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2013

## Graduate Bulletin, 2013-2014

Minnesota State University Moorhead

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Welcome to the 2013-2014 Minnesota State University Moorhead's Graduate Bulletin.

The Bulletin contains information about academic programs and student services offered by Minnesota State University Moorhead. It also contains general University and specific academic policies and degree requirements. Every effort has been made to make the bulletin accurate as of the date of publication; however, all policies, procedures, and fees are subject to change at any time by appropriate action of the faculty, the university administration, the Minnesota State Colleges and Universities Board, or the Minnesota Legislature. The provisions of this bulletin do not constitute a contract between the student and university.

The information in the bulletin applies to all undergraduate and graduate students at the university. It is important for students to be familiar with all the information that applies to them, including policies and procedures related to registration, academic progress and degree requirements. Students are strongly encouraged, and are required, to consult their advisers at least once each semester to ensure they are completing requirements applicable to their degree and major programs.

This bulletin is published online only.

## **Introduction**

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### **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 Studies 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.

### **MSUM at a Glance**

Minnesota State University Moorhead, with an enrollment of more than 6,600 full and part-time students, offers 82 undergraduate majors with 99 emphases, and 14 graduate degree programs. Included in our majors are 31 areas of teacher licensure preparation. Our professional programs are grounded in the liberal arts, designed to provide a broad base of knowledge and cultural

themes. As a part of the higher education system established by the State of Minnesota, the University provides the advantages of a quality education at the lower costs made possible by the support of Minnesota's citizens.

### **Vision Statement**

Minnesota State University Moorhead will be a welcoming educational community that offers rigorous courses of study and places high expectations upon its students. Our strong commitment to faculty-mentored undergraduate research and intellectual growth will provide students with continual opportunities for personal and professional achievement. MSUM will continue to foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities.

MSUM values diversity and mutual respect and will strive to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and will continue to enhance our students' lives at the same time that it contributes to the community and the region. MSUM will offer graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates.

Minnesota State University Moorhead will build upon a solid foundation of high quality teaching and learning as it commits to a future as the premiere liberal arts and sciences-based university in the region.

### **Mission**

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

### **History of Minnesota State University Moorhead**

Minnesota State University Moorhead's institutional life began in 1887 when, two years after a bill calling for its establishment was approved by the Minnesota legislature, funds were appropriated for the construction of campus buildings. Moorhead Normal School was built on land deeded to the city by the bill's author, S. G. Comstock, a former Clay County Attorney and, later, an executive with James J. Hill's Great Northern Railroad. The campus opened for classes under its first president, Livingston Lord, in August of 1888.

Moorhead Normal School was Minnesota's fourth such institution, charged with the education of those who would teach in the area's rural schoolhouses. Students graduated from these normal schools after two years, with a license to teach grades K (or 1) through 8. By the second decade of the 1900s, the demand for better-educated teachers, together with the increased numbers of students attending high school, was the motive force that prompted the development of a four-year college curriculum. This progress was marked by the school's first name change, to Moorhead State Teachers College, in April of 1921.

In late April-early May 1957, the Minnesota state legislature approved another name change, bringing into existence Moorhead State College. This change reflected the institution's "increasing diversity and breadth of purpose" (graduate programs began in 1953), and also came at a time when the campus was going through something of a construction "boomlet." Over the next 18 years, the campus added 11 new buildings and numerous new programs. The 18 years of Moorhead State College also saw the establishment of that unique educational resource, the Tri-College University.

On August 1, 1975, a ceremony was held on campus to mark the renaming of the college to Moorhead State University. All other Minnesota State Colleges were also transformed into state universities at the same time. The time of this change was surrounded by the continued growth of the University student body, a growth mirrored by the number of majors offered, which rose to more than 90 (the University currently offers more than 140 majors, including emphases and options).

In 1998, the Minnesota State Colleges and Universities Board of Trustees approved a policy authorizing the seven state universities to change their names if they wished to do so. Accordingly, after consultation with students, faculty, staff, and alumni, the campus's fifth name change to Minnesota State University Moorhead was approved by the Board of Trustees and became effective July 1, 2000.

### **The Campus**

Most of the 28 major buildings on the 119-acre campus have been constructed since 1957, including the Science Laboratory Building that opened fall semester 2004 and the Wellness Center that opened spring semester 2009. Other campus buildings include five residence halls and one apartment facility, the Livingston Lord Library, Comstock Memorial (Student) Union, Kise Commons food service, the Regional Science Center, Hendrix Clinic and Counseling Center, Security/Police Substation, 11 classroom buildings, the Alex Nemzek Hall complex for men's and women's physical education, health and athletics, and Owens Hall administration building.

### **The Faculty**

There are more than 300 members of Minnesota State University Moorhead's instructional faculty. Over 70 percent of the faculty holds the highest degree in their fields. Professors teach 99 percent of classes and are advisors and mentors. A student-faculty ratio of 19-to-1 encourages undergraduates to participate in faculty-mentored research and creative projects, and 73 percent of classes have fewer than 30 students.

### **The Community**

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Minnesota State University Moorhead, Minnesota State Community and Technical College, 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.

The character of this metropolitan community of more than 174,000 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. Fargo-Moorhead was named an All-American City in 2000.

## **Accreditation/Certification**

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### **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 in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

### **Association to Advance Collegiate Schools of Business**

The School of Business at Minnesota State University Moorhead is accredited by AACSB International. This prestigious distinction is held by less than five percent of the world's business schools. The Master's of Science in Accounting and Finance and the MBA programs are offered through the School of Business.

### **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 School Counseling, College 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. The program offers three CACREP accredited tracks in School Counseling (K-12), College Counseling and Student Affairs.

### **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, and Education Specialist.

## **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 Specialist level in Educational Administration (EdS) and School Psychology (PsyS).

## **Access to Information**

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Minnesota State University Moorhead makes available or distributes the following information to all students, employees, prospective students and prospective employees:

### **The Bulletin**

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 MSUM 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 MSUM. 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.

### **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, Scholarship and Financial Aid, and Academic Support Center.

## **Emergency Cancellation**

Classes/programs are subject to cancellation or changes in the event of inclement weather or an emergency. MSUM will seek to continue instruction through alternate means if they are available to meet the situation in the event of prolonged closure.

## **Non-Discrimination Statement**

Minnesota State University Moorhead is committed to a policy of equal opportunity and nondiscrimination in employment & education 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, gender identity, gender expression, or membership or activity in a local commission as defined by law. Inquiries regarding compliance should be referred to the Designated Officer: Title IX Coordinator/Director of Student Conduct & Resolution, Owens 206, 218.477.2174 (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 218-477-4318 (Voice); 218-477-2420 (FAX) or 1-800-627-3529 (MRS/TTY).

## **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 <http://www.mnstate.edu/records/ferpa>.

## **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: <http://www.mnstate.edu/financialaid>.

## **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

- Email address
- Phone numbers
- Major and minor
- Class level
- Dates of enrollment
- Full-time/part-time status
- Degrees, Honors and Awards
- Previous educational institutions and dates attended
- 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).

## **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.

### **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 information regarding the Drug Free Schools and Communities Act is available online at [http://web.mnstate.edu/aod/biennial\\_review.cfm](http://web.mnstate.edu/aod/biennial_review.cfm).

### **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.



## **Annual Crime Report**

MSUM's Annual Campus Crime Report is available online at <http://www.mnstate.edu/publicsafety/crimereports.aspx?terms=public%20safety>.

The Report contains

- Statistics for previous 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 Public Safety at (218) 477-5869 or [greg.lemke@mnstate.edu](mailto:greg.lemke@mnstate.edu).

## **Resources and Services**

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### **[Academic Support Center](#)**

The Academic Support Center fosters student success and retention by providing a centralized location of resources for students, staff and faculty and integrated academic support services.

### **[Alumni Foundation](#)**

The MSUM Alumni Foundation exists to secure, receive, manage, administer, and disburse private funds for MSUM; to promote and advocate positive relationships with the alumni of MSUM; and to enhance MSUM in every way.

### **[Bookstore](#)**

The MSUM Bookstore is your one stop for official MSUM gear, textbooks, supplies, computers and software and gift items.

### **[Career Development Center](#)**

The MSUM Career Development Center supports students in discovering their passions by providing programs, education, services and support throughout their journey from exploring student to prepared professional.

### **Comstock Memorial Union**

The Comstock Memorial Union is an innovative, student-centered organization and facility. The CMU delivers valued services and programs that enhance campus life and inspire University involvement and commitment.

### **Disability Services**

The MSUM Disability Services Office has a commitment to ensure that students with documented physical, sensory, psychological or learning disabilities have equal access to programs and services.

### **Dragon Cards**

The Dragon Card is required as your ID for using University facilities, participating in University sponsored events, acquiring non-directory student academic information or documents from academic offices and qualifying for University discount opportunities. They are also used for meal plans, Dragon Dollars, checking out library materials, printing, and banking.

### **Dragon Jobs**

The Dragon Jobs is a one-stop resource for student employment. It connects students with employers by sharing job postings and internship listings.

### **Early Education Center**

The mission of the Early Education Center is to provide high quality care and developmentally appropriate educational and social opportunities for university students' children who are between 16 months and 6 years.

### **Hendrix Clinic and Counseling Center**

Hendrix Clinic and Counseling Center offers convenient mental and physical health care right on campus. Information on Student Health Insurance and Immunizations can be found on their website.

### **Housing and Dining Services**

Housing and Residential Life strives to provide a comfortable and safe environment that fosters community, personal growth and academic success. This link will provide information on Residence Halls, Apartments, Learning Communities and Dining Services.

### **Instructional Technology**

The Instructional Technology team enables and enhances student learning by providing instructors with support and resources for using technology in the development of customized learning environments

### **Livingston Lord Library**

The Livingston Lord Library supports academic and cultural experiences of students, faculty, and citizens of this region and encourages 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.

### **Public Safety**

The Public Safety Office is committed to providing the highest quality services to the MSUM community in a professional, respectful, fair and compassionate manner. They are committed to the people, traditions and diversity on our campus and will work to create a safe environment where all can live, work and pursue academic success.

