will be formed for graduate students. This committee will be the voice for graduate students in dealing with university policies and procedures. If you would like more information about the Senate you may contact them at: stusen@mnstate.edu or 218-477-2150. If you have a question or would like to share a graduate concern please contact the current Graduate Senator at: gradsen@mnstate.edu.

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 8:00 a.m.-4:30 p.m.

Voice, 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.

Women's Center

The Women's Center sponsors programs, serves as a resource center where students may obtain information on community resources and houses a library which holds a large volume of books and periodicals dealing with gender issues. The Women's Center, located in Bridges Hall 154, also houses a lounge which is open for study, conversation or group meetings. For more information, call 218-477-4973.

Financial Information

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SELF Loan
Alternative Educational Loans
Private Scholarships/Fellowships

International Students

Financial Aid Satisfactory Academic Progress Policy

Qualitative Standard: Grade Point Average
Quantitative Standard: Completion Percentage
Quantitative Standard: Maximum Credits Attempted
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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:

- 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.
- 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 and/or 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).

Qualitative Standard: Grade Point Average

Undergraduate: Attempted credits include all courses on student records after the fifth 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 - 26 credits:	1.60
27 - 59 credits:	1.90
60 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.

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 exceeds the maximum credits attempted standard, the student is suspended from financial aid eligibility.

If at the end of a semester a student fails to meet MSUM Satisfactory Academic Progress completion percentage 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** 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) and 66.66% (academic) completion standards, the student will be placed on **suspension from class enrollment**. The first suspension is for one semester; a second suspension is for one calendar year; a third suspension 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 (100% completion of credits attempted that semester) 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 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 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.
6. Students may immediately be suspended from financial aid eligibility for extraordinary circumstances and if it becomes readily apparent that a student has not maintained satisfactory academic progress.

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. Programs that require longer than the maximum credits attempted 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.

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

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 **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 Corrick 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, 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.

Graduate Information

Administration

Minnesota State College & Universities

CHANCELLOR: James H. McCormick, St. Paul

BOARD OF TRUSTEES:

Duane Benson, Minneapolis

Cheryl Dickson, St. Paul

Jacob Englund, Minneapolis

Ruth Grendahl, Apple Valley

Clarence Hightower, Plymouth

Allyson Lueneburg, Winona

Dan McElroy, St. Paul

David Olson, St. Paul

David Paskach, Cottonwood

Thomas Renier, Duluth

Christine Rice, Lake Elmo

Louise Sundin, Minneapolis

Scott Thiss, Edina

Terri Thomas, Rochester

James Van Houten, Minneapolis

Minnesota State University Moorhead

OFFICE OF THE PRESIDENT

President

Owens Hall 203, 218-477-2243

Executive Director for Public Relations

Owens 203J, 218-477-2175

University Planning and Budget Officer

Owens Hall 203D, 218-477-2336

ACADEMIC AFFAIRS

Vice President for Academic Affairs

Owens Hall 206, 218-477-2292

Associate Vice President for Academic Affairs

Owens 205A, 218-477-4701

Associate Vice President for Instructional Resources &

Dean of Distance Learning

Library 120, 218-477-2923

Dean of the College of Arts and Humanities

Bridges Hall 250A, 218-477-2764

Dean of the College of Business and Industry

Center for Business 100C, 218-477-4654

Dean of the College of Education and Human Services

Lommen 212A, 218-477-2096

Dean of the College of Social and Natural Sciences

Hagen Hall 107, 218-477-5892

Director of Continuing Studies

811 11th St. S., 218-477-5862

Director of Institutional Research

Owens 205C, 218-477-2973

Registrar

Owens Hall 104, 218-477-2565

ADMINISTRATIVE AFFAIRS

Vice President for Facilities and Administration

Owens Hall 208, 218-477-2070

Affirmative Action Officer

Owens 214 B, 218-477-2229

Director of Campus Security

Campus Security Building, 218-477-2449

Comptroller and Business Office Manager

Owens 106, 218-477-2062

Director of Human Resources

Owens 210C, 218-477-2066

Director of Information Technology

Library 201A, 218-477-2300

Physical Plant Director

Maintenance Building 100A, 218-477-2069

STUDENT AFFAIRS

Vice President for Student Affairs

Owens Hall 206; 218-477-2171

Assistant Vice President of Student Affairs

Owens 206, 218-477-2322

Director of Admissions

Owens 104, 218-477-2161

Manager of Bookstore

MacLean 176, 218-477-2111

Director of Counseling and Career Services

Bridges Hall 260, 218-477-2227

Coordinator of Disability Services

CMU 114, 218-477-5859

Director of Hendrix Health Center

Hendrix Building, Lot C; 218-477-2211

Director of Housing and Residential Life

Ballard 120, 218-477-2118

Director of International Student Affairs

Flora Frick 153, 218-477-2940

Judicial Officer

CMU 229, 218-477-2524

Director of Multicultural Services

CMU 222, 218-477-2721

Director of Scholarship and Financial Aid

Owens Hall 107, 218-477-2251

Director of Student Union Activities

CMU 115B, 218-477-2447

Transition Coordinator

CMU 222, 218-477-2777

GRADUATE STUDIES OFFICE

Owens 215

218-477-2134; Fax: 218-477-2482

e-mail: graduate@mnstate.edu;

www.mnstate.edu/graduate

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

The Dean:

- Markets and promotes graduate education at MSUM
- Chairs the Graduate Council and oversees 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 Minnesota State Colleges and Universities Graduate Council
- Coordinates graduate admissions and graduation application procedures

Admission

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Degree Seeking Admission

Admission to a graduate degree, certificate or licensure program is considered only after all required application materials have been received and reviewed. **Incomplete files are not reviewed.**

Upon receipt of the completed application including all required materials, the file is reviewed by the Dean of Graduate Studies to assure that the applicant meets the minimum admission requirements of the MSUM Graduate School. The Dean of Graduate Studies notifies the appropriate graduate program if the applicant meets, or does not meet, minimum MSUM graduate school admission requirements and the file is forwarded to the program for review. The program reviews all complete files for admission or denial based on the program requirements and returns the file to the Graduate Studies Office. A formal letter of acceptance or denial will be sent to the applicant by the Dean of Graduate Studies with copies to the Program Coordinator. An advising copy of the application file is returned to the graduate program coordinator.

The following admission categories will be used by the Graduate School:

1. Full Standing
This status is used when all program admission requirements are fully met.
2. Provisional
This status is used when students show potential for success in a graduate program. The graduate program coordinator and the Dean of Graduate Studies determine the specific provisions that must be met by the student before full standing can be granted.
3. Denial
This status is used when students do not meet the program admission requirements.

Master's Degree Application Procedures and Materials

Admission to a Master's degree program requires submission of the following materials. All materials are submitted to the Graduate Studies Office.

1. Completed "Application for Admission to Graduate Study" form.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM 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 no more than five years old are accepted.
5. Other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.
6. International students must submit additional materials for INS compliance as outlined in the International Students section following.

Specialist Degree Application Procedures and Materials

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. 40)

Doctor of Nursing Practice (DNP) Application Procedures & Materials

The DNP is offered as a collaborative program through a consortium of four universities in the Minnesota State College and Universities system. Application materials are submitted to the Program Management Council (PMC) of the Consortium. Please check the DNP website for special application instructions and for correct submission address for application materials: www.mnstate.edu/nursing/DNP/ Application materials include:

1. Completed Program Application for admission to the Doctor of Nursing Practice Program
2. Official copies of transcript(s) from each institution attended for graduate study. NOTE: If unofficial copies of graduate transcripts are available, please include in the application. This will expedite application review until official transcripts are received.
3. Evidence of current unencumbered license as a Registered Nurse from the state(s) where clinical practicum will be conducted.
4. References in sealed envelopes (See instructions on reference form or on application form.)
5. Goal statement
6. Resume
7. Official copy of TOEFL score if international student
8. \$40 Non-refundable application fee

Graduate Certificates Application Procedures & Materials

Admission to a Graduate Certificate program requires submission of the following materials. All materials are submitted to the Graduate Studies Office.

1. Completed "Application for Admission to Graduate Study" form.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM 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. Other documents as required by specific certificate programs. Such individual requirements are defined under the specific graduate certificate descriptions.

Licensure Application Procedures & Materials

1. Completed "Application for Admission to Graduate Study" form.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM 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. Other documents as required by specific certificate programs. Such individual requirements are defined under the specific licensure descriptions.

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. A comprehensive course-by-course transcript evaluation by either Educational Credential Evaluators (ECE) or World Education Services (WES) is required for transcripts from all post-secondary colleges and universities outside of the United States. Do **not** send these transcripts directly to MSUM.
5. International students must purchase the University health insurance. **No exceptions will be made.**

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

Doctor of Nursing Practice: Please refer to website:
www.mnstate.edu/nursing/DNP/

Master of Fine Arts in Creative Writing: March 1

International Students: February 1

School Psychology: February 15

International Students: January 15

Speech-Language Pathology: February 1

International Students: January 1

Non-Degree Seeking Admission as a Graduate Special Student

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 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.
2. Credits earned as a Graduate Special student may later be applied to a degree program with advisor approval, but cannot exceed nine (9) semester credits.
3. Graduate Special students are not eligible for most types of financial aid.
4. Students who are denied admission to a degree program may not register as Graduate Special students.
5. Application Process
 - a. Application for Admission to Graduate Study form; check graduate special
 - b. Proof of baccalaureate degree (unofficial transcripts accepted)
 - c. \$20 non-refundable application fee is charged for first-time MSUM students.

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.

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.*

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: Candidates in some MS 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 on Form 3 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: 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 the 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 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).
3. The Education Specialist in Educational Leadership 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.

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Grading System

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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 prevent cancellation of course registrations.

Course Load

The normal course load for a graduate student is usually twelve (12) credits. Eight (8) graduate 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 six (6) graduate credits. Permission of the appropriate graduate program as well as the Dean of Graduate Studies is required for registration in excess of fifteen (15) graduate 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 Plan A Thesis or Plan B Project).

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.

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.

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

Students who fail the final oral examination cannot receive a passing grade on the project or thesis and will not receive the degree. Students may appeal through the appropriate department and the Dean of Graduate Studies to repeat the oral examination during a subsequent term.

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

Grade Point Average

The grade point average (GPA) is computed by dividing the number of grade points earned in a given course or courses by the number of credits attempted. The GPA is based on MSUM grades only. Transfer credits are not used in computing the GPA.

Credits with grades of "P", "I", "IP", "AU", or "W" are not included in computing the GPA.

Credits with grades of "F" are included in computing the GPA.

Incomplete Credits

The mark of I (Incomplete) is granted when students are unable to complete course requirements for reasons beyond their control and when arrangements have been made with the instructor before the end of the semester.

It is the responsibility of students to develop a contract to meet the instructor's requirements for making up an Incomplete. If an Incomplete has been given, and if the Incomplete has not been made up by the end of the next semester, the "I" grade will be changed to an "F".

Continuing/Continuous Registration

Candidates for graduate degrees must be enrolled for graduate academic credit at the time they sit for the final oral examination. In addition, some graduate programs have a Continuous Enrollment policy. Students should view the program description pages in the bulletin for specifics.

Unless dictated differently by a program, students may during the semester of the oral exam AND/OR for any semester in which the student must meet a program's Continuous Enrollment policy in one of four ways:

1. Concurrent enrollment in course work.
2. Enrollment for Plan A Thesis through 699.
3. Enrollment for Plan B Project through 696, 697 or 796.
4. Enrollment for one credit in 698 or 798: Continuing Registration.

Continuous registration is required by the programs listed below:

1. Counseling and Student Affairs programs.
2. Nursing
3. School Psychology

Change of Graduate Program

Occasionally students will decide to change their degree program after being admitted to or starting a graduate program. Students must meet the admission requirements of the new program including a review and acceptance by that program's admission committee. To initiate a change in graduate program, a student must:

1. Complete a Change of Program form and submit it to the Graduate Studies Office. This form is available at the Graduate Studies Office or online at: www.mnstate.edu/graduate/forms/
2. Submit any required application materials for the new program that are not on file in the Records Office.

Dual Graduate Majors/Degrees

Any student wishing to pursue multiple graduate degrees from MSUM must meet all admission criteria and degree requirements for each program. A separate plan of study (Form 1) for each degree must be submitted and approved for each graduate program. Any duplication of coursework must follow current Transfer of Credit guidelines on p. 16 of this Bulletin.

Appeals

All appeals from graduate students are addressed on a Graduate Appeals Form available in the Graduate Studies Office or online. The Appeal process must be started within a year of the situation that generates the appeal with the exception of course grade appeals which must be initiated within 6 weeks of the close of the semester in which the student received the grade. Detailed procedures for filing appeals may also be obtained from the Graduate Studies Office or online. The graduate student is responsible for following the designated procedures and filing the forms with the appropriate university offices.

Course Grade Appeal

1. Only arbitrariness, prejudice, and/or error will be considered as legitimate bases for an appeal.
 - a. **Arbitrariness:** The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
 - b. **Prejudice:** The grade awarded was motivated by ill will, and is not indicative of the student's academic performance.
 - c. **Error:** The instructor made a mistake in fact, or failed to give students adequate notice of grading policies.
2. If a student believes that discrimination or harassment was a factor in the determination of the grade awarded, a complaint should be filed with the Affirmative Action Officer under Minnesota State Colleges and Universities policy, 1B.1 Nondiscrimination in Employment and Education Opportunity.
3. A student may appeal a grade reduced for academic dishonesty through this policy.
4. Course grade appeals must be initiated by the student prior to the close of week six of the following semester. If the graduate student moves to the formal process that must be done before the end of the semester in which the appeal was initiated. In cases where an incomplete was originally assigned, an appeal must be made within six weeks of the date of the final grade is posted by the Registrar's Office and available to the student on the web. In this latter situation, if the graduate student moves to the formal process, that must be done during the first ten weeks of the next academic year term.
5. Normally, the Graduate course grade appeal process will be completed during the semester in which the appeal is filed.
6. The informal steps:
 - a. The student will discuss the issue with the instructor, and may consult with the graduate program coordinator, in an attempt to resolve the matter
 - b. If the matter is not satisfactorily resolved, the student will discuss the issue with the dean in whose college the course was offered. If the matter cannot be resolved informally, the student may choose to file a formal appeal.

Appeal of University Regulations

Retroactive withdrawal from courses or other appeals of University regulations follow this sequence: Graduate Program Coordinator, Graduate Appeals Committee, and

Vice President of Academic Affairs. The student may end the appeal process at any level by signing off on the Graduate Appeals Form and returning it to the Graduate Studies Office.

Programmatic Appeal

Admission, termination, degree requirements, course substitutions, course waivers, and other such matters follow this sequence: Graduate Program Coordinator, College Dean, Graduate Appeals Committee, and Vice President of Academic Affairs. The student may end the appeal process at any level by signing off on the Graduate Appeals Form and returning it to the Graduate Studies Office.

Appeal Timelines

1. The graduate student must begin the appeal process within a year of the occurrence for any type of appeal except for course grade appeals which must be initiated within 6 weeks of the close of the semester in which the student received the grade.
2. Respondents have 15 faculty duty days to respond from date of notification.
3. If respondent does not respond within the 15 duty day period, the graduate student may proceed to the next level.
4. Graduate student must proceed to next level (if warranted) within 15 days of response.
5. If graduate student does not submit request for next level within the 15 day limit, the appeal will be closed.

Certification/Licensure

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

Background Checks

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

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

Degree Completion Procedures

Contents

Form 1: Proposed Graduate Course Plan
Form 2: Thesis/Project Committee Appointment and Approval
Form 3: Comprehensive Examination
Form 4: Thesis/Project Topic Approval and Human Research

Form 5: Preliminary Graduation Notice
Form 6: Announcement of Oral Defense
Form 7: Application for Graduate Degree
Final Form for Thesis or Project Paper Commencement

Form 1: Proposed Graduate Course Plan

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 and program coordinator. The completed form is sent to the Graduate Studies Office, the Dean of Graduate Studies signs the form and it is recorded and placed in the student's permanent file in the Records Office.

Timeline for submission: End of first semester as an admitted graduate student.

Form 2: Thesis/Project Committee Appointment and Approval

The student and advisor work together in determining whether to pursue the thesis or project option. After making this determination the student and advisor select faculty to sit on the student's committee. The committee must include a minimum of (3) faculty that have Graduate Faculty status with the exception of students in the Curriculum and Instruction program that need only to have 2 committee members. One committee members must originate from outside the students chosen area of study, if there is difficulty in finding outside committee members the Dean of Graduate Studies may make a recommendation to assist you in finding an outside committee member. A current list of Graduate Faculty can be found in the back of this Bulletin and accessed at www.mnstate.edu/graduate/faculty.cfm. Once Form 2 has been completed, send it to the Graduate Studies Office. The Dean of Graduate Studies will review the form and after approval will sign it and place it in the students permanent file in the Records Office.

Form 3: Comprehensive Examination

When the course work for the degree is essentially complete, students take a comprehensive examination, if required (please see the list of departments that require a comprehensive examination at the end of this section). Comprehensive Exams can take the form of written essays, national certification exams or any other as

determined by each individual program. There are some programs that require a passing score on the comps before the student is able to move on to the research for their thesis or project; students should see their advisor for further information. Upon successful completion of the comprehensive exam, Form 3 will be sent to the Dean of Graduate Studies for signature and placement in the student's permanent file in the Record Office. Students should keep in mind that failure to pass their comprehensive exam will result in termination from their degree program. The number of times a student may attempt the exam varies from program to program so please see you advisor or Program Coordinator for the specific requirements for your program of study.

The following graduate programs require a comprehensive exam:

- 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 and Specialist in School Psychology
- Master of Science in Special Education
- Master of Science in Speech-Language Pathology

Form 4: Thesis/Project Topic Approval and Human Research

Upon determination of the topic, a decision made by the student and their advisor, Form 4 indicating topic approval is then signed by both. If Human Subjects are involved in the research then Institutional Review Board (IRB) or Department Review Chair (DRC) approval is required before research can begin. All approval forms must be kept on file. After IRB or DRC approval, if required and the proposal is accepted then the student, advisor and committee member initial for approval. Completed Form 4 is then sent to the Graduate Studies Office for approval and signature by the Dean of Graduate Studies who will then place it in the students permanent file in the Records Office.
Timeline for submission: Prior to beginning research study.

Form 5: Preliminary Graduation

Notice

Students who are nearing completion of their course of study must obtain the signatures of their advisor and Program Coordinator to verify that they are eligible to participate in commencement. Students completing degree programs in spring are eligible to participate in May commencement; if completing a degree program in the fall then the student is eligible to participate in December commencement and if a student is completing a degree program in summer they should consult with the Dean of Graduate Studies for appropriate semester clearance.

Timeline for submission: Six weeks prior to commencement.

Form 6: Announcement of Oral Defense

The announcement of the Oral Defense must be submitted, along with an abstract of the student's final research to the Graduate Studies Office at least 2 weeks prior to the day of examination. The student must obtain signatures from each member of the committee prior to submission. The submitted Form 6 is signed by the Dean of Graduate Studies, recorded and then placed in the student's permanent file in the Records Office.

Timeline for submission: Two weeks prior to the day of oral defense.

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.

Form 7: Application for Graduate Degree

Prior to the oral defense, complete the top half of page 1 as well as the course work section on page 2. You should next make a visit to the Records Office to make sure all Official Transcripts are on record for any transfer credits you are listing for program requirements on Form 7. Bring Form 7 with you to the oral defense so you can obtain the final signatures of the thesis/project committee members as well as your advisor on page 1. The Program Coordinator will sign page 2 after certifying that the courses fulfill the requirements for the degree. Then submit your thesis or project to the library at least 1 week prior to commencement. Return the completed Form 7 to the Graduate Studies Office. The Dean of Graduate Studies will approve and sign the form and forward it to the Records Office where it is placed in the Student's permanent file.

Timeline for submission: One week prior to commencement.

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.

Acceptable paper suppliers and brands: Copies Plus (located in the CMU) carries the paper that meets all of the above requirements. If you are going to purchase the paper at a supply store, look for Southworth Acid Free Thesis Paper or Southworth Fine Laser Paper or any other paper that meets all of the paper quality requirements.

Commencement

Notify the Graduate Studies Office (submit Form 5) 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 in December and at the end of Spring Semester in May. In order to participate in May commencement, all requirements for the degree must be completed prior to the end of the summer session. Students finishing their degree during fall semester will be eligible to participate in the December graduation.

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 Programs

Master of Arts in Music

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

The Master of Arts in Music graduate program is not taking new applications at this time.

This program is going through a curriculum revision.

Please contact the department at the phone number listed above for more information.

Master of Fine Arts in Creative Writing

Program Coordinator: Lin Enger • (218) 477-4689 • Weld Hall 101B

<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.

Students chosen as Teaching Assistants will also

- develop teaching skills.

Students working with New Rivers Press will also demonstrate

- knowledge of the publishing process.

Admission Requirements

1. Baccalaureate degree from a regionally 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. No more than nine (9) transfer credits may be applied toward the MFA degree. 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 a regionally 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. Official transcripts from ALL colleges and universities attended.
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 Minnesota 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 all four emphases 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 a regionally 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. Official transcripts from ALL colleges and universities attended.
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 & Family Counseling (3)

CNSA 612: Individual Appraisal (3)

CNSA 613: Career Development (3)

CNSA 614: Human Growth & Develop. for Counselors (3)

CNSA 615: Social & 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 Ed (2)

CNSA 663: The College Student (1)

CNSA 691B: Practicum in Student Affairs in Higher Ed (2)

CNSA 692B: Internship in Student Affairs in Higher Ed (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 Ed (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 655: Counseling Children, Adolescents, and Their Families (3)

CNSA 691A: Practicum in School Counseling (3)

CNSA 692A: Internship in School Counseling (6)

Master of Science—Curriculum and Instruction

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. Students can complete ten elective credits in a concentrated area of study (e.g., Literacy, Instructional Technology, Special Education) or various areas of study. 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.

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 a regionally 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. Official transcripts from ALL colleges or universities attended.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. Transfer courses evaluated and approved by the Graduate Program Coordinator and the Dean of Graduate Studies and submitted on the Request for Graduate Course Substitution form.
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

Requirements (22 credits)

- ED 604: Education and Society (3)
- ED 608: Educational Research I (3)
- ED 609: Educational Research II (2)
- ED 632: Curriculum, Instruction, and Learning (4)
- ED 670: Educational Alternatives for Learning (2)
- ED 671: Issues in Education (2)
- ED 699: Field Research (4)
- EECE 612: Literacy in Society (2)

Electives (10 Credits)

Students complete ten graduate credits in a concentrated area of study or various areas of study. The Graduate Coordinator must approve the electives.

Master of Science and Education Specialist in Educational Leadership

Program Coordinator: Boyd Bradbury • (218) 477-2019 • 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 a regionally accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Official transcripts from ALL colleges and universities attended.
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 (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 (one of the following):

1. Baccalaureate degree with a cumulative GPA of 3.0 or better on a 4.0 scale
2. A GPA of at least 3.25 during the final 30 semester credits of graded undergraduate course work.
3. A minimum GPA of 3.0 on 10 semester credits of graduate course work.

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.

1. A minimum cumulative GPA of 2.8 or better on a 4.0 scale.
2. Discussion between program coordinator and applicant and approved by the Dean of Graduate Studies.

A student must achieve a cumulative GPA of 3.0 on the initial 9 credits of graduate work to advance to full standing. A student must be advanced to full standing before a Plan of Study can be approved.

M.S. Degree Requirements

1. Admission requirements.
2. Curriculum (32-36 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 Leadership Program have four emphases from which to choose. To help choose an emphasis, students are advised to visit with a member of the Educational Leadership faculty and to carefully read specific state certification and licensure procedures. Listed are the curricula for each emphasis. Modifications to the curricula may be made in special cases only with the approval of the student's advisor and program coordinator.