[Parking information](#) can be found on the Public Safety website.

### **Regional Science Center**

The Regional Science Center is a program of MSUM. They provide programming in: PK-12 science and environmental education; PK-12 teacher education; college pre-service environmental teacher education; college field and research opportunities in observational astronomy, field biology and geology; and astronomy and natural history programs for the general public. They work closely with the local school districts, the Tri-College Universities, the Minnesota Department of Natural Resources, and area businesses, as well as state and national science and environmental organizations.

### **Russell and Ann Gerdin Wellness Center**

The Wellness Center provides an opportunity for an active and healthy lifestyle to become a focus of our campus culture.

### **Speech and Hearing Clinic**

The Speech and Hearing Clinic offers a complete range of speech, language and hearing services to people of all ages. Evaluations and screenings are conducted each week by appointment. Therapy is then tailored to individual needs.

## [Student Conduct and Resolution](#)

The Student Conduct and Resolution website is designed to provide the MSUM community with relevant information regarding student discipline and the Student Conduct Code. The site includes the judicial procedure, frequently asked questions, student rights and responsibilities, information on academic integrity, the Conduct Code, forms, mission and goals of Student Conduct and Resolution.

## [Veterans Resource Center](#)

The Veterans Office provides counseling, GI Bill certifications, and tutorial assistance, and is concerned with recruiting veterans and veterans' dependents.

## [Women's Center](#)

The mission of the Women's Center is to empower women and fulfill its vision by promoting feminist activism and women's self-determination. The Women's Center educates the campus community and creates a space for students, faculty, and staff to socialize and share ideas in a respectful manner. The Women's Center advocates an understanding of the intersection of multiple forms of oppression and how they affect women's lives.

## [Write Site](#)

The Write Site is a writing resource center for MSUM students. Its mission is to assist students in improving their writing proficiency and independence during the various stages of their writing assignments; to provide a supportive environment where writers and readers work efficiently one-to-one; and to train tutors to become effective readers of and responders to texts from various disciplines.

## **Admission Information**

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**For information on Admissions, click on the following link:**

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

**The admission requirements for each program may vary. The Graduate Studies website provides information on specific admission requirements for each program.**

## **Financial Information**

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### [Business Office](#)

Tuition and fees are set by the Board of Trustees of the Minnesota State Colleges and Universities System and are subject to change without notice. Click on the link for information on Tuition and Fees, Payment Dates, Payment Plans, Refunds and Reciprocity.

## Financial Aid

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For financial aid information including loan, scholarships, graduate internships and graduate assistantships, go to:

<http://web.mnstate.edu/finaid/>

## Academic Information

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### Number of Credits Required for a Graduate Degree

A minimum of 30 credits is required for completion of a graduate degree at MSUM. In either Plan A or Plan B at least one-half of the credits (exclusive of thesis or Plan B project requirements) must be earned at the 600 level. Once admitted to a graduate program, the student will, in consultation with a program advisor, develop a preliminary plan of study which will meet the specific standards of the program, as well as the general requirements for all Master's and Specialist degrees.

### Residence and Transfer of Credit

1. Residence requirement. At least one-half of the semester credits constituting the minimum requirements for the master's or specialist degree or graduate certificate must be completed through registration at MSUM in offerings by its faculty.
2. Courses taken before admission to graduate program. Nine semester credits for a master's or specialist degree or one-half (up to eight) of the credits required of a graduate certificate program may be taken at MSUM in a Graduate Special status before admission (full standing or provisional) to a graduate program. At least 21 semester credits for a master's or specialist degree program or one-half of the semester credits required for a graduate certificate, must be taken after program admission.
3. Transfer from other Minnesota State Universities. Courses from another Minnesota State University may be transferred to a graduate master's degree program or a graduate certificate program based on the following: Up to 1/2 of the minimum course credits (not including project, thesis, internship, or practica credits) required for a master's or specialist degree may be transferred to an MSUM degree program with the approval of the graduate coordinator of the program involved.
  - a. Up to 1/2 of the minimum credits required for a graduate certificate may be transferred to an MSUM Certificate program upon the approval of the graduate certificate program coordinator.
  - b. An official transcript from each graduate institution from which the student wishes to transfer credits must be given to the records Office; the advisor will notify the records office which transfer credits are approved by the program and they will be added to the transcript. This will apply to credits transferred upon initial admission to MSUM as well as any credits taken after admission. But in no case may the total transfer credits be more than 1/2 of the minimum degree or certificate requirements.

c. The Records Office monitors degree requirements and will certify that all graduate degree requirements are met before commencement.

4. Transfer from Tri-College University. Courses approved for registration through the Tri-College University are transferred upon approval of individual programs. A 600 course from NDSU cannot be transferred to an MSUM degree program because NDSU transcripts state that these courses are not graduate level.

5. Transfer from other accredited institutions. If a student transfers to an MSUM master's or specialist degree or graduate certificate program after attending an accredited graduate institution (other than a Minnesota State College and University campus), a maximum of nine (9) semester credits may be accepted in transfer from other accredited institutions. This must be approved by the program coordinator.

6. Other requirements. A grade of A or B is required in any courses to be included in a master's or specialist degree program or graduate certificate program and not taken at this university. No "P" or "S" grades may be transferred. Individual programs may approve credits with grades of A or B (not pass/fail) in workshops or in special in-service courses. No more than 1/6 of the required master's degree or graduate certificate credits may be counted from workshop or special in-service courses. Some continuing education courses from MSUM may be counted towards the master's or specialist degree or graduate certificate requirements. These will be reviewed on a case-by-case basis by the program coordinator and the college dean. Any course transferred from other institutions (within, or outside of, the Minnesota State Colleges and Universities System) must meet the seven year time limit (or five years for Counseling and Student Affairs) for completion of the degree.

### **GPA Requirement for Continuation in Good Standing in Graduate Programs**

#### **Master's and Specialist Students**

Students are required to maintain a 3.0 grade point average (GPA) on a 4.0 scale to be continued in a graduate program. A student whose GPA falls below 3.0 will be placed on probationary status for the next semester for which the student enrolls. An official letter will be sent by the Graduate Studies Office to notify such students that they are on probation. The record will be reviewed by the student's graduate program coordinator and a remediation plan will be developed. During the probationary semester, a minimum of 3.0 GPA must be achieved as well as the satisfactory completion of the remediation plan. A student's failure to satisfactorily complete the remediation plan and achieve a 3.0 in the semester following the probationary semester will result in suspension from the graduate school. Satisfactory academic progress is monitored by the Financial Aid and the Records Office. The Graduate Studies Office will be notified at the end of each academic semester, of those students who do not meet continuation standards and who have been placed on probation. The Graduate Studies Office will be in contact with the program coordinator to initiate the proceedings for the remediation plan. A student may appeal any of the decisions if the outcome(s) affect the student's academic or financial aid status.

## **Time Limitation**

### Master's and Specialist Students

All requirements for the master's and specialist degrees must be completed within seven years (five years in Counseling and Student Affairs) after taking the first graduate course that will be included in the program of study.

A student, in consultation with his/her advisor, may petition the Graduate Studies Office for an extension of the time limitation. Extensions may be for one semester or a full year. Extensions will be considered on a per case basis. If the student has not finished the degree towards the end of a second extension, he/she must consult with his/her advisor and the college dean to determine if another extension is warranted. Any extension given may require a detailed plan of completion as well as additional or repeated course work and/or research. This will be determined by the graduate program coordinator and the college dean at the time that the extension is approved.

## **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 2-4 credit project which will integrate the studies included in the individual's program. The project must be approved by the major advisor and department.

### **Research Involving Human Subjects**

If research is to involve human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. 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: <http://web.mnstate.edu/irb/>. Allow at least four (4) weeks during the academic year for IRB approval.

### **Registration**

Registration begins in the middle of the previous term and continues through the fifth day of the term being enrolled in. Registration changes may be made after initial registration. A class may be added through the fifth class day of the term, except for courses which begin later in the semester, or in special circumstances approved by academic appeal. Students may drop a class without record (no indication will appear on the transcript) by the fifth day of the class term. A class dropped after the first five days will appear on the student's record as a withdrawal ("W").

Refunds for dropped courses may apply and guidelines may be found at <http://www.mnstate.edu/businessoffice/refunds.aspx>.



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. Questions regarding the registration process may be directed to the Record's Office.

### **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. Permission of the appropriate graduate program and college dean is required for registration in excess of fifteen (15) graduate credits in any academic term.

### **Graduate Courses**

Courses at the 600 and 700 levels 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**

Students who wish to audit or attend a course without seeking credit must be admitted to MSUM, be registered for the course, and pay full tuition and fees. Classes taken for audit are not eligible for financial aid and do not count toward full-time status. Students may be billed for financial aid if classes taken for credit are later changed to audit status.

To audit a course, students shall attend class sessions but are not required to complete assignments or projects, participate in discussions, take examinations, or meet other requirements.

Students may declare the intent to audit a course by submitting a course audit form signed by the instructor by the tenth class day of a semester. Summer session dates vary based on the length of individual sessions; refer to drop dates posted on the Records Office website at [www.mnstate.edu/records/](http://www.mnstate.edu/records/).

Students may not receive credit for auditing a course except by re-enrollment for credit and successful completion of the course in a subsequent semester.

An entry of "AU" (Audit) is made on a student's permanent academic record.

### **Credit for Non-Academic Experience**

It is the policy of MSUM that graduate credit will not be granted for work and other nonacademic experiences.

### **Grading System**

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.

## **Grades and Grade Points**

All study for university credit is recorded with the following grade designations:

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 point per credit
D-	0.67 Grade points per credit
F	0.00 Grade points per credit
FN	0.00 Grade points per credit
I	Incomplete
P	Pass
IP	In Progress
AU	Audit
W	Withdrawal
EX	Exchange – used to document registration This grade does not affect GPA or Satisfactory Progress.

## **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 courses are not used in computing the cumulative GPA.

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

Credits with grades of “F” and “FN” are included in computing the GPA.