The following presents the core and elective courses within the four emphases for the Master's Degree in Educational Leadership.

Core Requirements (18 Credits)

- ED 630: Leadership, Planning, and Organizational Behavior in Education (3)
 ED 631: Educational Law & Organizational Structure of Education (3)
 ED 632: Curriculum, Instruction & Learning Theory (4)
 ED 633: Technology and Information Systems (2)
 ED 635: Personnel, Supervision & Staff Development (4)
 ED 636: Policy and Educational Finance (2)

Possible Course Substitutions for the Core:

- CNSA 660: Introduction to Student Affairs (2) **AND** ED 717: Adult Learning (2) may be substituted for ED 632
 ED 727: Higher Education Law (3) may be substituted for ED 631
 ED 740: Financing Higher Education (3) may be substituted for ED 636
 ED 767: Organization & Administration of Higher Education (3) may be substituted for ED 630

Generalist Emphasis (17-18 Credits)

- ED 601: Psychological Foundations of Education (2)
 ED 603: Methods of Research (2)
 ED 608: Educational Research (2)
 ED 613: Social, Cultural, Political, and Community Dimensions of Education (4)
 ED 634: Personal Communications and Ethics (3)
OR CNSA 610: Foundations of Counseling (2)
 ED 694: Internship (2)
 ED 697: Paper/Individual Study (2)

K-12 Administration Emphasis (14-16 Credits)

- ED 603: Methods of Research (2)
OR CNSA 612: Individual Appraisal (3)
 ED 613: Social, Cultural, Political, and Community Dimensions of Education (4)
 ED 634: Personal Communications and Ethics (3)
OR CNSA 610: Foundations of Counseling (2)
 ED 638: Administration of the Elementary School (2)
OR ED 639: Administration of the Secondary School (2)
 EECE 642: Elementary School Curriculum (2)
OR ED 643: Secondary School Curriculum (2)
 ED 794: Practicum: Elementary School Principalship (2)
OR ED 794 Practicum: Secondary School Principalship (2)
OR ED 794 Practicum: Supervision (2)

Technology Emphasis (16-17 Credits)

- ED 601: Psychological Foundations of Education (2)
 ED 602: Statistics in Educational Research (2)
 ED 603: Methods of Research (2)
OR CNSA 612: Individual Appraisal (3)
 ED 697: Paper/Individual Study (2)
Electives, choose 8 credits from:
 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 534: Assessment Strategies for Technology-Enhanced Curricula (2)
 ED 535: Infusing Technology into Mathematics (2)
 ED 539: Infusing Technology into Literacy Instruction (2)
 ED 542: Infusing Technology into the Science Curriculum (2)
 ED 590: Topics in Education (1-4)

Higher Education Emphasis (15-16 Credits)

- ED 603: Methods of Research (2)
OR CNSA 612: Individual Appraisal (3)
 ED 634: Personal Communications and Ethics (3)
OR CNSA 610: Foundations of Counseling (2)
AND CNSA 661: Higher Education in the U.S. (1)
 ED 780: Instructional Models (2)
 ED 782: Supervisory and Administrative Theory (4)
 ED 794: Practicum: Budget and Business Management (2)
OR ED 794: Practicum: General Leadership (2)
OR ED 794 Practicum: Supervision (2)

**Course Work for Licensure Only
(non-degree)**

In Minnesota, the statutory requirement for an initial administrative license, with the exception of a community education license is a bachelor's degree plus 60 semester credits, inclusive of a master's degree. A community education license requires a minimum of 20 semester credits beyond a bachelor's degree.

Within this statutory requirement, students must take appropriate coursework to satisfy Minnesota administrative competencies for licensure candidacy.

All candidates must take a total of 6 semester hours of credit at MSUM.

The Community Education license requires two (2) practicum experiences. All other areas require three (3) practicum experiences for the initial administrative license. Subsequent licenses beyond the initial administrative license require two (2) additional practicum experiences for each additional license.

Licensure Courses for all Candidates

- ED 630: Leadership, Planning, and Organizational Behavior in Education (3)
 ED 631: Educational Law and Organizational Structure of Education (3)
 ED 632: Curriculum, Instruction, and Learning Theory (4)
 ED 635: Personnel, Supervision, and Staff Development (4)
 ED 636: Policy and Educational Finance (2)
 ED 645/646: Independent Study–Portfolio Option (2)
OR ED 697 (2)

Specific Licensure Requirements

In addition to the licensure courses listed above, specific licensure courses that must be taken for each licensure are listed below.

K-12 Principal

- ED 638: Administration of the Elementary School (2)
 ED 639: Administration of the Secondary School (2)
 ED 642: Elementary School Curriculum (2)
 ED 643: Secondary School Curriculum (2)
 ED 794: Practicum: Elementary School Principalship (2)
 ED 794: Practicum: Secondary School Principalship (2)
 ED 794: Practicum: Supervision

Superintendent

- ED 788: School Finance & Business Management (4)
 ED 794: Practicum: Budget and Finance (2)
 ED 794: Practicum: Superintendency (2)
 ED 796: Seminar: The Superintendency (2)

Director of Community Education

- ED 718: Community Education (2)
 ED 789: School Community Relations (2)
 ED 794: Practicum: Budget and Finance (2)
 ED 794: Practicum: Director of Community Education (2)
 ED 796: Seminar in Adult Learning (2)

Director of Special Education

- SPED 594: Legal/Social Foundations of SPED (3)
 ED 794: Practicum: Budget and Finance (2)
 ED 794: Practicum: Director of Special Education (2)
 ED 796: Seminar: Admin of Special Education Programs (1-4)

Alternative Licensure Requirements

Aspiring principals and superintendents who have no teaching experience must complete all licensure requirements and demonstrate the equivalency of one year of teaching experience. For more information contact the Minnesota Association of School Administrators at 612-645-6272 or www.mnasa.org.

The Specialist Program

The principal purpose of the program is to provide professional/academic education for aspiring administrators. The instructional program focuses on the development of knowledge, skills, and dispositions. The program is built around several mutually supportive, interdependent curricular areas that reflect the intended programmatic outcomes with attention to standards put forth by the National Council for Accreditation of Teacher Education (NCATE) and competencies as determined by Minnesota Statute.

The specialist degree is not required for Minnesota Licensure. However, course work taken within this degree may satisfy Minnesota administrative licensure academic requirements. In addition, course work within this degree may apply toward a doctorate in Educational Leadership.

The specialist degree program in educational leadership consists of four basic components:

- Admission requirements
- Degree and role speciality options (34 credits)
- Practica
- Field study and oral examination

Admission Requirements

1. Master's Degree from a regionally accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Official transcripts from ALL colleges and universities attended.
4. Non-refundable \$20.00 application fee for first-time applicants to MSUM.
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:

Admission to the specialist degree program is considered only after all required application materials listed above have been received and reviewed.

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 by their record. The following set of criteria act as a guideline for provisional acceptance:

1. A minimum cumulative GPA of 3.0 or better on a 4.0 scale at the graduate level.
2. Graduate course work of 3.0 or better will also be considered for admission with provision. Students admitted to this status will be provided with a statement of the provisions necessary to be satisfied before advancement to full standing. Students must be advanced to full standing before a Plan of Study can be approved.

Specialist Degree Requirements

Students take all of the following courses, unless previous course work would substitute as equivalent on a course-by-course basis:

- ED 780: Instructional Models (2)
 ED 782: Supervisory and Administrative Theory (4)
 ED 783: Computer Data Management & Decision Making (2)
 ED 784: School Personnel Administration (2)
 ED 786: School Facility Planning (2)
 ED 788: School Finance and Business Management (4)
 ED 789: School Community Relations (2)
 ED 798: Disquisition (4)

Electives:

Students will work with an advisor to determine which of the following courses should be taken. Students must take a minimum of six elective credits based on experiences and licensure(s) sought.

- ED 604: Education and Society (2)
 ED 715: Superintendency (2)
 ED 748: Collective Bargaining (2)
 ED 769: Politics and Policy Analysis I Education (2)
 ED 777: Tort Liability (2)
 ED 785: Organization and Administration of Vocational/ Technical Programs (2)
 ED 790: Seminar in School Administration & Supervision (1-3)
 ED 793: Individual Study/Tutorial (1-5)
 ED 795: Field Experiences (1-15)

Practica:

Students must select three (3) of the following practica depending upon specialty or licensure sought.

- ED 794: Practicum: Budget and Finance (2)
 ED 794: Practicum: Elementary Principal (2)
 ED 794: Practicum: General Leadership (2)
 ED 794: Practicum: Secondary Principal (2)
 ED 794: Practicum: Superintendency (2)
 ED 794: Practicum: Supervision (2)

Master of Science—Music Education

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

**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.**

**Please contact the
department at the phone
number listed above for
more information.**

Master of Science — Nursing

Program Coordinator: Barbara Matthees • (218) 477-2695 • Murray Commons 202
<http://www.mnstate.edu/nursing>

Program Description

The Master of Science with a major in Nursing is designed to prepare registered nurses for advanced practice as nursing educators or adult health clinical nurse specialists. It builds upon the general baccalaureate nursing competencies and provides the specialty education necessary to meet the education needs of nursing students and staff nurses or to provide the expanded nursing care for adults with complex health care needs. Graduates will also be better able to contribute to the advancement of nursing practice and to collaborate for clinical practice and research partnerships in education and service settings.

Accreditation

The 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.

Curriculum Components

The MS program includes graduate core courses, specialty advanced practice courses, other nursing and support courses, clinical practica, and either a master's project or thesis. The focus of the program is advanced practice nursing in either nursing education or adult health clinical nurse specialist (CNS).

All courses are offered in an Internet-enhanced format with class meeting 4-5 times per semester. The first and last class meeting is usually held on campus, but the other meetings may be held in other synchronous modalities, such as net-meetings synchronous discussion boards. Clinical practica are arranged in the student's location whenever possible, however, students may need to travel to other locations if suitable preceptors and/or settings cannot be arranged locally.

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. Baccalaureate degree in nursing from a nationally accredited program. Registered Nurses with a baccalaureate degree in another field who demonstrate selected baccalaureate nursing competencies are eligible for admission consideration. See graduate program coordinator.
2. A minimum 3.0 grade point average on a 4.0 scale in baccalaureate degree courses.
3. Completed "Application for Admission to Graduate Study" form.
4. Official transcripts from ALL colleges and universities attended.
5. Proof of current Registered Nurse licensure in good standing.
6. Completed Nursing Program Application that includes:
 - a. Demographic information
 - b. Three references: two from professional colleagues that address clinical competence and potential for graduate education and one personal reference (use reference forms provided).
 - c. Written narrative of applicant's professional experience and future professional goals.

Post-Admission Requirements

1. Evidence of current immunizations and TB testing required prior to attending clinical classes. Student 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. 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. Full-time students may complete the MS degree in 2 years.
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 Coordinator.
4. 3.0 grade point average required for all courses submitted for the degree.
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 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 both emphases** (14 credits)

NURS 600: Theoretical Perspectives of the Discipline (3)

NURS 604: Advanced Nursing Research (3)

(inferential statistics course is prerequisite)

NURS 606: Health Care Delivery Systems, Policy, and Financing (3)

NURS 608: Transcultural and Social Perspectives (3)

NURS 610: Health Promotion and Disease Prevention (2)

Clinical Nurse Specialist in Adult Health Emphasis (26 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)

Nurse Educator Emphasis (18-20 credits)

NURS 622: Teaching: Technology and Information Management (3)

NURS 623: Nurse as Educator (4)

NURS 627: Program/Curriculum Design & Evaluation (3)

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

NURS 640P: Advanced Practicum I (3)

Approved Nursing or Education electives (5-7)

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)

Post Master's Doctor of Nursing Practice (DNP)

Program Coordinator: Barbara Matthees • (218) 477-2695 • Murray Commons 202
<http://www.mnstate.edu/nursing>

Program Description

The Doctor of Nursing Practice (DNP) program is offered collaboratively through a consortium of four universities: Minnesota State University Moorhead, Metropolitan State University, Winona State University, and Minnesota State University, Mankato. This new degree program is for nurses with a master's degree in nursing who wish to gain the advanced clinical, organizational, economic, and leadership competencies necessary in an increasingly complex healthcare environment. Graduates of DNP program will be able to influence health care in many ways by:

- Providing leadership on the front lines of their profession
- Evaluating clinical outcomes more effectively through the use of evidence-based practice tools
- Identifying and managing the health care needs of special populations
- Using technology and information to transform health care systems

Curriculum

The DNP program curriculum is structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education. Course content builds upon the master's degree and consists of a minimum of 36 credits. Five semesters of doctoral level didactic and clinical coursework culminates in completion of an evidence-based clinical capstone project. Throughout the course sequence, students will work with clinical experts and graduate faculty with expertise in applied research. A variety of teaching and learning approaches, primarily distance learning, will be used.

Program Outcomes

Graduates of the DNP program will be able to:

1. Evaluate scientific underpinnings that contribute to translation of nursing research to improve practice.
2. Evaluate nursing actions that influence health care outcomes for individuals, families, and populations.
3. Use knowledge gained through evaluation of nursing actions that influence health outcomes to improve care delivery, patient outcomes, and systems management.
4. Evaluate evidence pertaining to direct care of patients and management of care for individual, families, systems, and populations.
5. Translate evidence gained through evaluation of direct care of patients and management of care for individuals, families, systems, and populations to improve practice and implement health policy.

Admission Requirements

1. Application for admission for graduate study at MSUM
2. Application for admission to the DNP program (See form on graduate web page)

3. Graduation with a minimum cumulative grade point average of 3.0 on a 4.0 scale, from a CCNE or NLNAC accredited Masters program in nursing.
4. Registered nurse licensure in the state where clinical practicum will be conducted.
5. Eligibility for registered nurse licensure in Minnesota.
6. Certification: Nurse practitioner, clinical nurse specialist, nurse anesthetist, and nurse midwife applicants must have the respective national certification needed for practice.
7. Professional references from two persons who can comment competently on the applicant's background and suitability for doctoral study. One reference should be from a supervisor and one from a peer in an advanced nursing role (e.g., nurse practitioner, nurse administrator, clinical nurse specialist, or nursing educator). (See reference form on graduate web page).
8. Goal Statement (See guidelines on graduate web page).
9. Resume (See guidelines on graduate web page).
10. An interview with Doctor of Nursing Practice faculty may be requested following review of the application.

Degree Requirements (Plan B)

1. All courses must be completed in sequence. Failure to do so means the student will be removed from the cohort. Students could join a successive cohort on a space available basis as determined by the Program management Council (PMC) and academic advisor. The PMC will work with the student to develop a new Plan of Study.
2. Students must maintain a cumulative GPA of 3.0 in order to progress.
3. Students attain a minimum of a B in each course.
4. The student's academic advisor and the Capstone Project Chair will be from the student's home institution.

DNP Degree (36 credits)

- NURS 700: Theoretical Foundations for Nursing Practice (4)
 NURS 701: Applied Biostatistics (or other doctoral level biostatistics course) (4)
 NURS 702: Clinical Scholarship and Analytical Methods for Advanced Nursing Practice (4)
 NURS 704: Clinical Prevention and Population Health (4)
 NURS 706: Organizational and Systems Leadership (4)
 NURS 740: Clinical Scholarship I (3 cr, 100 hrs clinical, 25 hrs seminar)
 NURS 750: Clinical Scholarship II (3 cr, 100 hrs clinical, 25 hrs seminar)
 NURS 760: Clinical Scholarship III (3 cr, 100 hrs clinical, 25 hrs seminar)
 NURS 770: Clinical Scholarship IV (3 cr, 100 hrs clinical, 25 hrs seminar)
 Elective 700 level (4)

Master of Science—Public, Human Service and Health Administration

Program Coordinator: Steven R. Bolduc • (218) 477-4683 • MacLean 380N

<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 & 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 a regionally 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. Official transcripts from ALL colleges and universities attended.
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 PHSHA (4)
- PHSA 612: Research Methods for PHSHA (3)
- PHSA 621: Marketing Non-Profit & 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 & Non-Profit Sectors (2)
- PHSA 681: Policy Analysis in PHSHA (3)
- PHSA 697: Final Project in PHSHA (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

School of Teaching and Learning • (218) 477-2216 • Lommen 214

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

Coursework for the Minnesota Reading Licensure (K-12) is still available.

Coursework is also available for the North Dakota reading credentials [Title I] (K-5, 5-8, 7-12)

Minnesota Reading Licensure

The Minnesota Board of Teaching approved the MSUM Reading License in the fall of 2005. It is a 16-credit option that may be added to any Minnesota license. This license qualifies 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 Minnesota 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 has an undergraduate degree in Early Childhood Education this course is not needed to complete the requirements of the Reading License.

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 65 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 35 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 knowledge and skills in:

- data-based decision-making and accountability
- consultation and collaboration
- effective instruction and development of cognitive skills
- socialization and development of life skills
- student diversity in development and learning
- school and systems organization, policy development and climate
- prevention, crisis intervention, and mental health
- home/school/community collaboration
- research and program evaluation
- school psychology practice and development
- information resources

Admissions Requirements: Master's Degree

1. Baccalaureate degree from a regionally accredited institution. No specific undergraduate major required, however, preparation must include a minimum of 12 semester hours of course work in psychology including one developmental psychology course. At least one course should be at the upper-level. One statistics course also is required. A research methods course is highly recommended.
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. Official transcripts from ALL colleges and universities attended.
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 (use form provided). At least one letter should be from someone who can speak to the candidate's academic skills. A minimum of two letters from academic sources (including someone from the candidate's major) is highly recommended.
9. A personal or telephone interview is highly recommended. Interviews are to be done as part of the application process *before* the application deadline. It is up to the applicant to schedule the interview by contacting the Program Coordinator.

Admissions Requirements: The Specialist Degree

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: Master's Degree

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.

Degree Requirements: Specialist Degree

Degree completed under Plan B

1. Minimum of 35 credits (to total 65 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.

Course Requirements: Master's and Specialist Degrees combined (65 semester credits)

Courses not completed as part of the Master's degree are completed for the Specialist Degree

- PSY 517: Developmental Psychopathology (3)
 PSY 601: Foundations of School Psychology (2)
 PSY 611: Children's Thinking (2)
 PSY 613: Biopsychology (2)
 PSY 620: Measurement Theory (3)
 PSY 621: Assessment/Intervention I: Basic Processes (4)
 PSY 622: Assessment/Intervention II: Special Populations (4)
 PSY 633: Statistics/Methods for School Psychologists (2)
 PSY 634: Applied Research for School Psychologists (3)
 PSY 635: Research Seminar in School Psychology (1)
 PSY 641: Practicum in School Psychology I (1)
 PSY 642: Practicum in School Psychology II (1)
 PSY 699: Thesis in Psychology (4)
 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 (6)
 PSY 796: Specialist Portfolio in School Psychology (1-2)

CNSA 520: Basic Counseling Skills (3)

- SPED 606: Research & Application in Behavior Analysis (3)
 SPED 620: Perspectives and Policies in Special Education (3)
 SPED 664: Theory and Process of Consultation (2)
 SPED 513: Instructional Strategies (3)

OR SPED 545: Remedial and Corrective Reading (3)

OR SPED 561: Learning Disabilities (3)

OR SPED 570: Transitional Planning (3)

OR an equivalent special education methods course of a minimum of 2 credits approved by the Program Coordinator

Master of Science—Special Education

Program Coordinator: Ann Goldade • (218) 477-2033 • Lommen Hall 209D

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.

Within the Master's Degree, 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.
- the ability to assess, teach and evaluate learners with disabilities.
- the ability to assume professional role of a Special Education teacher and demonstrate appropriate dispositions for teaching.
- the ability to conduct professional research and writing capabilities through completion of written comprehensive exam and project or thesis.
- the ability to use a variety of learning strategies which may include assistive technology and universal design in instruction.

Admission Requirements

1. Baccalaureate degree from a regionally 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 from 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. Official transcripts from ALL college and universities attended.

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/slhs/grad_program.htm

Program Description

The Master of Science degree in Speech Language Pathology offered by this department is a professional degree. Its title indicates that it is the entry level clinical degree in the field of speech-language pathology. Students completing this program are qualified for clinical positions in communication disorders throughout the nation. Those who excel in the master's program are encouraged to seek a doctoral degree at another university.

The graduate program at Minnesota State University Moorhead is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). Candidates for the master's degree fulfill academic and clinical requirements established prior to the Clinical Fellowship year and attainment of the Certificate of Clinical Competence (CCC). The master's degree program requires two years of study. Requirements for the CCC include at least:

- Specified courses in basic science
- 36 semester credits in professional course work at the graduate level
- 75 minimum semester credits
- 400 clock hours of supervised observation and practicum experience
- Documentation of completed knowledge and skills competencies
- Clinical Fellowship Year

Note: Some of these requirements are met by undergraduate courses.

Students who plan to seek clinical positions in schools should complete any additional requirements established by the credentialing authority in the states where they would seek employment.

Enrollment is limited and highly competitive. Applications must be postmarked by February 1. International students must complete the application process by January 1. Completing the degree requirements requires two years of full-time study.

Additional information may be obtained by consulting the Graduate Student Handbook on the MSUM Speech-Language-Hearing website (<http://www.mnstate.edu/slhs>).

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 a regionally 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. Official transcripts from ALL colleges and universities attended.
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 53 credits—including 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 examination based on ASHA certification examination (NESPA).
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

Course Requirements (53 Credits)

Core Requirements (5-7 total credits)

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

SLP 696: Research Project (2)

OR SLP 699: Thesis (4)

Clinical Requirements (18 total credits)

SLP 646 Clinical Experience (3)

Academic Requirements (28-30 total credits)

Available Courses:

SLHS 502: Neuroanatomy/Physiology of Communication and Swallowing (3)

SLHS 573: Rehabilitation Audiology (4)

SLP 621: Phonological Disorders and Cleft Palate (2)

SLP 624: Seminar: Stuttering and Related Fluency Disorders (2)

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

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

SLP 630: Adult Neurogenic Language Disorders (3)

SLP 631: Pediatric and Adult Motor Speech Disorders (3)

SLP 641: Seminar: Child Language Disorders (2)

SLP 642: Augmentative and Alternative Communication (3)

SLP 647: Diagnostic and Appraisal Procedures (2)

SLP 681: Pediatric and Adult Swallowing Disorders (3)

SLP 682: Seminar: Social & Cognitive Correlates of Communication Disorders (2)

SLP 690: Topical Seminar in Speech, Language Pathology and Audiology (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

The Master of Social Work program is offered only through distance education on the MSUM campus.

Application forms and materials are available by contacting the University of Minnesota School of Social Work Admissions Office at 1-800-779-8636 or 612-624-4704 or online at: <http://cehd.umn.edu/ssw/>

Interested persons can obtain further information about the program at MSUM by contacting the on-site coordinator, Trude Hendrickson, at 218-477-2613.

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 Biochemistry and Biotechnology Industry

Contact: Joe Provost • (218) 477-5085

(pending final MnSCU approval...
expected Fall 2008)

Certificate Description

The Biochemistry and Biotechnology Industry Certificate program is a unique advanced training opportunity for individuals trained for bioscience, pharmaceutical, and chemistry careers. The program will prepare graduates to enter the workforce, provide training to incumbent workers for career advancement, and retrain displaced workers for new careers.

Admission Requirements

1. Baccalaureate degree from a regionally accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Official transcripts from ALL colleges and universities attended.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.

Certificate Prerequisite (Only required of students with no industry work experience)

BCBT 200: Introduction to the Biochemistry and Biotechnology Industry (2)

Certificate Requirements (19 Credits)

BCBT 520: Introduction to Working in a Regulated Biochemistry and Biotechnology Industry (4)

BCBT 525: Introduction to Validation in the Biochemistry and Biotechnology Industry (4)

BCBT 530: Introduction to Quality Assurance & Quality Control in the Biochemistry & Biotechnology Industry (4)

BCBT 535: Ethics in the Biochemistry and Biotechnology Industry (3)

BCBT 540: Biochemistry and Biotechnology Internship (4)

Graduate Certificate in Literature for Children and Young Adults

Graduate Certificate in Literacy Instruction

**Curriculum revisions
are being made to
these two
certificates. New
applications are not
being taken at this
time.**

**For more information
contact the Office of
the Dean of
Education and
Human Services
at 218-477-2096.**

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.