## **In Progress Grades**

The grade of "IP" (in progress) is reserved for special cases when a course is not designed to be completed by the end of the term. When "IP" grades are not completed within the specified time, they automatically become either an "F" (graded courses) or an "NC" (P/N courses). When an "IP" grade is completed, the instructor reports the completed grade to the Records Office using a grade change form. Students completing an "IP" grade should not re-register for the class.

## **Pass-Fail Courses**

Certain courses which offer insufficient opportunity for graded evaluation may be offered with only the grading options of Pass "P" or Fail "F". Student teaching and internships are always graded on a pass-fail basis.

The Provost and Senior Vice President for Academic Affairs may grant permission for other courses to be graded pass-fail. All students in an approved course shall be graded on the pass-fail basis.

## **Incomplete Credits**

The grade of "I" is reserved for students who are unable to complete course requirements within the allotted time for reasons satisfactory to the instructor and who have made arrangements for subsequent completion of coursework. If an incomplete requires substantial class attendance in a subsequent term, the student must register to repeat the course and pay tuition and fees.

It is the student's responsibility to meet the instructor's requirements for completing the course. Ordinarily, the incomplete must be made up during the next semester. (Students receiving financial aid may have specific requirements).

When requirements have been met, the instructor will notify the Record's Office of the replacement grade. Incompletes which have not been completed by the end of the next semester will become "F" grades.

## **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 fulfill this requirement 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:  
<http://www.mnstate.edu/graduate/studentresources/forms.aspx>.
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.

### **Appeals**

All appeals from graduate students are addressed on a Graduate Appeals Form available in the Graduate Studies Office or online at <http://www.mnstate.edu/graduate/studentresources/forms.aspx>. 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**

Graduate and undergraduate students use the same policy and procedure for course grade appeals. Please refer to <http://www.mnstate.edu/academicaffairs/policies-procedures.aspx>.

#### **Graduate Academic Appeal**

The graduate student may file a graduate academic appeal for the following situations; retroactive withdrawal from courses, admission decisions, termination, degree requirements, course substitutions, course waivers, etc. The graduate academic appeal follows the following sequence: graduate program coordinator, graduate appeals subcommittee, and the Dean of Graduate Studies. The graduate academic appeals form is available from the Graduate Studies Office.

## **Certification/Licensure**

Programs of study at MSUM 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. It is the student's responsibility to be aware of the requirements for the state in which they wish to work.

## **Background Checks**

Minnesota law requires any person who provides direct contact services to people receiving services from facilities and agencies licensed by the Minnesota Department of Human Services (DHS) and/or the Minnesota Department of Health (MDH) have a background study conducted by the state. Direct contact is defined as providing face-to-face care, training, supervision, counseling, consultation, or medication assistance to people receiving services from the agency or facility. Any individual who is disqualified from having direct patient contact as a result of the background study will not be permitted to participate in a clinical placement in a DHS or MDH licensed facility or agency. 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 DHS or MDH licensed facilities or agencies should contact the chair of their major program. Forms may be obtained from the program chair.

## **Degree Completion Procedures**

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 courses 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.

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

Form 2: Part A: Thesis/Project Committee and Part B: Topic Approval and IRB Verification:  
Part A: 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 member must originate from outside the student's chosen area of study.

Part B: Upon determination of topic, a decision made by the student and their advisor, Part B is completed. 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 and advisor sign for approval.

Once Form 2 has been completed, send to the Graduate Studies Office.

Timeline for submission: prior to beginning research study.

Form 3: Preliminary Graduation Notice Students who are nearing completion of their courses of study must obtain the signature of their advisor and program coordinator to verify that they are

eligible to participate in commencement. Students completing their degree programs in spring are eligible to participate in May commencement; if completing a degree program in the summer or fall then the student is eligible to participate in December commencement.

Timeline for submission: Six weeks prior to commencement.

Form 4: 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 4. Bring Form 4 with you to the oral defense so you can obtain the final signatures of the thesis/project committee members as well as your advisor. 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 4 to the Graduate Studies Office.

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. MSUM requires a uniform title page to be used for all papers submitted.

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 3) of your intent to graduate as soon as possible but no later than six (6) weeks prior to commencement.

Degrees are posted to transcripts by the Records Office three (3) times a year: at the end of the fall semester, spring semester, and summer session. There are two (2) commencement ceremonies during the year: at the end of fall semester in December and at the end of spring semester in May. Students completing all degree requirements during the summer are eligible to participate in December commencement.

Exceptions to this policy are made on a case-by-case basis. Students may appeal through the graduate appeal process. Appeals must be filled out no later than six (6) weeks prior to commencement. Students should consult with their Program Coordinator and/or advisor to determine if an appeal is warranted.

An appeal will not be considered if any of the following apply: the oral discourse has not been scheduled, the thesis or project is not finished, or more than six (6) graduate credits are still needed to meet credit requirements for the degree (unless the credits are for Internship/Practicum and all other requirements are completed).

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.

## Curriculum

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This is a listing of available graduate degree programs here at MSUM.

### **Master of Fine Arts in Creative Writing**

Master of Fine Arts in Creative Writing

**Program Coordinator: Thomas Tamaro**

**Weld 223, (218) 477-2199 [tamaro@mnstate.edu](mailto:tamaro@mnstate.edu)**

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

All students will demonstrate an ability to create work of publishable quality in a specific genre, either fiction, poetry, or creative nonfiction. Students will demonstrate advanced comprehension of the history and conventions of their chosen genre. Those students chosen as Teaching Assistants will develop teaching skills. Students working with New Rivers Press will demonstrate knowledge of the publishing process. All students will demonstrate an ability to create work of publishable quality in a specific genre, either fiction, poetry, or creative nonfiction. Students will demonstrate advanced comprehension of the history and conventions of their chosen genre. Those students chosen as Teaching Assistants will develop teaching skills. Students working with New Rivers Press will demonstrate knowledge of the publishing process.

Students must take a minimum of 42 semester credits. At least half of the total 42 semester credits required for the degree must be taken at Minnesota State University Moorhead. Transferred credit must have received a grade no lower than a B-, and must have been completed within seven years previous to admission. A 3.0 grade point average required for courses submitted for the degree. No grade lower than a B- is acceptable in the program. 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. MFA 699 Thesis (4 credits) Students must complete a thesis. Students must also present an oral discourse to the thesis committee following completion of the thesis, based on the thesis and the student's program of study. Students must complete a public reading of his or her thesis work. MFA 688 Workshop (18-21 credits) Students must earn a minimum of 18 workshop credits in MFA 688.

Students need to earn at least 18 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, MLA 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. Exclusive of the 4 thesis credits, at least one-half (19) of the 38 remaining credits must be credits restricted exclusively to 600-level graduate only student enrollment classes. 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 Internship (1-6 credits) for part of the above elective 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.

### **Master of Science in Counseling and Student Affairs**

Master of Science in Counseling and Student Affairs,

**Program Coordinator: Lisa Karch, PhD, LPC, NCC, NCSC**

**Lommen 113H, (218) 477-2699 [lisa.karch@mnstate.edu](mailto:lisa.karch@mnstate.edu)**

The CNSA program stresses the integration of developmental theory with interpersonal skills. It has a generalist orientation, but can be individualized to meet each student's needs. The program provides extensive practical experience through a practicum and internship. It can be completed in as short as two years or part time students have up to five years. Through the program, students develop core-helping skills and engage in concentrated study in one of three degree emphases, each of which has specialized accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP):

The **Student Affairs** emphasis prepares students for positions in colleges and universities. Students complete coursework specific to student affairs in higher education as well as two semesters of practicum/internship in a college or university setting. Student affairs graduates may work in areas such as Admissions, Residence Halls, the Student Union, Financial Aid, and Advising Centers.

The **School Counseling** emphasis prepares students for licensure or certification as a school counselor. Students complete coursework as well as one semester of practicum and two semesters of internship in elementary schools, middle schools, and high schools. School counselors are no longer required to have a teaching license in order to become a school counselor in Minnesota or North Dakota.

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 counseling practicum with college students and an internship in a college counseling center is required.

The Counseling and Student Affairs graduate program at MSUM is unique in its flexibility and individual attention to graduate students. Some of the strengths of the program are: small class sizes, a great deal of interaction between faculty and students, and additional faculty support during internship. In addition, students have an outstanding record of excelling on standardized



national counselor examinations, which are necessary for certification and licensure and 100% placement rate in related employment (MSUM Graduate Followup Survey, 2011). All of the courses are offered after 4:30 pm to accommodate part-time students. This program prepares students for human service professions. The essence of the school counseling, college counseling, and student affairs professions is the ability to relate to another person in a way that is helpful and which facilitates growth. The basic knowledge and core skills required are essentially the same for all three programs. Therefore, the objectives of this program are to develop students who:

- Possess a high level of empathic counseling skills intended to facilitate client emotional growth.
- Exhibit the attitudinal dimensions of unconditional positive regard, empathic understanding, and congruence.
- Can articulate the developmental levels of others and can assist in their emotional growth and development.
- Have highly developed counseling skills and the ability to use them in assisting others.
- Are well grounded in a variety of counseling theories and can effectively use theoretical techniques.
- Are able to use a variety of assessment methods and skills in order to help individuals' better meet their needs.
- Are knowledgeable about group dynamics and can facilitate group process.
- Are knowledgeable about and can identify skills for working effectively with various groups in our multicultural and diverse society.
- Understand the career development process and can identify skills for assisting others in career development.
- Can use research methods and evaluation skills to improve performance and evaluate literature.
- Can articulate a sense of themselves as beginning professionals.
- Adhere to ethical standards of professional practice.
- Can assess their own interventions (individual, group, and systems) in order to make them more effective.
- Can articulate or are knowledgeable about their professional competencies and limitations.

The core must be completed by all students majoring in any of the Counseling and Student Affairs concentrations: College Counseling, School Counseling, or Student Affairs. The courses for each of the three program options are listed at the bottom. A total of 48 (51 for college counseling) credits is needed for the degree.

### **Core Requirements**

CNSA 600 Introduction to Counseling Research (1)

CNSA 610 Foundations of Counseling (2)

CNSA 611 Theories of Individual and Family Counseling (3)

CNSA 612 Individual Appraisal (3)

CNSA 613 Career Development (3)

CNSA 614 Human Growth and Development for Counselors (3)

CNSA 615 Social and Cultural Foundations of Counseling (3)  
CNSA 620 Counseling Skills I (3)  
CNSA 630 Group Counseling (3)  
CNSA 640 Ethical and Legal Issues in Counseling (1)  
ED 602 Statistics in Educational Research (2)  
ED 603 Methods of Research (2)  
CNSA 699 Master's Thesis (4)

### **Program Requirements**

A core of 33 credits is required of all candidates. An additional 15-18 credits specific to each of the emphases are also required. 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. Students are reviewed each semester to determine their satisfactory progress. 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. Successful four-or six-credit internship required. Comprehensive examination must be passed. Master's thesis or Project satisfied through Plans A or B required. Oral examination which is a review of the student's Capstone project required. 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 are procedures may be obtained from the Counseling and Student Affairs Graduate Program Coordinator.

### **College Counseling**

PSY 563 Abnormal Psychology (3)  
CNSA 660 Introduction to Student Affairs (2)  
CNSA 661 Higher Education in the U. S. (1)  
CNSA 662 Administration of Student Affairs in Higher Education (2)  
CNSA 663 The College Student (1) CNSA 691C Practicum in College Counseling (3)  
CNSA 692C Internship in College Counseling (6)

### **Student Affairs**

CNSA 660 Introduction to Student Affairs in Higher Education (2)  
CNSA 661 Higher Education in the U.S. (1)  
CNSA 662 Administration of Student Affairs in Higher Education (2)  
CNSA 663 The College Student (1) Elective (3)  
CNSA 691B Practicum in Student Affairs in Higher Education (2)  
CNSA 692B Internship in Student Affairs in Higher Education (4)

### **School Counseling**

CNSA 650 Organization/Administration of Guidance Services (3)  
CNSA 691A Practicum in Counseling (3)

CNSA 692A Internship in School Counseling (6)  
CNSA 655 Counseling Children, Adolescents, and their Families (3)

### **Master of Science in Curriculum and Instruction**

Master of Science in Curriculum and Instruction

**Program Coordinator: Mike Coquyt, Ed.D**

**Lommen 216C, (218) 477-2019 [michael.coquyt@mnstate.edu](mailto:michael.coquyt@mnstate.edu)**

The Master of Science degree in Curriculum and Instruction provides candidates with both a theoretical base and opportunity for practical application within the areas of educational foundations, curriculum theory, instructional best practices, and educational research. All students must take a core, which consists of 19 credits. This core provides not only a theoretical base, but an opportunity to conduct action research in the classroom with the purpose of providing a solid research base that is appropriate for the P-12 teacher who seeks a means by which to increase student achievement. In addition to the core, students must select a 13-credit emphasis in one of the following areas: Kodaly, Literacy, Special Education, Technology, and Teaching English as a Second Language.

#### **Core Requirements**

ED 601 Psychological Foundations of Education (2)  
ED 603 Methods of Research (2)  
ED 609 Action Research (2)  
ED 613 Social, Cultural, Political and Community Dimensions of Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)  
ED 633 Technology and Information Systems (2) S  
PED 664 Theory and Process of Consultation and Collaboration (3)

#### **Program Requirements**

Students must complete a minimum of 32 credits. 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. A 3.0 grade point average required for courses submitted for the degree. Action Research Project/Integrated Paper required. Written Comprehensive Examination required. Detailed information on these requirements and department policies and procedures may be obtained from the Curriculum and Instruction Graduate Program Coordinator.

#### **Kodaly**

Kodaly Emphasis Requirements (9 credits)  
MUS 634 Kodaly Method for Training Teachers Level I (3)  
MUS 635 Kodaly Method for Training Teachers Level II (3)  
MUS 636 Kodaly Method for Training Teachers Level III (3)

Kodaly Electives (4 credits)  
MUS 555A Music Performance (Applied Lessons in Piano) (1-3)  
MUS 595 Special Topics in Music (1-2)  
MUS 596 Workshop in Music Education (1-2)

MUS 620 Instrumental Ensemble (1)  
MUS 621 Vocal Ensemble (1)  
MUS 637 Orff-Schulwerk Level 1 (3)  
MUS 655A Music Performance (Applied Lessons in Piano) (1-3)

### **Literacy**

EECE 613 Literacy Instruction and Assessment: A Historical Perspective (3)  
EECE 614 Literacy in the Content Areas (3)  
EECE 645 Developmental Diagnosis of and Instruction in Literacy (3)  
EECE 646 Reading Clinic Diagnosis (2)  
EECE 691 Administration and Supervision of Reading Programs (2)

### **Special Education**

SPED 555 Characteristics of Students with Learning and Behavior Problems (4)  
SPED 613 Inclusive Teaching Practices (3)  
SPED 620 Perspectives and Policies in Special Education (3)  
SPED 670 Transitional/Career Education for Secondary Students (3)

### **Technology**

Technology Emphasis Requirements (8 credits)  
ED 519 Creating Web-Based Curriculum Materials (2)  
ED 523 Design of Online Instruction (2)  
ED 534 Assessment Strategies for Technology-Enhanced Curricula (2)  
ED 602 Statistics in Educational Research (2)

Technology Electives (5 credits)

ED 522 Electronic Resources: Issues and Practice (2)  
ED 525 Methods of Computer-Mediated Communication in Education (2)  
ED 527 Emerging Technologies (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)

### **TESL**

TESL Emphasis Requirements (7 credits)  
LANG 557 Second Language Acquisition and Language Teaching (3)  
TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)  
TESL 690 Special Topics (1) **OR**  
ED 694V Internship (1)

TESL Electives (6 credits)

TESL 551 English Structures (3)  
TESL 654 Pedagogical Grammar (3)  
TESL 670 Designing ESL Courses (3)  
TESL 675 Assessment in TESL (3)

ED 694V Internship (3)

### **Master of Science and Specialist in Educational Leadership**

Master of Science and Specialist in Educational Leadership

**Program Coordinator: Julie Swaggert, Ed.D**

**Lommen 214D, (218) 477-2898 [julie.swaggert@mnstate.edu](mailto:julie.swaggert@mnstate.edu)**

The principal purpose of the Educational Leadership Program is to provide professional/academic education for individuals preparing for leadership and management administrative positions in public and private schools, colleges and universities.

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

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision or 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 core must be completed by all students majoring in any of the Educational Leadership concentrations: Generalist Emphasis, K-12 Administration Emphasis, Technology Emphasis or Higher Education Emphasis. The courses for each of the three program options are listed at the bottom. Total credits will vary depending on selected emphasis; however total core coursework alone are 18 credits.

#### **Core Requirements**

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 635 Personnel, Supervision & Staff Development (4)

ED 636 Policy and Educational Finance (2)

ED 645 Portfolio Option Pre-Assessment (1)

ED 646 Portfolio Option Post-Assessment (1)

#### **Program Requirements**

The degree is completed under Plan B. Minimum of 32 credits. 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. 3.0 grade

point average required for courses submitted for the degree. Written Comprehensive Examination. Thesis or Project. A thesis or individual study/portfolio option and subsequent oral examination.

### **Generalist**

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 694V Internship (2)  
ED 697 Paper/Individual Study (2)  
CNSA 610 Foundations of Counseling (2)

### **K-12 Administration**

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

### **Technology**

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)  
ED 601 Psychological Foundations of Education (2)  
ED 602 Statistics in Educational Research (2)  
ED 603 Methods of Research (2)  
ED 697 Paper/Individual Study (2)  
CNSA 612 Individual Appraisal (3)

### **Higher Education Administration**

ED 603 Methods of Research (2)  
ED 634 Personal Communications and Ethics (3)  
ED 717 Adult Learning (2)  
ED 727 Higher Education Law (3)

ED 740 Financing Higher Education (3)  
ED 767 Organization & Administration of Higher Education (3)  
ED 780 Instructional Models (2)  
ED 782 Supervisory and Administrative Theory (4)  
ED 794 Practicum: Budget and Business Management (2)  
ED 794 Practicum: Community Education Leadership (2 credits)  
ED 794 Practicum: Elementary School Principalship (2)  
ED 794 Practicum: General Leadership (2)  
ED 794 Practicum: Secondary School Principalship (2)  
ED 794 Practicum: Superintendency (2)  
ED 794 Practicum: Supervision (2)  
CNSA 610 Foundations of Counseling (2)  
CNSA 612 Individual Appraisal (3)  
CNSA 661 Higher Education in the U.S. (1)

### **Specialist in Educational Leadership**

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

#### **Core Requirements**

ED 780 Instructional Models (2)  
ED 782 Supervisory and Administrative Theory (4)  
ED 783 Computer Data Management and 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)

Specialist degree students are required to have completed all of the coursework prescribed for the master's degree in the same specialty option area. Students may complete deficiency work while enrolled in the specialist degree, but credit earned in coursework taken to remove deficiencies may not count in the minimum number of credits required for the specialist degree. Students pursuing a specialist degree in educational leadership have six role specialty options to choose from, depending on their ultimate career goals: general administration, elementary principal, secondary principal, k-12 principal, special education director, and superintendent. Students entering the specialist program are required to conduct a needs assessment of their current competence in six performance dimensions to determine a profile of their current knowledge, skill, and dispositions. When this has been established, a Plan of Study is developed to fit the individual's needs and course requirements for the degree and/or license. Modifications in course requirements may occur as a result of a student's competence in a specific block of area only with the approval of the student's adviser and the program chair.