Curriculum revisions are being made to this certificate. New applications are not being taken at this time.

For more information contact the Office of the Dean of Education and Human Services at 218-477-2096.

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 a regionally 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)

Graduate Certificate in Teaching and Learning with Technology

Contact: Rhonda Ficek • (218) 477-2339

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 a regionally 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. Official transcripts from ALL colleges and universities attended.

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 Curric. (2)

Graduate Certificate in Teaching English as a Second Language (TESL)

Contact: Linda Houts-Smith • (218) 477-4059

Certificate Description

The graduate certificate in TESL is intended for individuals who have already completed a bachelor's degree. Those who have also obtained a teaching certificate may use the graduate TESL courses to lead to an add-on license or endorsement to teach ESL in the K-12 schools, but it is not necessary to be a teacher in the K-12 schools or to have that goal to enroll in the certificate program. Bachelor's degree holders who wish to work at a private language center, in the Peace Corps, in missions, etc. may choose to obtain the certificate without pursuing K-12 licensure. All TESL Certificate students will complete the core of 20 credits. Those who wish to obtain licensure in the K-12 schools may need to meet additional requirements depending upon the state where licensure will be sought and the background of each individual student.

Admission Information

There are two statuses that students can use to gain admission to TESL courses. One is graduate special student status. A student in this status may enroll in any selected course for which he/she meets the prerequisite requirements, but only a limited number of courses taken in this status may later be applied to obtaining the full certificate. The second status is admission as a certificate student, where the intention is to obtain the full certificate by completing the 20 credits. It is possible to switch from graduate special status to certificate student status, but the decision should be made before the limit on courses has been reached.

Admission Requirements

1. Baccalaureate degree from a regionally accredited institution.
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. Official transcripts from ALL colleges and universities attended.

Certificate Requirements (20 credits)

TESL 551 English Structures (3)
 LANG 557 Second Language Acquisition & Language Tchng (3)
 TESL 670 Designing ESL Courses (3)
 TESL 654 Pedagogical Grammar (3)
 TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)
 TESL 675 Assessment in TESL (3)
 ED 694V Internship (2)

Licensure Requirements (optional)

ED 694V Internship (1-10) (additional internship credits may be necessary depending upon state where licensure is sought)
 Foreign Language Study (1 year college level study or equivalent required for MN license)
 Check with individual state boards for other requirements related to licensure in other states.

Electives (optional)+

TESL 690 Special Topics (1-4)

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>

ACCT [Accounting]

ACCT 590 Topics in Accounting

May be taken more than once since content will vary.

ANTH [Anthropology]

ANTH 545 Seminar in Anthropology (3)

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

ANTH 597 Research in Anthropology (1-5)

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

ART [Art]

ART 520 Renaissance Art (4)

Renaissance and Mannerist art and architecture in Italy and Northern Europe, 1300-1600. **Prerequisite:** ART 233, ART 234

ART 531 Twentieth-Century Art and Architecture (4)

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

Prerequisite:

ART 234

ART 550 Contemporary Art, Design, and Theory (4)

This seminar course is designed as a capstone course for art majors. Emphasis will be placed on major art movements and theoretical concepts from 1945 to the present day. **Prerequisite:** ART 233, ART 234

ART 590 Topics in Art (1-3)

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

BCBT [Biochemistry-Biotechnology]

BCBT 520 Introduction to Working in a Regulated Biochemistry and Biotechnology Industry (4)

This course will cover the basic structure of the regulated workplace; introduction to regulatory affairs, introduction to regulatory language: FDA and USDA; an overview of good practices: good laboratory practices (GLP), good manufacturing practices (GMP), and good clinical practices (GCP); introduction to quality systems: quality control, quality assurance, ISO9000, and six sigma; introduction to validation. **Prerequisite:** BCBT 200 or previous industry experience

BCBT 525 Introduction to Validation in the Biochemistry and Biotechnology Industry (4)

This course provides an overview of validation in the biochemistry and biotechnology industry including biopharma, biomanufacturing, and basic and clinical research. Topics will include: 1) The science of validation; 2) Qualification, calibration, and certification of equipment; 3) Validation of biological assays; 4) Creation and application of validation programs. **Prerequisite:** BCBT 200 or previous industry experience

BCBT 530 Introduction to Quality Assurance and Quality Control in the Biochemistry and Biotechnology Industry (4)

This course covers the origins, history of quality and the major concepts, theories, principles and founders; quality planning, assurance and improvement; the roles and responsibilities of quality assurance and quality control.

Prerequisite: BCBT 200 or previous industry experience

BCBT 535 Ethics in the Biochemistry and Biotechnology Industry (3)

This course will cover ethical issues in biochemistry and biotechnology industry ranging from legal requirements for notebooks, issues with data falsification and misrepresentation, and issues of genetic manipulation and cloning among others. **Prerequisite:** BCBT 200 or previous industry experience.

BCBT 569 Biochemistry and Biotechnology Internship (4)

This course is the required capstone experience for the Biochemistry and Biotechnology Certificate program. An internship or work experience is required to complete the Biochemistry and Biotechnology Certificate. The experience can be paid or volunteer experience. The experience needs to be approved by a faculty advisor in the Biochemistry and Biotechnology Certificate program. Following the internship or work experience the student will be required to write a paper pertaining to the experience. **Prerequisite:** BCBT 200 or previous industry experience

BIOL [Biology]

BIOL 590 Topic in Biology (1-4)

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

CHEM [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

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 electrolysis.

CHEM 550 Topics in Physical Chemistry (2)

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

Prerequisite: CHEM 460

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

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.

CHEM 580 Topics in Analytical Chemistry (2)

Selected topics such as spectroscopy, electrochemical methods, chemical separations and interfacing instruments with computers. **Prerequisite:** CHEM 380

CMST [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)

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

CNSA [Counseling & Student Affairs]**CNSA 510 Introduction to Counseling (3)**

Basic concepts and principles of counseling.

CNSA 520 Basic Counseling Skills (3)

Basic skills in the one-to-one counseling interview. Improve interpersonal communication skills in listening and responding.

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

CNSA 613 Career Development (3)

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

CNSA 614 Human Growth and Development for Counselors (3)

Introduces students to the ways that 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

CNSA 621 Counseling Skills II (3)

A continuing of Counseling Skills I through mastery of additional skills. Application and practice occurs through video tapes and transcripts. *Prerequisite:* CNSA 620

CNSA 630 Group Counseling (3)

Group dynamics in theory and practice.

Prerequisite: CNSA 620

CNSA 631 Advanced Group Counseling (1-3)

Practice of group skills and group leadership skills.

Graduate counseling majors only.

Prerequisite: CNSA 630

CNSA 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 School Counseling Programs (3)

Organization and administration of comprehensive school counseling programs. Development of various skills to administer the programs.

CNSA 655 Counseling Children, Adolescents, and Their Families (3)

Knowledge, theory, and skills regarding counseling children, adolescents, and their families are studied. Counseling skills, consultation, collaboration, and crisis prevention and intervention strategies are presented. The application of counseling skills with children, adolescents, and families is emphasized.

CNSA 660 Introduction to Student Affairs (2)

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

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

Introduction to the history and system of higher education in the U.S.

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

Administrative concerns in student affairs including program development, budget, personnel, and program evaluation.

CNSA 663 The College Student (1)

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

CNSA 670 Community Counseling (3)

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

CNSA 680 Professional Contribution Seminar (1)

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

CNSA 681 Advanced Issues Seminar (1-3)

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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. Students 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.

ED [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.

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 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 Troubleshooting for 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, 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.

ED 571 Issues in Education (1-2)

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

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

ED 590 Topics in Education (1-4)

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 six credits.

ED 601 Psychological Foundations of Education (2)

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

ED 602 Statistics in Educational Research (2)

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

ED 603 Methods of Research (2)

Methodology of design of research studies; preparation of effective technical reports.

ED 604 Education and Society (3)

In-depth examination of the historical, social, and cultural aspects of schooling, with special emphasis on the purpose of school and analysis of the school-society relationship.

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.

ED 608 Educational Research I (3)

This course provides an introduction to the study of action research. Students read research for understanding in preparation for conducting action research projects. A major course outcome is writing a literature review. Various qualitative research methods are examined. Students make field observations, conduct interviews and practice note taking. In addition, recent graduates of the C&I program visit class and share their action research projects. Successful completion of ED 608 prepares students for enrollment in ED 609 and ED 699. These two courses focus on conducting and completing the action research project.

ED 609 Educational Research II (1-2)

This course is the second courses in a sequence of three courses that provide students with the necessary skills and dispositions to successfully complete an action research project. In ED 609 students complete the review of literature and the C&I Action Research Proposal: IRB Proposal Request and Chapters One and Two. Special emphasis is placed on data analysis and writing the action research project.

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 and strategies and approaches to collaboration in involving the community in decision making, building 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 values, facilitating the development of 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.

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.

ED 632 Curriculum, Instruction, and 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. *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.

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.

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.

ED 638 Administration of the Elementary School (2)

The common elements of leadership and management as they apply to elementary principalship. Practical applications in an elementary setting will be addressed.

ED 639 Administration of the Secondary School (2)

The common elements of leadership and management as they apply to the secondary principalship. Practical applications in a secondary setting will be addressed.

Prerequisite: ED 630, EECE 642

ED 643 Secondary School Curriculum (2)

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

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

Organization and administration of educational programs for young adolescents. *Prerequisite:* ED 630, EECE 642

ED 645 Portfolio Option Pre-Assessment (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. The 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.

ED 670 Educational Alternatives for Learning (2)

In-depth examination of established and innovative approaches to instruction across the Pre-K-12 curriculum.

ED 671 Issues in Education (2)

Seminar to examine current issues and trends in education.

ED 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.

ED 694V Practicum (1-10)

A supervised field experience in teaching the graduate major subject. May be repeated if setting varies. Possible settings include elementary, secondary, post-secondary, adult. *Prerequisite:* Consent of major program coordinator and field experience coordinator.

ED 696 Seminar in School Administration and Supervision (0.5-4)

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

ED 697 Individual Study in Education (1-2)

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

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 sit 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.

ED 717 Adult Learning (2)

This course deals with recent research concerning adult learning within the context of planning and operating effective adult education programs. The goal of this course is to provide an overview of concepts, practices, and opportunities related to adult learning.

ED 727 Higher Education Law (3)

This course will develop knowledge in higher education legal issues for students whose current positions or future career goals include administrative and management positions in higher education where they will work on legal issues with attorneys. To have sufficient understanding of current legal issues to be able to identify problems that need legal advice and/or intervention. To develop logical opinions on current practical issues facing higher education in the legal area. To develop problem solving skills on problems with legal implications.

ED 740 Financing Higher Education (3)

This course provides funding theories and procedures necessary to develop and maintain the finance of higher education institutions. Topics will include environmental issues impacting the financing of higher education, appropriations, financial aid, bonding, tuition, grants, budgeting and controls, and trends in the financing of higher education.

ED 767 Organization and Administration of Higher Education (3)

This course deals with the organization and administration of higher education and the current and evolving problems and possibilities for higher education.

ED 780 Instructional Models (2)

This course deals with the investigation of current practices and trends in instructional models. Emphasis is on the relationship of current research to contemporary practice.

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.

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.

ED 784 School Personnel Administration (2)

Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration.

ED 786 School Facility Planning (2)

Principles in planning, construction and maintenance of school building, visitation, and appraisal of buildings.

ED 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.

ED 789 School Community Relations (2)

Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations.

ED 790 Topics in Education (1-3)

Special topics in graduate education.

ED 794 Practicum in Administration (1-6)

Supervised field experiences in various areas of education administration. Seminar and projects required; Master's degree and courses in related areas required.

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

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

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.