ED 640 Education and Society (2)  
ED 748 Collective Bargaining (2)  
ED 777 Tort Liability (2)  
ED 769 Politics and Policy Analysis I Education (2)  
ED 785 Organization & Administration of Vocational/Technical (2)  
ED 715 Superintendency (2)  
ED 790 Seminar in School Administration & Supervision (1-3)  
ED 793 Individual Study/Tutorial (1-5)  
ED 795 Field Experiences (1-15)  
ED 794 Practica courses: Select three (3 credits) depending upon specialty role or position sought: Practicum: Budget & Finance (2) Practicum: Elementary Principal (2) Practicum: General Administration (2) Practicum: Secondary Principal (2) Practicum: Superintendency (2) Practicum: Supervision (2) Disquisition (Field Study/required for the specialist degree) ED 798s (4)

### **Master of Science in Nursing**

Master of Science in Nursing,

**Program Coordinator: Tracy Wright, Ph. D**

**Murray Commons 202, (218) 766-2336 [wrighttr@mnstate.edu](mailto:wrighttr@mnstate.edu)**

The School of Nursing and Healthcare Leadership (SNHL) includes Nursing, Community Health, and Health Services Administration programs. The incorporation of the three programs into a single School represents an interdisciplinary approach to the teaching of health fields with the integration of nursing services, management practice, and community health programming.

The SNHL faculty members believe that health is the maximized potential and well-being of individuals, communities, and societies. SNHL's goal is to prepare students to promote optimal health along the continuum of life, from birth to death. Students seeking a career in the health care and service professions will have access to excellent programs and experienced faculty who prepare students for full professional roles.

The MSUM Nursing Program offers a Master of Science (MS) with a major in nursing. This degree prepares registered nurses for practice as nursing educators or nurse leaders. The program builds upon the general baccalaureate nursing competencies and provides the specialty education necessary to meet the education needs of nursing students and practicing nurses, providing skills for the expanded nursing care for adults with complex health care needs. Graduates will 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.

The MS with a major in nursing provides a choice of two emphases, Nursing Education or Nursing Administration and Organizational System Leadership. The Masters classes are offered online with monthly synchronous meetings using a virtual platform. Clinical practica may take place in the student's home area if appropriate. Students collaborate with their advisors to select practica that fit their particular areas or populations of interest and the course objectives.



**ACCREDITATION** The 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. MSU Moorhead is accredited by the Higher Learning Commission of the North Central Association of College and Schools at the Master's degree level.

### **CURRICULUM COMPONENTS**

The curriculum includes graduate nursing core courses, specialty track advanced practice courses, clinical practica, and thesis. The program includes a choice of two specialty emphases:

- Nursing Administration and Organizational System Leadership
- Nurse Educator

### **Admission Requirements**

- BS or BA in Nursing from NLN or CCNE accredited institution.
- Completed "Application for Admission to Graduate Study" form and application fee.
- Complete "Nursing Application" form.
- Official transcripts from ALL colleges and universities attended. A minimum of 3.0 cumulative grade point average.
- Documentation of current unencumbered registered nurse (RN) license in Minnesota (photocopy acceptable).
- 500 word essay describing professional experience and future professional goals.
- 3 letters of recommendation (2 from professional colleagues, 1 personal; use provided nursing forms).

International students must contact the International Student Office at 218-477-2956.

International students must hold a current work visa that will be valid throughout the course of study in the graduate program.

### **International Student Policy**

The Homeland Security Act of 2002 fundamentally changed the requirements for the international students who wish to study in the United States. The major change that affects an online program is that no more than the equivalent of one on-line/distance education class or 3 credits per session may count towards the 'full course of study' requirement. A full copy of the NAFSA (Association of International Educators) Advisory Manual is available in the International Student Affairs office [Chapter 3: F-1 Students; Section 3.20.7; Authority cite 8 C.F.R. SS 214.2(f) (6) (i) (G)]. Students are able to be admitted to this program if they have an active Work Visa. Students are unable to be admitted to this program if they have a Student Visa.

### **Post-Admission Requirements**

- Unencumbered RN license in state where clinical will be completed.
- Unencumbered RN license in Minnesota.
- Criminal background check upon admission (ACI) and annually (MN DHS), each indicating ability to provide direct patient care.
- Evidence of current immunizations and TB testing required.
- Professional liability insurance, if desired. Students are covered under the state institution liability insurance.

- Current CPR certification (health care provider or professional level).
- An inferential statistics course at the undergraduate upper division or graduate level must be taken within three years of the student registering for NURS 603 Intro to Research. This is to assure that the student's recollection of statistics is timely and useful as he/she begins application of the knowledge in studying the research process within his/her own thesis work.

### **Core Requirements**

- NURS 600 Theoretical Perspectives of the Discipline (3)
- NURS 603 Introduction to Research, Data Analysis and Informatics (2)
- NURS 604 Advanced Nursing Research and EBP\* (4)
- NURS 606 Health Care Delivery Systems, Policy and Financing and Leadership (3)
- NURS 608 Transcultural and Social Perspectives (3)
- NURS 609 Advanced Pathophysiology (4)
- NURS 610 Health Promotion and Disease Prevention (2)
- NURS 611 Advanced Pharmacology and Pharmacotherapy (4)
- NURS 612 Advanced Health Assessment (3)
- NURS 622 Teaching: Technology and Information Management (3)
- NURS 623 Nurse as Educator (3)
- NURS 627 Program/Curriculum Design and Evaluation (3)
- NURS 642P Advanced Nurse Educator Practicum I (2)
- NURS 643P Advanced Nurse Educator Practicum II (2)
- NURS 689 Thesis Seminar (1)
- NURS 699 Thesis for Nursing (2)

- All students must complete the program within 7 years.
- Students progress at a part-time rate. Most students are also working in nursing practice; therefore, the program is geared for part-time progression.
- A maximum of 9 graduate semester credits from nursing, all of which must be related to the program, may be transferred from other appropriately accredited colleges or universities with the consent of the Graduate Nursing Program Coordinator. The transfer credits must be no older than seven years by the time of curriculum completion and carry a grade of B or better.
- A cumulative GPA of 3.0 is required to continue and graduate from the program. If the GPA falls below 3.0, the student is placed on probation for the next semester in which courses are taken. If the GPA remains below 3.0 at the end of the next semester, the student is withdrawn from the program. No more than two courses with a grade of C (including C+ and C-) may be applied to the program of study.
- Successful oral examination of the student by the candidate's committee based upon and following completion of the thesis/project.

## **Master of Science and Specialist in School Psychology**

Master of Science and Specialist in School Psychology,

**Program Coordinator: Olivia Melroe, Ph. D**

**Bridges 360I, (218) 477-4083 [melroe@mnstate.edu](mailto:melroe@mnstate.edu)**

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 (NASP), 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

### **Core Requirements**

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 (3)  
PSY 796 Specialist Portfolio in School Psychology (2)  
CNSA 520 Basic Counseling Skills (3)  
SPED 664 Theory and Process of Consultation (2)  
SPED 606 Research & Application in Behavior Analysis (3)  
SPED 620 Perspectives and Policies in Special Education (3)  
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 Director.

### **Program Requirements**

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 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. The degree is completed under Plan A or Plan B. Minimum of 30 credits. 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. 3.0 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. Written comprehensive examination. Thesis or Project. Oral examination in defense of the thesis.

## **Specialist in School Psychology**

### **Core Requirements**

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 (3)  
PSY 796 Specialist Portfolio in School Psychology (2)  
CNSA 520 Basic Counseling Skills (3)  
ED 664 Theory and Process of Consultation (2)  
SPED 606 Research & Application in Behavior Analysis (3)  
SPED 620 Perspectives and Policies in Special Education (3)  
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 Director.

### **Program Requirements**

Degree completed under Plan B Minimum of 35 credits (to total 65 for combined Master's and Specialist program). National School Psychology exam. 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. Portfolio demonstrating mastery of program objectives. Final oral examination based on portfolio materials.

## **Master of Science in Special Education**

Master of Science in Special Education

**Program Coordinator: Deanne Borgeson, Ph. D**

**Lommen 214D, (218) 477-2002 [borgeson@mnstate.edu](mailto:borgeson@mnstate.edu)**

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 following areas: Specific Learning Disabilities, Emotional/Behavioral Disorders, Developmental Disabilities, Physical and Health Disabilities, Autism or Early Childhood Special Education.

Candidates who complete the Master of Science Degree in Special Education will be able to:

- Demonstrate advanced knowledge and understanding of the principles of teaching and core content knowledge in special education.
- Demonstrate advanced knowledge about assessment, teaching, and evaluation of learners with disabilities.
- Demonstrate the ability to assume the professional role of a Special Education teacher and demonstrate appropriate disposition for teaching.
- Demonstrate the ability to conduct professional research and writing capabilities through completion of written comprehensive exam and project or thesis.
- Demonstrate advanced knowledge in the use of a variety of learning strategies which may include assistive technology and universal design in instruction.

### **Core Requirements**

SPED 606 Research and Applications in Behavior Analysis (3)

SPED 613 Diagnostic Strategies (3)

SPED 620 Perspectives and Policies in Special Education (3)

SPED 664 Theory and Process of Consultation and Collaboration (3)

SPED 695 Special Problems (1)

ED 603 Methods of Research (2)

ED 609 Action Research (2)

ED 632 Curriculum, Instruction and Learning Theory (4)

### **Program Requirements**

The degree is offered with an action research project. You will be guided through this process in your ED 603 and ED 609 coursework. Successful completion of written comprehensive exams are required as is a leadership/emphasis implementation project as part of your SPED 695 coursework. Additional Requirements: 3.0 grade point average required for courses submitted for the degree. Written comprehensive examination. Oral examination of thesis or project by committee.

### **Autism**

SPED 531 Survey of Autism Spectrum Disorders (3)

SPED 532 Identification and Assessment of Autism Spectrum Disorders (3)

SPED 534 Instructional Strategies for Learners with Autism Spectrum Disorders (3)  
SPED 536 Communication Strategies and Social Skills for students with ASD (3)

### **Developmental Disabilities**

SPED 519 Biomedical Aspects of Physical and Health Disabilities (3)  
SPED 556 Functional Curriculum and Assessment (4)  
SPED 559 Communication Programming for Persons with Severe Disabilities (3)  
SPED 570 Secondary Services and Transitional Planning (4)

### **Early Childhood Special Education**

SPED 519 Biomedical Aspects of Physical and Health Disabilities (3)  
SPED 523 Young Children with Disabilities and Their Families (3)  
SPED 524 Assessment in ECSE (3)  
SPED 526 Infant Strategies (3)  
SPED 527 Instructional Strategies: Preschool (3)

### **Emotional/Behavior Disorders**

SPED 555 Characteristics of Students with Learning and Behavior Problems (4)  
SPED 563 Assessment Strategies (3)  
SPED 578 Educational Interventions: Emotional/Behavioral Disorders (3)  
SPED 570 Secondary Services and Transitional Planning (4)

### **Physical/Health Disabilities**

SPED 519 Biomedical Aspects of Physical and Health Disabilities (3)  
SPED 547 Physical and Health Disabilities (3)  
SPED 559 Communication Programming for Persons with Severe Disabilities (3)  
SPED 570 Secondary Services and Transitional Planning (4)

### **Specific Learning Disabilities**

SPED 555 Characteristics of Students with Learning and Behavior Problems (4)  
SPED 563 Assessment Strategies (3)  
SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)  
SPED 570 Secondary Services and Transitional Planning (4)

### **Master of Science in Speech-Language Pathology**

Master of Science in Speech-Language Pathology

**Program Coordinator: Nancy Paul, Ph.D, M.S./CCC-SLP**

**Murray 223F, (218) 477-4642 [paulnan@mnstate.edu](mailto:paulnan@mnstate.edu)**

The master's degree offered by this department is a professional degree. Its title, Speech-Language Pathology, 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 the doctoral degree at another university. See "Course Descriptions" for a listing of courses offered. The Speech-Language Pathology graduate program at Minnesota State University Moorhead (MSUM) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing

Association (ASHA). Candidates for the master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence (CCC). The master's degree program is a cohort program and requires two years of study.

### **MISSION STATEMENT**

The mission of the Speech/Language/Hearing Sciences Department is to provide an exemplary and rigorous education in human communication and its disorders; to foster evidence-based practices and the skills necessary to practice speech-language pathology competently; to demonstrate leadership in a diverse society; to meet the workforce needs of the region and to serve individuals affected by communication disorders.

#### **Research Requirements** (5 - 6 Credits)

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

SLP 695 Portfolio (Plan B) (1-4)

SLP 699 Thesis (Plan A) (4)

#### **Clinical Requirements** (20 Credits)

SLP 646 Clinical Experience (1-4)

#### **Academic Requirements** (28 Credits)

Students will need to earn 28-29 SLP credits depending upon whether they have selected SLP 695 or SLP 699. All students are required to earn at least 53 credits to complete the degree.

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

SLP 623 Seminar: Voice Disorders (3)

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

SLP 642 Augmentative and Alternative Communication (3)

SLP 647 Diagnostic and Appraisal Procedures (3)

SLP 681 Pediatric and Adult Swallowing Disorders (3)

SLP 683 Seminar in Child and Adolescent Language Disorders (3)

#### Additional Graduate Courses

SLP 690 Topics (1-4)

SLP 697 Independent Study (1-4)

SLP 698 Continuing Registration (1)

SLHS 573 Rehabilitation Audiology (4)

Candidates for the master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence (CCC). The master's degree program requires two years of study. Highlights for achieving requirements for the CCC are as follows: Must demonstrate through transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, mathematics, and the social/behavioral sciences. Minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of Speech-Language Pathology, including at least 36 hours at the graduate level. Has gained



knowledge and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span. Has knowledge of processes used in research and the integration of research principles into evidence-based clinical practice. Possess skills in oral, written and other forms of communication sufficient for entry into professional practice. A minimum of 375 clock hours of supervised practicum experience and 25 hours of observation. Some of the above 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.

### **Master of Business Administration with Health Care Management Emphasis**

Master of Business Administration with Health Care Management Emphasis

**Program Coordinator: Sheri Erickson, PhD**

**Center for Business 204B, (218) 477-4073 [erickson@mnstate.edu](mailto:erickson@mnstate.edu)**

The Master of Business Administration (MBA) with an emphasis on Health Care Management is a unique program with a curriculum that draws courses and faculty expertise from the School of Business, the Department of Economics, and the Department of Health Services Administration. The program is designed for high level healthcare managers and upon successful completion of the program individuals will be able to assume leadership roles in the healthcare industry.

MBA 611 Marketing Management (3)  
MBA 621 Managerial Accounting (3)  
MBA 631 Financial Management (3)  
MBA 641 Human Resource Management (3)  
MBA 651 Organizational Behavior (3)  
MBA 682 Operations Management (3)  
MBA 696 Portfolio/Plan B [in your final semester] (1)  
MBA 697 Strategic Management (3)  
ECON 697 Health Care Economics (3)  
MBA 671 Health Care Delivery Science (3)  
MHA 618 Health Care Law and Ethical Decision-Making (3)  
MHA 620 Health Care Policy and Reimbursement (3)  
MHA 638 Health Care Information Systems (3)

### **Master of Health Care Administration**

Master of Health Care Administration

**Program Coordinator: Melanie Schicker, RN, MHSA, EdD**

**213 Lommen Hall, (218) 477-2312 [melanie.schicker@mnstate.edu](mailto:melanie.schicker@mnstate.edu)**

The Master of Healthcare Administration (MHA) program provides students with the skills and experience to be competitive in a variety of professional settings. Building on students' existing leadership skills, management styles and current understanding of healthcare policy in the highly regulated healthcare industry, students will be able to dynamically contribute to the improvement of the delivery of services throughout the healthcare continuum.

COMH 638 Health Information Systems (3)  
ECON 697 Health Care Economics (3)

MBA 611 Marketing Management (3)  
MBA 641 Human Resource Management (3)  
MBA 671 Health Care Delivery Science (3)  
MHA 614 Strategic Management of Health Care Organizations (3)  
MHA 618 Health Care Law and Ethical Decision Making (3)  
MHA 619 Applied Health Care Financial Management (3)  
MHA 620 Health Care Policy and Reimbursement (3)  
MHA 622 Health Care Quality and Regulatory Management (3)  
MHA 669 Capstone I (1)  
MHA 670 Capstone II (6)

### **Master of Arts in Teaching English as a Second Language**

Master of Arts in Teaching English as a Second Language

**Program Coordinator: Linda Houts-Smith, PhD**

**Maclean 279, (218) 477-4059 [houtsli@mnstate.edu](mailto:houtsli@mnstate.edu)**

The Master of Arts in Teaching English as a Second Language (MA TESL) is a degree for individuals who wish to practice teaching ESL/EFL in a classroom setting in a variety of contexts: K-12 schools, intensive English language programs, adult basic education programs, or community college programs. It is intended to prepare individuals who have previous training or experience in a related field, such as education, English, or other language study. While the master's degree may lead to an add-on K-12 license in ESL for already certified teachers, it will not provide initial preparation for individuals who do not hold an existing license. Since licensure requirements vary from state to state, students should consult licensing boards in the states where they wish to work to determine whether the MA TESL will meet the requirements in the state of the student's choice.

### **Core Requirements**

ED 602 Statistics in Education (2)  
ED 603 Methods of Research (2)  
LANG 693 Qualitative Research Methods (2)  
TESL 699 Thesis (4) or  
TESL 696 Plan B Project (4)  
TESL 551 English Structures (3)  
LANG 557 Second Language Acquisition and Language Teaching (3)  
TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)  
TESL 654 Pedagogical Grammar (3)  
TESL 670 Designing ESL Courses (3)  
TESL 675 Assessment in TESL (3) or  
LANG 575 Second Language Assessment (3)  
ED 694V Internship in Education (1-10; 2 min)

K-12 teachers seeking licensure in ESL who have not previously studied a second or foreign language are required to do so to meet Minnesota State Board of Teaching Standards. Any non-native language may be taken, including Japanese, Chinese, Spanish, Latin, American Sign Language, for one academic year.

These courses are offered at the undergraduate level.

Choose from six credits:

TESL 555 Oral Discourse Structures (3)  
TESL 556 Written Discourse Structures (3)  
TESL 627 Cultures in Schools (3)

TESL 672 Content-based Instruction (3)  
TESL 690 Special Topics (1-4)  
TESL 697 Independent Study (1-4)  
TESL 698 Continuing Study (1)

### **Master of Science in Accounting and Finance**

Master of Science in Accounting and Finance,

**Program Coordinator: Sheri Erickson, Ph.D Center for Business 204B, 218.477.4073**

[erickson@mnstate.edu](mailto:erickson@mnstate.edu)

The Master of Science in Accounting and Finance program is designed to provide a unique blend of two disciplines and practice. Students completing the program will be well-prepared to pursue careers in investment management or accounting and to obtain professional designations like Chartered Financial Analyst (CFA) or Certified Public Accountant (CPA).

Professional certifications are becoming increasingly important in today's competitive business environment. This program helps prepare students to obtain one or more of these professional certifications. One goal of the program is to improve the marketability of both accounting and finance graduates.

The School of Business is accredited by AACSB International. Fewer than 5% of the world's business schools have achieved this distinction, which involves a process of rigorous internal review and evaluation. AACSB accreditation signifies that the School of Business has a high quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of business.

### **Core Requirements**

BUS 602 Quantitative Methods (3)  
BUS 640 Financial Statement Analysis (3)  
BUS 642 Corporate Finance (3)  
BUS 644 Accounting for Managerial Decision Making (3)  
BUS 648 Investments (3)  
BUS 696 Project/Action Research (Plan B) (1)

### **Program Requirements**

31 credits for degree completion; 15 core credits, 15 elective credits, 1 portfolio credit A student must maintain a minimum GPA of 3.0 in the program. If a student's GPA falls below 3.0 then the student will be placed on probation and allowed to take only 6 credits the following semester. If after taking 6 credits during probation, the student's GPA is still below 3.0 then the student will be expelled and not allowed to reapply. 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. Completion of oral examination which serves as a review of the student's portfolio.

Students select 5 elective courses from the following list:

ACCT 507 Commercial Transaction, Property, and Special Topics (3)  
ACCT 532 Advanced Accounting II (3)  
ACCT 541 Tax Accounting I (3)  
ACCT 543 Tax Accounting II (3)  
ACCT 561 Audit II (3)  
FINC 546 Financial Decision Making (3)  
FINC 560 Portfolio Analysis and Management (3)  
FINC 563 Futures and Options (3)

Note: Students enrolling in 400 level cross-listed courses to meet undergraduate degree requirements will not be allowed to use them for graduate credit.