EECE [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. *Prerequisite:* EECE 341, SPED 320

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

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.

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.

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.

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

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.

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.

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.

EECE 596 Issues in Education (1-2)

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

EECE 597 Readings in Education (1-2)

Readings and supervised study of topics in depth.

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: the relationship between social structures and formal education. (Same as ED 604)

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.

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)

Candidates will engage in close reading, discussion of and writing about selected literature from a wide variety of genres for students from the early years through adolescence, thereby becoming better readers, critics, and teachers of literature. Candidates will use this knowledge to create a comprehensive K-12 literature curriculum that incorporates local and state curriculum standards.

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

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.

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

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 values, facilitating the development of 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.

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 and NDSU 631)

EECE 632 Curriculum, Instruction, and 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 and NDSU 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 and NDSU 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 will be considered. (Same as NDSU 739) *Prerequisite:* ED 630, EECE 630, 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.

EECE 641 Developments in Elementary Education (1-2)

Deals with a particular problem or recent program developments in elementary education. Topics vary each semester.

EECE 642 Elementary School Curriculum (2)

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

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. (Same as SPED 645)

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. (Same as SPED 646)

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.

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.

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

Research, current issues, and assessment in elementary school social studies.

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.

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)

EECE 697 Individual Study in Education (1-2)

Independent research for advanced graduate students. Available for candidates for the master's degree.

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.

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.

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

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

EECE 799 Thesis or Field Research (1-4)

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

ENGL [English]

ENGL 502 Introduction to Publishing (3)

This course familiarizes students with small press publishing and with 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)

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

ENGL 510 Studies in British Literature (3)

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

ENGL 511 Chaucer (3)

Study of selected major works and their background.

ENGL 513 Writing About Art (3)

This course features writing about art, the visual arts particularly. It is a writing intensive course where we build and refine skills in writing about art, and we write about art to inform, persuade, clarify and account for our responses to works of art. All formal writing assignments written in response to gallery visits in the F/M area will pass through an in-class edit for the purposes of developing plans for revision of the writing.

ENGL 523 Writing for Children (3)

This course is a writing intensive course that focuses on writing for children and adolescents. Students will read several texts written for young readers and analyze the craft of writing in each. Students will also complete practice writing exercises that are specific to the conventions of genres in children's literature, workshop and revise major writing assignments, and produce a final polished project of a collection of poetry, a first chapter in fiction, or a short story.

ENGL 530 Individual Authors (3)

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

ENGL 562 Practicum in Publishing (3)

This course is designed to familiarize students to the working functions of a small press literary publishing house through lectures, demonstrations, and supervised group activities such as participating on editorial book teams, writing teacher guides for the website for New Rivers Press books, developing marketing plans, reading tours, distributor marketing packets etc. All projects are presented in class to foster a broader class understanding of the overall activities of a small press.

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, ENGL 102

ENGL 580 Advanced World Literature (3)

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

ENGL 585 Topics: Authors (1-2)

Prerequisite: ENGL 101, 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

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, 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, 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, ENGL 102

ENGL 595 Advanced Studies 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.

ENGL 596 Capstone Seminar (4)

Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. Offered once per semester. 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.

FILM [Film]**FILM 590 Topics in Film (1-3)**

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

FINC [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.

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, 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

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

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

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

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

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

Problems in history for the advanced student.

HLTH [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.

HLTH 574 Workshop in Health Education (1)

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

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.

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

Projects designed by students and instructor.

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

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

LANG [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 557 Second Language Acquisition & Language Teaching (3)

This course covers theories of language acquisition and their application to language teaching. Includes a historical overview of the field of language teaching, an examination of factors that affect language learning, and how these factors are addressed in a classroom setting. Students will be asked to articulate the philosophical basis of their own approach to language teaching.

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 572. 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.

MATH [Mathematics]**MATH 587 Foundations of Geometry (3)**

Systems of geometry such as Euclidean, non-Euclidean, coordinate, synthetic, transformational and projective. Models in geometric systems. **Prerequisite:** MATH 361

MC [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, MC 230, MC 309

MC 560 Advertising Campaign Execution (1-3)

This course is designed to achieve the following learning outcomes: proficiency in the design and production of a strategic campaign document using the AAF topic that includes a situation analysis, a market plan, a media plan, a promotions plan, a public relations plan, an advertising plan, a budget, a campaign schedule and a plan of evaluation, and oral presentation of the campaign at the annual AAF competition. **Prerequisite:** MC 459 or consent of instructor.

MC 562 Practicum in Publishing (3)

This course is designed to familiarize students to the working functions of a small press literary publishing house through lectures, demonstrations, and supervised group activities such as participating on editorial book teams, writing teacher guides for the website for New Rivers Press books, developing marketing plans, reading tours, distributor marketing packets etc. All projects are presented in class to foster a broader class understanding of the overall activities of a small press.

MC 571 Public Relations Campaign Execution (1-3)

Execute a public relations campaign using PRSSA Bateman Campaign or alternate PRSSA 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.

MC 593 Topical Workshop (1-3)

A course designed for workshops on current media topics.

MC 597 Problems in Mass Communications (1-3)

Individual problems in areas of specific interest to the student.

MFA [Master of Fine Arts]**MFA 669 MFA Internship - Writing (1-6)**

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.

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.

MFA 677 MFA Tutorial (1-3)

The consideration of various problems in literature or language agreed upon by the instructor and the student.

MFA 688 M.F.A. 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.

MFA 690 MFA Topics (1-3)

This is a topical course in the MFA program, and may be repeated when the topic varies.

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

MFA 699 M.F.A. Thesis (1-4)

Each student must prepare a thesis which is of 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.

MGMT [Management]**MGMT 505 Small Business Management (3)**

Analysis of problems confronting the manager of small retail, wholesale, and manufacturing enterprises.

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.

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:* MATH 234, MGMT 360

MGMT 530 Managerial Economics (3)

Same as ECON 530. *Prerequisite:* ECON 204, 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

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.

MKTG [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.

MKTG 519 Distribution Management (3)

Examines the distribution processes with emphasis on managing both marketing channel relationships and logistical movement and storage activities. *Prerequisite:* MGMT 380, MKTG 310

MKTG 542 Marketing Seminar (3)

Selected marketing topics of contemporary interest. Recent topics include new product introduction, non-profit marketing, direct marketing, and cultural environment of international markets. May be repeated with different topics. *Prerequisite:* MKTG 310

MKTG 544 International Marketing (3)

Comprehensive study of the cultural, political, and economic factors affecting international marketing strategies. *Prerequisite:* MKTG 310

MKTG 621 Non Profit Marketing (3)

Strategically applying the marketing mix within an environmental framework to meet the challenges facing public sector, non-profit, and human service organizations as they strive to satisfy the needs and desires of various publics. Not available to MBA students.

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.

MLA [Master of Liberal Arts]**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 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 an 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 engineering, evolution, and the influence of genetics on disease, behavior, and social structure.

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 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 studied will be the nature of the hero.

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 to autobiographically-based fiction. Students implement aspects of narrative and descriptive techniques, structure, tone, and point of view, as well as explore a variety of subjects from early memory to defining the self in relation to others, places, events, and history itself.

MLA 653 American Folklore (3)

A survey of American folklore as a field, its methods and materials. Concentration on several topics including, but not limited to, children's folklore, urban legends, family folklore, and vernacular music. Students will collect, annotate and analyze items of folklore, and then present their work both orally and in writing.

MLA 658 Literature and Psychology: Archetypes of Midlife (3)

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

MLA 690 MLA 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. Students may apply up to 6 credits toward their degree program.

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.

MUS [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 (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 529 Chamber Music Performance: Percussion (1)

Preparation and performance of chamber music. On request. May be repeated for credit.

MUS 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.

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.

MUS 554 Music Performance: Voice: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 555A Music Performance: Piano: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 555B Music Performance: Organ: Level 5 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 556 Music Performance: Brass: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 557 Music Performance: Woodwinds: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 558 Music Performance: Strings: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

MUS 559 Music Performance: Percussions: Level 4 (1-3)

Individual instruction and master classes. May be repeated for credit.

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.

MUS 571 Orchestration (2)

The basic principles of orchestral writing. *Prerequisite:* MUS 201, MUS 202

MUS 572 Instrumental Arranging (2)

Arranging for both small and large ensembles.

Prerequisite: MUS 201, 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, MUS 202

MUS 575 Advanced Conducting (2)

Prerequisite: MUS 375 or MUS 376 or MUS 377

MUS 581 Audio Production II (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 Digital Audio II (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 or MUS 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 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.

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.

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 I (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 641 Seminar in Music of the Renaissance (2)**MUS 642 Seminar in Music of the Baroque (2)****MUS 643 Seminar in Music of the Classical Era (2)****MUS 644 Seminar in Music of the Romantic Era (2)****MUS 645 Seminar in Music of the 20th Century (2)****MUS 650 Graduate Recital (1-2)**

On demand. May be repeated for credit.

MUS 654 Music Performance: Voice (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 655A Music Performance: Piano (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 655B Music Performance: Organ (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 656 Music Performance: Brass (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 657 Music Performance: Woodwinds (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 658 Music Performance: Strings (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 659 Music Performance: Percussion (1-3)

Private instruction, pedagogy, and master classes. May be repeated for credit.

MUS 670 Composition - Level V (1-3)

Private instruction, pedagogy and master classes. May be repeated for credit.

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:** MUS 482 or MUS 582

MUS 685 Digital Audio Production (2)

Advanced Digital Audio Production studies including Compact Disc production and Tonmeister techniques. Prerequisites: Music 481/581. **Prerequisite:** MUS 481 or MUS 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 695 Special Problems (1-2)**MUS 697 Individual Study (1-2)****MUS 699 Thesis in Music (1-4)**

Major study in chosen area.

NURS [Nursing]

NURS 590 Special Topics (1-4)

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

NURS 600 Theoretical Perspectives of the Discipline (3)

This core course is designed to help the student analyze, critique and apply a variety of ethical theories, nursing theories, and behavioral science theories that are applicable to advanced nursing practice.

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:** ED 602

NURS 606 Health Care Delivery Systems, Policy, and Financing (3)

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)

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

NURS 610 Health Promotion and Disease Prevention (2)

Critically examines patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological, and spiritual contributions to well-being. Includes data-based assessment and management of preventive health services and common acute and chronic conditions.

NURS 612 Advanced Health Assessment (3)

The course will focus on theory and research based assessment, health histories, complete physical assessment, and developmental assessment. Incorporates communication and interviewing skills.

NURS 612P Advanced Health Practicum (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 Advanced Pathophysiology I (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 (2)

The courses build on knowledge of pathophysiological basis of common disease symptoms. Reviews pathological processes of all body systems with an emphasis on tertiary prevention and adaptation to altered physiological states. **Prerequisite:** NURS 614

NURS 618 Family Theory in Nursing Practice (2)

Theory-based family dynamics and their influence on health behaviors, health promotion and disease prevention. Patterns of health behaviors, lifestyles, developmental stages, and sociocultural, psychological, physiological and spiritual contributions to well-being within families.

Prerequisite: NURS 610

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: NURS 634P, 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 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, teaching, and learning enhanced through the use of technology. Emphasis is on selecting databases for health professions, examining environmental, social, political and financial factors influencing current technology in the delivery of nursing education.

NURS 623 Nurse as Educator (3)

Provides an opportunity for analysis, synthesis and evaluation of the nurse educator's role and responsibilities. Incorporates patterns of nursing education, instructional design, and professional, social, and political issues influencing nursing education.

NURS 624 Advanced Transcultural Nursing (3)

Program planning to promote the health of diverse populations will be based on epidemiological data, theory and research. Each student will select a specific age group or health problem within a population/cultural group to study in depth. **Prerequisite:** NURS 608, NURS 612, NURS 616

NURS 625 Advanced Parish Nursing (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. Content will include application of health-related theories, research protocols, ethics, cost-effectiveness and legal ramifications. **Prerequisite:** NURS 610, NURS 616, NURS 618

NURS 626 Ethical Considerations of Parish Nursing (3)

Ethical and legal considerations unique to an advanced parish nursing practice are evaluated and protocols recommended. Theoretical applications, research findings, and policy and legal principles are utilized in this study. Parameters of advanced nursing practice in parish settings will be delineated. **Prerequisite:** NURS 602

NURS 627 Program/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.

Prerequisite: NURS 623

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 critiques epidemiological research. Quantitative and qualitative methods are applied to conduct a needs assessment of geographic and non-geographic communities. **Prerequisite:** ED 602

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 (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. **Prerequisite:** NURS 610, NURS 612, NURS 616

NURS 633P Practicum II: 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. **Prerequisite:** NURS 631, NURS 633

NURS 634 Family Primary Care II (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. **Prerequisite:** NURS 632, 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 610, NURS 612, NURS 616

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

Application of knowledge and skills in self-selected settings. Precepted clinical experience in academic or clinical speciality area. Focus on expanded role expectations for speciality practice. **Prerequisite:** NURS 623, 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. Course requires concurrent registration in NURS 620, and NURS 641 or NURS 697. **Prerequisite:** NURS 641

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 693 Preceptorship (4)

The capstone practicum experience for this specialization must be arranged out of the local area with a cultural group that the student has studied over the past two semesters. Arrangements can be made for an international project. A specific project will be designed, implemented and evaluated. This project should be designed to meet requirements of NURS 696 as well. **Prerequisite:** NURS 620, NURS 624P

NURS 696 Master's Project (2)

A project is selected which will contribute to the student's preparation for advanced practice in nursing. A committee comprised of three faculty members is chosen; two from nursing (one will serve as advisor), and one faculty member from a related field. A final examination is required.

Prerequisite: NURS 600, NURS 602, 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 to be 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 or NURS 699

NURS 699 Thesis for Nursing (1-4)

Scientific study in selected area carried out under the supervision of a nursing faculty advisor.

Prerequisite: NURS 604

NURS 700 Theoretical Foundations for Nursing Practice (4)

This course focuses on structure of nursing knowledge (phenomena, concepts, theories) for inquiry in the discipline. The interrelationships among theory, research, and practice will be analyzed.

NURS 702 Clinical Scholarship and Analytical Methods for Advanced Nursing Practice (4)

This course focuses on analysis of approaches for conduct of clinical scholarship building on core research methods and statistical courses. **Prerequisite:** NURS 700

NURS 704 Clinical Prevention and Population Health (3)

Conceptual foundations of culturally sensitive clinical prevention and population health in advanced practice nursing will be evaluated. A global perspective to clinical prevention and population health that bridges illness and preventive care models will be investigated and designed.

Prerequisite: NURS 700, NURS 740

NURS 706 Organizational and Systems Leadership (4)

Organizational and systems leadership skills critical for nursing practice programs to improve clinical care and health outcomes are evaluated. The focus is on legal and business realities of leading large systems, including large individual organizations, and large systems composed of many organizations. **Prerequisite:** NURS 704, NURS 750

NURS 740 Clinical Scholarship I (3)

Clinical seminar that focuses on collaboration of interprofessional teams. Major emphasis on development of framework for collaboration that can be used to address a clinical nursing practice problem.

Prerequisite: NURS 700

NURS 750 Clinical Scholarship II (3)

Focus on setting and implementing health care policies, including the critical issues of access to care, quality of care, and financing of care. Students will develop a context-sensitive clinical practice guideline to address a clinical nursing practice problem. **Prerequisite:** NURS 702, NURS 740

NURS 760 Clinical Scholarship III (3)

Focus on the development of consultative and leadership strategies in implementing an approach to the identified clinical practice problem. Emphasis is placed on various information technologies and information systems.

Prerequisite: NURS 704, NURS 750

NURS 770 Clinical Scholarship IV (3)

Focus on accountability, advocacy for the profession and health care, and contributions to the advancement of nursing practice knowledge. Students will disseminate clinical scholarship knowledge based upon implementation and evaluation of context-sensitive clinical practice guideline that addressed a clinical nursing practice problem. **Prerequisite:** NURS 706, NURS 760

NURS 790 Topics in Advanced Practice Nursing (1-4)

This course consists of a study of selected practices, issues, and/or problems in health care as they impact the health care consumer and the nursing profession. It may be interdisciplinary in nature, and may be repeated under various topics. A specific title is required for each topic. The same topic may be offered twice without specific APAC approval for a permanent course. A topics course may be used as an elective for the DNP program.

NURS 798 Continuing Registration (1)

This course allows continuing enrollment in the Consortium DNP program to complete the capstone project. It continues registration after completion of all other course requirements and may not be used to meet any other program or graduation requirement.

PE [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 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.

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 595 Administration of Physical Education (3)

A study of problems, policies and procedures in the administration of physical education.

PHIL [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.

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 314

PHSA [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.

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.

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.

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.

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.

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.

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.

PHYS [Physics]**PHYS 590 Special Topics in Physics (1-3)**

Students may register more than once when topics varies.

PSY [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.

PSY 517 Child Psychopathology (3)

Includes an overview of the characteristics, classification, and developmental course of disorders of childhood and adolescence. Introduces an integrative approach incorporating different theoretical models. Considers biological, familial, social and cultural contexts and individual differences. Prevention and intervention approaches discussed. **Prerequisite:** 9 credits of Psychology courses

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.

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.

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.

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.

PSY 590 Special Topics in Psychology (1-3)

Coverage of a topic not central to other courses in the department. Topics will vary depending on the interest of students and faculty.

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.

PSY 611 Children's Thinking (2)

Course covers key research and theories in cognitive development. Topics will center on development of perceptual abilities, language, memory, concepts, social cognition, and problem solving from birth through adolescence.

PSY 613 Biopsychology (2)

A study of brain-behavior relationships emphasizing human clinical applications.

PSY 620 Measurement Theory (3)

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.

PSY 620L Measurement Theory Lab (0)

Laboratory in administration of educational tests.

PSY 621 Assessment/Intervention I: Basic Processes (4)

Basic theories and processes of school psychological assessment and interventions in a data-based problem solving framework. A variety of assessment techniques are covered including observation, interviewing, rating scales, functional behavior assessment, curriculum-based assessment and basics of parent/teacher consultation. Emphasis on ensuring decisions and interventions are creating positive change for students from a wide variety of socioeconomic, cultural and language backgrounds. Concurrent enrollment in PSY 641 Practicum I.

PSY 621L Assessment/Intervention I Lab (0)

Assessment/Intervention I: Basic Processes Lab

PSY 622 Assessment/Intervention II: Special Populations (4)

Includes intellectual assessment and instructional intervention techniques with an emphasis on linking assessment and intervention. Focus on students with mild to moderate disabilities. Written and oral communication skills emphasized. Registration in separate lab required. Concurrent enrollment in PSY 642 Practicum II.

PSY 622L Assessment/Intervention II: Special Populations Lab (0)

Assessment/Intervention II: Special Populations Lab

PSY 633 Statistics/Methods for School Psychologists (2)

Examines principles of univariate and non-parametric statistics, including inferential tests, correlations, and regression, as well as critical analysis and interpretation of school psychology relevant research articles. Also includes examination of experimental, quasi-experimental, survey, and descriptive research, focusing on designs, validity, power, effect size, and ethical principles. **Prerequisite:** One course in statistics.

PSY 634 Applied Research for School Psychologists (3)

Primary focus on data collection and analysis skills for the practicing school psychologist. Applied research techniques including single subject and small n designs; program evaluation; action research. Ethical issues related to school-based data sets and vulnerable and diverse populations. Writing an applied research proposal.

Prerequisite: Psy 633

PSY 635 Research Seminar in School Psychology (1)

Seminar in applications and procedures when conducting psychological research. Discussion of current issues in research. Students are expected to be concurrently involved in thesis research. **Prerequisite:** PSY 634

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.

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.

PSY 691 Independent Study (1-3)

Individual topical studies of special interest. Course may be repeated.

PSY 699 Thesis in Psychology (1-4)

Research and writing of the Master's thesis.

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.

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

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 for students with psychosocial difficulties, such as attention deficit, autism, and disruptive behavior disorders. Topics covered include the theory and practice of counseling children and adolescents, crisis in the schools and competence in serving students from diverse backgrounds. **Prerequisite:** CNSA 520, PSY 517, PSY 622, SPED 606

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.

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.

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.

PSY 791 Independent Study (1-3)

Individual topical studies of special interest. Course may be repeated.

PSY 796 Specialist Portfolio in School Psychology (1-2)

Portfolio and orals documenting completion of School Psychology Program goals and requirements. Two credits required for the Specialist degree.

PSY 798 Continuing Registration (1-3)

Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Student not otherwise enrolled at the time they sit for the oral exam must enroll in Psy 698 (Master's) or Psy 798 (Specialist). This course may not be used to meet any program or graduation requirements.

SLHS [Speech/Language/ Hearing Science]

SLHS 502 Neuroanatomy/Physiology of Communication and Swallowing (3)

The study of the Central, Peripheral, and Autonomic Nervous Systems. Lab includes probing of human brain specimens to identify the above structures. Neuroanatomy and Physiology of Swallowing, Speech, Language, Hearing, Somatosensory System, and the Primary Sensory and Motor Cortices. Introduction to Dysphagia, Aphasia, Dysarthria, Apraxia, Traumatic Brain Injury and the Neuroanatomy affected by these conditions as they relate to the work of the Speech-Language Pathologist, Speech Scientist, and Audiologist. **Prerequisite:** SLHS 202

SLHS 573 Rehabilitation Audiology (4)

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-Languages-Hearing Sciences (1-3)

An examination of the literature on a related topic of current interest.

SLHS 599 Topical Workshop (1-3)

SLP [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. Students will need a statistics course as a prerequisite for this course.

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

Advanced study of the nature, assessment, and treatment of articulation/phonological disorders, and communication problems associated with cleft palate. **Prerequisite:** SLHS 201, SLHS 321

SLP 623 Seminar: Voice Disorders (3)

Advanced study of the nature, assessment and treatment of voice disorders. **Prerequisite:** SLHS 202

SLP 624 Seminar: Stuttering and Related Fluency Disorders (2)

A seminar that includes strategies for the assessment and treatment of adult stuttering and other fluency disorders. Advanced assessment and treatment procedures for childhood stuttering will also be addressed. **Prerequisite:** SLHS 424

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 individuals with dementia. The focus on the class will be on global deterioration processes, their etiology, pathophysiology, associated communication impairments, and therapeutic approaches.

SLP 630 Adult Neurogenic Language Disorders (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. **Prerequisite:** SLHS 402

SLP 631 Pediatric and Adult Motor Speech Disorders (3)

The etiology, diagnosis, assessment procedures and treatment protocols for motor speech disorders found in children and adults including apraxia and dysarthria. Introduction to neurological diseases that cause motor speech disorders in children and adults. Discussion about the assessment and treatment procedures for developmental apraxia; introduction to swallowing disorders related to the above conditions.

SLP 641 Seminar: Child Language Disorders (2)

Advanced study of the nature, assessment and treatment of language disorders in children. **Prerequisite:** SLHS 322

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 augmentive communication devices 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.

SLP 647 Diagnostic and Appraisal Procedures (3)

Students will apply principles of evidence-based assessment practice to the use of diagnostic tools. They will select, administer, score and interpret assessment procedures for all individuals including those from culturally or linguistically diverse backgrounds.

SLP 681 Pediatric and Adult Swallowing Disorders (3)

Study of the normal and pathological swallowing process across the lifespan. The review includes the study of neurogenic, structural and psychiatric or behavioral etiologies. Assessment procedures, review of case studies, and current therapeutic and compensatory techniques.

SLP 682 Seminar: Social & Cognitive Correlates of Communication Disorders (2)

Advanced study of the relationships between communication disorders and other primary or secondary diagnoses, such as cognitive (executive) dysfunction, or social/behavioral and psychiatric disorders.

SLP 690 Topical Seminar in Speech, Language Pathology and Audiology (1-3)

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

SLP 696 Research Project (1-2)

Registration only after consultation with graduate advisor. Typically, project registration begins fall semester of the second year of graduate study (one credit of SLP 696) and is completed after a second registration for spring semester (one credit of SLP 696). If the project is not finished by the time the student has otherwise completed the program of study, additional enrollment in SLP 696 will be required during a subsequent semester. A total of two credits will be applied toward a student's graduate degree.