## **Certificate Programs**

### **Graduate Certificate in Biochemistry and Biotechnology Industry**

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.

BCBT 200 is required for students without any industry experience.

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

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

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

BCBT 530 Intro to Quality Assurance and Quality Control in Biochem Biotech Industry (4)

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

BCBT 569 Internship (1-12)

### **Graduate Certificate in Kodály**

The Kodály Method Summer Program is a graduate-level program designed for qualified educators and music supervisors at every level of musical instruction, from elementary, junior and senior high school through college and university-level students. To achieve Kodály certification, participants must complete all three sequential courses in the program. The courses are taught by an exceptional collection of certified Kodály instructors in a friendly, supportive, and educationally focused environment. The Kodály concept emphasizes music literacy based on singing folk songs. Music concepts are taught through a developmental sequence of skills. Teaching techniques include solfege syllables, Curwin hand signs and rhythm syllables.

MUS 634 Kodaly Method for Training Teachers Level I (3)

MUS 635 Kodaly Method for Training Teachers Level II (3)

MUS 636 Kodaly Method for Training Teachers Level III (3)

### **Graduate Certificate in Publishing**

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.

This certificate program was designed as an add-on for the graduate students admitted to the Master of Fine Arts in Creative Writing. Special permission is required for admission of students outside of the MFA program. Please contact the Graduate Studies Office at 218-477-2344 for more information.

ENGL 590 Special Topics (1-4)  
MFA 677 MFA Tutorial (1-3)  
MFA 688 M.F.A. Workshop (3)  
ENGL 502 Introduction to Publishing (3)  
MFA 669 MFA Internship - Writing (1-6)

### **Graduate Certificate in Special Education; Autism Disorder (ASD)**

This graduate certificate will allow students to study the educational needs of learners with autism spectrum disorder (ASD). The graduate certificate will introduce students to the characteristics of ASD, the assessment needs of students with ASD, the social and communication profiles and educational needs of these learners, the unique behavioral characteristics of this population, and will teach educational strategies which benefit learners with an ASD disorder. This program will be available to graduate students and will offer those who wish to possess advanced knowledge in this disorder the opportunity to increase their understanding of the disorder as well as the available current research on educational needs and interventions which have data to support their implementation. Completion of this graduate certificate does not lead to a teaching certificate or endorsement. This is an online graduate certificate program.

Candidates who complete the Graduate Certificate in Autism Spectrum Disorders will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.
2. Demonstrate knowledge of etiology, early indicators, and associated characteristics of autism spectrum disorders, and their impact on social interaction, communication, behavior, and learning.
3. Select and utilize a range of procedures, including non-biased, autism spectrum disorders-specific assessments, to screen and complete comprehensive evaluations for autism spectrum disorders eligibility, determine educational needs, and develop and implement individualized educational plans and programs.
4. Implement, monitor, and adjust evidence-based instructional methods and strategies to teach social, communication, behavioral, academic, and functional skills that are age and ability appropriate across environments.
5. Support the selection, acquisition, and use of assistive technology to meet the communicative and other needs of students with autism spectrum disorders in collaboration with students, families, staff and specialists.
6. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.
7. Demonstrate knowledge and understanding of skills related to cultivating positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

### **Prerequisites**

SPED 225 Individuals with Exceptionalities (3)

MATH 303 Number Systems (3)

**Core Requirements**

- SPED 504 General Education Curriculum and Standards (3)
- SPED 523 Young Children with Disabilities (3)
- SPED 530 Foundations of Reading and Writing (3)
- SPED 531 Intro to Autism Spectrum Disorders (3)
- SPED 532 Identification and Assessment of Autism Spectrum Disorders (3)
- SPED 534 Instructional Strategies for Learners with Autism Spectrum Disorders (3)
- SPED 536 Communication Strategies and Social Skills for Students with ASD (3)
- SPED 545 Methods of Reading Intervention (3)
- SPED 570 Secondary Services and Transitional Planning (4)
- SPED 606 Research and Application in Behavior Analysis (3)
- SPED 613 Inclusive Teaching Practices (3)
- SPED 620 Policies and Perspectives in Special Education (3)
- SPED 664 Theory and Process of Consultation (3)
- MATH 502 Math for Special Education (4)

**Graduate Certificate in Special Education; Developmental Disabilities (DD)**

The certificate will provide students with expertise in the field of Developmental Disabilities. The DD certificate is comprised of courses to address the characteristics, assessment needs, and intervention needs of students with developmental disabilities. Courses related to the professional role of the DD teacher focus on transition services, due process requirements, consultation/collaboration processes, behavioral strategies and appropriate learning environments. This will be an online certificate program.

Candidates who complete the Graduate Certificate in Developmental Disabilities will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.
2. Demonstrate knowledge and understanding of etiology, characteristics, and educational definitions for students with cognitive impairments.
3. Select, administer, and adapt or modify assessment tools used to measure motor, auditory, visual, academic, behavioral, and communication skills, abilities, and needs.
4. Support the selection, acquisition, and use of assistive technology and universally designed materials and equipment for evaluation and instruction in collaboration with students, families, staff and specialists.
5. Design, implement, monitor, and adjust multiple communication methods and social interaction strategies, in collaboration with other providers that meet the on-going communication needs of students with a range of disabilities.
6. Demonstrate knowledge and understanding of how to implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns for students with cognitive impairments.
7. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.

8. Demonstrate knowledge and understanding of skills related to cultivating positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

### **Prerequisites**

SPED 225 Individuals with Exceptionalities (3)

MATH 303 Number Systems (3)

### **Core Requirements**

SPED 504 General Education Curriculum & Standards (3)

SPED 519 Biomedical Aspects (3)

SPED 530 Foundations of Reading & Writing (3)

SPED 545 Methods of Reading Intervention (3)

SPED 556 Functional Curriculum and Assessment (4)

SPED 559 Communication Programming for Persons with Severe Disabilities (3)

SPED 563 Assessment Strategies (3)

SPED 567E Early Childhood & Elementary Practicum (2)

SPED 567M Middle Level Practicum (2)

SPED 567S Secondary Practicum (2)

SPED 570 Secondary Services & Transitional Planning (4)

SPED 606 Research & Application in Behavior Analysis (3)

SPED 613 Inclusive Teaching Practices (3)

SPED 620 Policies and Perspectives in Special Education (3)

SPED 664 Theory and Process of Consultation (3)

### **Graduate Certificate in Special Education; Early Childhood Special Education**

The certificate will provide students with expertise in the field of Early Childhood Special Education (ECSE). The ECSE certificate is comprised of courses to address the characteristics, assessment needs, and intervention needs of young children with disabilities (birth through age 6). Courses related to the professional role of the ECSE teacher focus on family-based practices, due process requirements, consultation/collaboration processes, behavioral strategies and inclusive environments. This will be an online certificate program.

Candidates who complete the Graduate Certificate in Early Childhood Special Education will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.
2. Understand the assessment process including referral, evaluation, planning and programming.
3. Understand the foundations of special education services for students with a broad range of developmental delays or disabilities on which to base practice.
4. Understand referral, assessment, planning, and placement practices specific to teaching children from birth through age six who exhibit a broad range of developmental delays or disabilities or medical complications.

5. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.
6. Demonstrate knowledge and understanding of skills related to cultivating positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

### **Prerequisite**

SPED 225 Individuals with Exceptionalities (3)

### **Core Requirements**

SPED 519 Biomedical Aspects (3)

SPED 523 Young Children with Disabilities (3)

SPED 524 Assessment in ECSE (3)

SPED 526 Infant Toddler Strategies (3)

SPED 527 Instructional Strategies: Preschool (3)

SPED 530 Foundations of Reading & Writing (3)

SPED 545 Methods of Reading Intervention (3)

SPED 559 Communication Programming for Persons with Severe Disabilities (3)

SPED 567I Field Experience Infant Toddler (2)

SPED 567E Early Childhood & Elementary Practicum (2)

SPED 567P Field Experience: Preschool (2)

SPED 606 Research & Application in Behavior Analysis (3)

SPED 620 Policies and Perspectives in Special Education (3)

SPED 664 Theory and Process of Consultation (3)

### **Graduate Certificate in Special Education; Emotional Behavior Disorders**

The certificate will provide students with expertise in the field of Emotional/Behavioral Disorders (E/BD). The E/BD certificate is comprised of courses to address the characteristics, assessment needs, and intervention needs of students with emotional and behavioral disorders. Courses related to the professional role of the E/BD teacher focus on transition services, due process requirements, consultation/collaboration processes, behavioral strategies and appropriate learning environments This will be an online certificate program.

Candidates who complete the Graduate Certificate in Emotional/Behavioral Disorders will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.
2. Demonstrate knowledge and understanding of etiology, characteristics, and educational definitions for students with emotional behavior disorders.
3. Implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns for students with emotional behavior disorders.
4. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.



5. Demonstrate knowledge and understanding of skills related to cultivating positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

### **Prerequisites**

SPED 225 Individuals with Exceptionalities (3)

MATH 303 Number Systems (3)

### **Core Requirements**

SPED 504 General Education Curriculum & Standards (3)

SPED 530 Foundations of Reading & Writing (3)

SPED 545 Methods of Reading Intervention (3)

SPED 555 Characteristics of Students with Learning and Behavior Disorders (4)

SPED 563 Assessment Strategies (3)

SPED 567E Early Childhood & Elementary Practicum (2)

SPED 567M Middle Level Practicum (2)

SPED 567S Secondary Practicum (2)

SPED 570 Secondary Services & Transitional Planning (4)

SPED 578 Educational Interventions: Emotional/Behavior Disorders

SPED 606 Research & Application in Behavior Analysis (3)

SPED 613 Inclusive Teaching Practices (3)

SPED 620 Policies and Perspectives in Special Education (3)

SPED 664 Theory and Process of Consultation (3)

MATH 502 Mathematics for Special Education (4)

### **Graduate Certificate in Special Education; Physical/Health Disabilities**

The certificate will provide students with expertise in the field of Physical and Health Disabilities (P/HD). The P/HD certificate is comprised of courses to address the characteristics, assessment needs, and intervention needs of students with physical/health disabilities. Courses related to the professional role of the P/HD teacher focus on transition services, due process requirements, consultation/collaboration processes, behavioral strategies and appropriate learning environments. This will be an online certificate program.