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.

SOC [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

SOC 516 Violence in the Family (3)

Application of the sociological perspective to the following topics: emergence of family violence as a social problem; physical and sexual abuse of children; dating, marital and sibling violence; abuse of the elderly; societal-level "solutions." *Prerequisite:* SOC 110

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

SPAN [Spanish]**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 Advanced Iberian Culture and Civilization (4)

In-depth analysis and discussion of Iberian culture and civilization. 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.

SPAN 522 Advanced Latin American Culture and Civilization (4)

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 321 or SPAN 322

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.

SPED [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 substitutions require instructor consent.

Prerequisite: SPED 320

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 substitutions require instructor consent.

Prerequisite: SPED 320

SPED 524 Assessment in Early Childhood Special Education (3)

Examines assessment instruments and procedures with infants, toddlers, and preschoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 523

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 substitutions require instructor consent.

Prerequisite: SPED 523

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 substitutions require instructor consent.

Prerequisite: SPED 523

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.

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 substitutions require instructor consent.

Prerequisite: EECE 341, SPED 320

SPED 546 Remedial and Corrective Reading Clinic (1)

Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 545

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 with an understanding of how students' illnesses or disabling conditions affect their everyday lives. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 519

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 substitutions require instructor consent.

Prerequisite: SPED 513, SPED 519, SPED 571

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 substitutions require instructor consent. **Prerequisite:** SPED 519

SPED 561 Learning Disabilities (3)

An introduction to definition, assessment, characteristics, and educational strategies for children and youth with specific learning disabilities. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 320

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. **Prerequisite:** SPED 320 - Enrollment in SPED 563L required

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 substitutions require instructor consent. **Prerequisite:** SPED 563

SPED 567A Secondary Practicum: Mild Disabilities (3)

Directed practicum experience in secondary level special education resource room setting. 225 hours field experience. SPED 564 is to be taken concurrently. Concurrent course substitutions require instructor consent.

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. To be taken concurrently with SPED 556. Concurrent course substitutions require instructor consent.

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. SPED 527 must be taken concurrently. Concurrent course substitutions require instructor consent. **Prerequisite:** SPED 523

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. Concurrent registration in SPED 527 is required. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 424 or SPED 524

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. Concurrent registration in SPED 547 is required. Prerequisite substitutions require instructor consent.

SPED 568 Student Teaching II (4)

Directed student teaching experience in an SLD, EB/D, MMMH, MSMH, 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 substitutions require the approval of the SLD licensure coordinator. **Prerequisite:** SPED 464, SPED 475 or SPED 564, SPED 575

SPED 568C Student Teaching II: EBD (4)

Directed student teaching experience in an EBD program. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the EBD licensure coordinator. **Prerequisite:** SPED 564, SPED 578

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 substitutions require the approval of the DD licensure coordinator. **Prerequisite:** SPED 556, SPED 563, SPED 567L

SPED 568E Student Teaching II: ECSE (4)

Directed student teaching experience in an ECSE program. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the ECSE licensure coordinator. **Prerequisite:** SPED 524, SPED 526, SPED 527

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 substitutions require the approval of the P/HD licensure coordinator. **Prerequisite:** SPED 547, SPED 567P

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 substitutions require instructor consent. **Prerequisite:** SPED 320

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 substitutions require instructor consent.

Prerequisite: SPED 320

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 substitutions require instructor consent. **Prerequisite:** SPED 320

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 substitutions require instructor consent. **Prerequisite:** SPED 571

SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)

Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. Prerequisite substitutions require instructor consent. **Prerequisite:** SPED 545, SPED 561, SPED 563

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

Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 573

SPED 590 Special Topics (1-3)

Advanced treatment of selected topics. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 320

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 environmental 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 substitutions require instructor consent. **Prerequisite:** SPED 320

SPED 595 Special Problems (1-3)

Directed field experience, reading, or research in special education. May be repeated up to 6 credits.

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. Prerequisite substitutions require instructor consent.

SPED 606 Research and Applications in Behavior Analysis (3)

Advanced instruction on the scientific foundation of applied behavior analysis with an emphasis on research-based application of learning theory applied to teaching and management of challenging behavior.

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.

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 substitutions require instructor consent. **Prerequisite:** SPED 524

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.

SPED 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.

SPED 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. **Prerequisite:** EECE 645 or SPED 645 - Same as EECE 646

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 substitutions require instructor consent.

Prerequisite: SPED 563

SPED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients and their caregivers. **Prerequisite:** SPED 620

SPED 665 Educational Program Development (2)

Selected topics in SPED program development.

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 substitutions require instructor consent.

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.

SPED 690 Special Topics in Special Education (1-3)

Advanced treatment of selected topics.

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.

SPED 695 Special Problems (1-4)

Advanced work in a special area.

SPED 697 Individual Study (2)

Plan B project in special education.

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

SPED 699 Thesis (1-4)

Thesis in special education

SW [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

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.

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

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.

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.

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.

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.

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.

SW 599 Social Work Workshops (1-3)

Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

TECH [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.

TECH 593 Industrial Safety and Accident Prevention (3)

For course description, please see IndS 493. In addition to the requirements of IndS 493, 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.

TESL [Teaching English as a Second Language]**TESL 551 English Structures (3)**

An overview of English as a linguistic system with comparison to other languages and a survey of the history of English. Includes phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, historical linguistics, language acquisition, and the application of these areas of knowledge to the ESL classroom.

TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)

In-depth study of sociolinguistics, cultural identity, language programs, policies, and laws in the United States.

TESL 654 Pedagogical Grammar (3)

In-depth study of English syntax with strategies and techniques for teaching English structures in the classroom. **Prerequisite:** TESL 551

TESL 670 Designing ESL Courses (3)

Planning and teaching language classes. Topics include making daily lesson plans, developing course curricula, and structuring programs. Also included are strategies and techniques for teaching the four skills and grammar as well as strategies for managing classroom and administrative tasks.

TESL 675 Assessment in TESL (3)

Theories and strategies for the assessment of second language competence, including formal and informal classroom assessments as well as standardized assessments of English Language Learners.

Prerequisite: TESL 670

TESL 690 Special Topics (1-4)

Study of selected topics related to the teaching of English as a second language. Topics may be drawn from the fields of linguistics, education, or English. The course may be interdisciplinary in nature. Examples of topics include course design for content area instruction of ELLs, discourse analysis, or psycholinguistics. The course may be repeated when the topic varies.

THTR [Theater Arts]**THTR 525 Contemporary Playwrights (3)**

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

THTR 530 Advanced Acting (3)

Prerequisite: THTR 333 or THTR 334

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.

Prerequisite: THTR 360

THTR 590 Topics in Theatre (1-3)

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

WS [Women's Studies]**WS 512 Seminar in Women's Studies (3-4)**

Study of selected problems in Women's Studies through various disciplines including those from the humanities, arts, social sciences and natural sciences. The course employs the objectives of interdisciplinary studies as applied to selected topics. Specific topics will be announced in the class schedule. Students may repeat the course two times when topic varies.

Graduate Faculty

Richard K. Adler, 2002. Dean of Graduate Studies and Associate Dean of Education and Human Services. 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.

John S. Benson, 1994. Coordinator and 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. Director of School of Nursing and Health Care Leadership and 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.

Laurie Blunsom, 2001. Director of Women's Studies and Associate Professor of Music. B.A., 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.

Yuri Boreisha, 2003. Professor of Computer Science and Informational Systems. B.S., M.S., Ph.D., Kiev State University, Ukraine.

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

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

Donna Brown, 2007. Assistant Professor of Counseling and Student Affairs. B.S., M.A., Ed.D., University of North Dakota.

Randy Cagle, 2003. Associate 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. Chair and 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.

Andrew Conteh, 1985. Co-Coordinator of International Studies and Professor of Political Science, L.L.M., Ph.D., Kiev State University, Ukraine.

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

Rinita Dalan, 1999. 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.

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.

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.

Travis Dolence, 2004. Instruction Librarian and Assistant Professor. B.A., University of Minnesota-Duluth; M.S. South Dakota State University; M.S. University of Illinois-Urbana.

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 Dunklrk, 1991. Outreach Coordinator, College of Social and Natural Sciences and Professor of Chemistry. B.S., Ph.D., North Dakota State University.

John Early, 1986. Associate Professor of English. B.A., Sioux Falls College; M.A., Western Illinois University; Ph.D., University of North Dakota.

Lin J. Enger, 1993. Professor of English and Coordinator of the Master of Fine Arts in Creative Writing Graduate Program. B.S., Minnesota State University Moorhead; B.S., University of Minnesota; M.F.A., University of Iowa.

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. Director of Instructional Technology and Professor of Computer Science and Information Systems. 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. Associate 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. 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.

Abby Gold, 2006. Assistant Professor of Community Health. B.S., University of Massachusetts, Amherst; M.P.H., University of Minnesota; Ph.D., North Dakota State University.

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Brittney Goodman, 1997. Associate Vice President of Instructional Resources, Dean of Distance Learning 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.

Duane Halbur, 2006. Associate Professor of Counseling and Student Affairs. B.S., Iowa State University; M.S. Minnesota State University-Mankato; Ph.D., University of South Dakota.

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.

Bary J. Halm, 2005. Assistant Professor of Health Services Administration. B.A., Minnesota State University Moorhead; M.H.A., University of Minnesota.

Stephen Hamrick, 2003. Associate 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. Professor of Accounting. B.A., University of North Dakota; M.B.A., North Dakota State University; Ph.D., University of Nebraska-Lincoln.

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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. 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. Associate Professor of Philosophy. B.A., M.A., Seoul National University; M.Litt., University of Cambridge; Ph.D., Brown University.

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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.

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Kyja Kristjansson-Nelson, 2006. Chair and Assistant Professor of Film Studies. B.I.S., University of Minnesota; M.F.A., University of Wisconsin-Milwaukee.

Ok-Hee Lee, 2001. Associate Professor of Elementary and Early Childhood Education. B.A., Seoul National Teachers College; M.A., Indiana State University; Ph.D., Indiana University.

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Cecilia Mafla-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. Associate Professor of Psychology. B.A., Jamestown College; M.A., Ph.D., University of Nevada-Reno.

Michelle L. Malott, 2001. Chair and 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.

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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. 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.

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Joel O. Powell-Dahlquist, 1987. Professor of Sociology and Criminal Justice. B.A. Wichita State University; M.A., Ph.D., University of Iowa.

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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 Corrick Center for General Education. B.A., M.A., University of South Dakota; Ph.D., University of Kansas.

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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.

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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.

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.

Wil Shynkaruk, 2003. Chair and Professor of Art and Design. B.F.A., University of Manitoba, M.A., M.F.A., University of Iowa.

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.

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.

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, and Educational Leadership. 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.

Stacy Voeller, 1996. Electronic Resources Librarian and Associate Professor. B.A., Minnesota State University Moorhead; M.S., University of Kentucky; M.S., Minnesota State University Moorhead.

Alison M. Wallace, 2000. Professor of Biosciences. 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. Dean of Education and Human Services. B.S., Minnesota State University Moorhead; M.S., Ph.D., University of Nebraska-Lincoln.

David Wheeler, 1986. Professor of Theatre Arts. B.A., M.A., California State University-Los Angeles; Ph.D., University of Oregon.

Deborah White, 2000. Chair and 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.

Rebecca Williams, 2006. Assistant Professor of Elementary and Early Childhood Education. B.S., University of South Dakota; M.S., St. Cloud State University; Specialist, Ed.D., University of South Dakota.

Camilla J. Wilson, 2001. Associate Professor of Mass Communications. B.S., M.S., Mississippi State University; M.S., Columbia University.

Brian Wisenden, 1998. Professor of Biosciences. 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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Master of Science—Music Education 34
Master of Science—Nursing 3
Master of Science—Public, Human Service & Health Admin 38
Master of Science—Reading 39
Master of Science—School Psychology 40
Master of Science—Special Education 42
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