Candidates who complete the Graduate Certificate in Physical/Health Disabilities will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.
2. Demonstrate knowledge and understanding of etiology, characteristics, and educational definitions for students with physical or health impairments.
3. Select, administer, and adapt or modify assessment tools used to measure motor, auditory, visual, academic, behavioral, and communication skills, abilities, and needs.
4. Support the selection, acquisition, and use of assistive technology and universally designed materials and equipment for evaluation and instruction in collaboration with students, families, staff and specialists.

5. Design, implement, monitor, and adjust multiple communication methods and social interaction strategies, in collaboration with other providers that meet the on-going communication needs of students with a range of physical and health disabilities.
6. Demonstrate knowledge and understanding of how to implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns for students with physical or health disabilities.
7. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.

### **Prerequisites**

- SPED 225 Individuals with Exceptionalities (3)  
 MATH 303 Number Systems (3)

### **Core Requirements**

- SPED 504 General Education Curriculum & Standards (3)  
 SPED 519 Biomedical Aspects (3)  
 SPED 523 Young Children with Disabilities (3)  
 SPED 530 Foundations of Reading & Writing (3)  
 SPED 545 Methods of Reading Intervention (3)  
 SPED 547 Physical and Health Disabilities (3)  
 SPED 559 Communication Programming for Persons with Severe Disabilities (3)  
 SPED 563 Assessment Strategies (3)  
 SPED 567E Early Childhood & Elementary Practicum (2)  
 SPED 567M Middle Level Practicum (2)  
 SPED 567S Secondary Practicum (2)  
 SPED 570 Secondary Services & Transitional Planning (4)  
 SPED 606 Research & Application in Behavior Analysis (3)  
 SPED 613 Inclusive Teaching Practices (3)  
 SPED 620 Policies and Perspectives in Special Education (3)  
 SPED 664 Theory and Process of Consultation (3)  
 MATH 502 Mathematics for Special Education (4)

### **Graduate Certificate in Special Education; Specific Learning Disabilities (SLD)**

The certificate will provide students with expertise in the field of Specific Learning Disabilities. The SLD certificate is comprised of courses to address the characteristics, assessment needs, and intervention needs of students with specific learning disabilities. Courses related to the professional role of the SLD teacher focus on transition services, due process requirements, consultation/collaboration processes, behavioral strategies and appropriate learning environments. This will be an online certificate program.

Candidates who complete the Graduate Certificate in Specific Learning Disabilities will be able to:

1. Demonstrate knowledge and understanding of historical, legal and social perspectives related to the field of special education.

2. Demonstrate knowledge and understanding of etiology, characteristics, and educational definitions for students with learning disabilities.
3. Demonstrate knowledge and understanding of how to implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns for students with learning disabilities.
4. Understand the principles of applied behavior analysis and demonstrate the abilities to apply them in developing positive behavioral supports.
5. Demonstrate knowledge and understanding of skills related to cultivating positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support development and educational progress.

### **Prerequisites**

SPED 225 Individuals with Exceptionalities (3)  
 MATH 303 Number Systems (3)

### **Core Requirements**

SPED 504 General Education Curriculum & Standards (3)  
 SPED 530 Foundations of Reading & Writing (3)  
 SPED 545 Methods of Reading Intervention (3)  
 SPED 555 Characteristics of Students with Learning and Behavior Disorders (4)  
 SPED 563 Assessment Strategies (3)  
 SPED 567E Early Childhood & Elementary Practicum (2)  
 SPED 567M Middle Level Practicum (2)  
 SPED 567S Secondary Practicum (2)  
 SPED 570 Secondary Services & Transitional Planning (4)  
 SPED 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)  
 SPED 606 Research & Application in Behavior Analysis (3)  
 SPED 613 Inclusive Teaching Practices (3)  
 SPED 620 Policies and Perspectives in Special Education (3)  
 SPED 664 Theory and Process of Consultation (3)  
 MATH 502 Mathematics for Special Education (4)

### **Graduate Certificate in Teaching and Learning with Technology**

This certificate is designed to develop and enhance skills in the integration of technology into the curriculum. All courses are delivered using a hybrid distance and face-to-face education format, 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 Educational Leadership degree.

### **Core Requirements**

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 Curricula (2)  
ED 633 Technology and Information Systems (2)

Choose two courses from the following list:

ED 535 Infusing Technology into Mathematics (2)  
ED 539 Infusing Technology into Literacy Instruction (2)  
ED 542 Infusing Technology into the Science Curriculum (2)

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

This certificate is designed to provide training in the knowledge and skills necessary to teach English as a second or foreign language. It is applicable to licensure in teaching ESL in Minnesota for those who have also completed a teacher preparation program. Completion of the certificate requires 20 credits, which includes 2 credits of an internship in TESL. Licensure may require additional credits depending on student background and state in which licensure is sought.

#### **Core Requirements**

ED 694V Internship (1-2)  
LANG 557 Second Language Acquisition & Language Teaching (3)  
TESL 551 English Structures (3)  
TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)  
TESL 654 Pedagogical Grammar (3)  
TESL 670 Designing ESL Courses (3)  
TESL 675 Assessment in TESL (3)

Licensure Requirements (optional)

ED 694V Internship (1-2) (additional internship credits may be necessary depending upon state where licensure is sought). Six credits of electives are required for licensure in Minnesota. Foreign Language Study (1 year college level study or equivalent required for Minnesota License) Check with individual state boards for other requirements related to licensure in other states.

### **Graduate Certificate in Professional Counseling**

Individuals already possessing a master's degree in school counseling, student affairs, psychology, human development, education, special education, social work, or any other mental health field at another institution may qualify for licensure certificate program status. The Graduate Certificate for Professional Counseling is intended to lead to state licensure. This program requires students to complete the equivalent of our degree program through transfer courses and courses taken at Minnesota State University Moorhead. Specified courses must be taken from MSUM. Contact the CNSA program coordinator for further information.

Candidates who complete the Graduate Certificate in **Professional Counseling** will be able to:

1. Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
2. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
3. Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
4. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
5. Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
6. Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

### **Core Requirements**

PSY 563 Abnormal Psychology (3)

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

CNSA 691C Practicum in College Counseling (3)

CNSA 692C Internship in College Counseling (6)

Students who have a Master's Degree *other than Counseling*

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Educational Research (2)

CNSA 600 Introduction to Counseling Research (1)

CNSA 610 Foundations of Counseling (2)

CNSA 611 Theories of Individual and Family Counseling (3)

CNSA 612 Individual Appraisal (3)

CNSA 613 Career Development (3)

CNSA 614 Human Growth and Development for Counselors (3)

CNSA 615 Social and Cultural Foundations of Counseling (3)

CNSA 620 Counseling Skills (3)

CNSA 630 Group Counseling (3)

CNSA 640 Ethical and Legal Issues in Counseling (1)

### **Graduate Certificate in School Counseling**

Individuals already possessing a master's degree in counseling, psychology, education, special education, social work, or any other mental health field at another institution may qualify for licensure certificate program status. This program requires students to complete the equivalent of our degree program through transfer courses and courses taken at MSUM. Contact the school counseling program coordinator for further information.

CNSA 650 Organization and Administration of School Counseling Programs (3)

CNSA 655 Counseling Children, Adolescents and their Families (3)  
CNSA 692A Internship in School Counseling (6)

### **Students Without a Teaching License**

ED 601 Psychological Foundations of Education (3)  
ED 632/ED 732 Curriculum, Instruction and Learning Theory (3)

## **Courses**

### ***Accounting***

**ACCT 507** Commercial Transactions, Property and Special Topics Detailed study of Uniform Commercial Code (sales contracts, commercial paper and secured transactions), creditors' remedies, bankruptcy, property (real, personal and intellectual), bailments, trusts and estates, insurance law and professional responsibilities) Students will conduct research on various topics and write short case analyses. A term paper on a topic relevant to the course is required.

**ACCT 532** Advanced Accounting II This course presents various advanced topics in accounting. Topics may include: foreign currency transactions, translation of foreign currency financial statements, International Accounting standards, Accounting for liquidation, accounting for estates and trusts, and accounting for governmental and nonprofit entities. Course coverage may be modified to reflect current issues in the accounting area.

**ACCT 561** Audit II Coverage includes the concepts of testing balances, auditing by cycles, audit sampling and applications, and compilation and review engagements. There will be additional coverage of generally accepted auditing standards, audit reports, quality control fraud detection audit objectives and procedures, management assertions, audit planning, analytical review, risk analysis, internal control evaluation, and tests of controls. The course will include an integrated audit case.

### ***American Multicultural Studies***

**AMCS 590** Topics in American Multicultural Studies Exploration of a specific American Multicultural Studies topic. This course may be repeated as topic varies.

### ***Anthropology***

**ANTH 545** Seminar in Anthropology 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 Research in anthropology under the supervision of a member of the faculty.

### ***Art & Design***

**ART 590** Topics in Art Studio, seminar or discussion of topics not included in other art courses. Up to three credits may be applied to the major.

**ART 599** Topical Workshop This course is offered in workshop format. It may be repeated for credit when the topic is different.

### ***Biochemistry and Biotechnology***

**BCBT 520** Intro to Working in a Regulated Biochemistry and Biotechnology Industry 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.

**BCBT 525** Introduction to Validation in the Biochemistry and Biotechnology Industry 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.

**BCBT 530** Intro to Quality Assurance and Quality Control in Biochem Biotech Industry 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. Student must be in junior standing in a bioscience or chemistry major.

**BCBT 535** Ethics in the Biochemistry and Biotechnology Industry This course will cover ethical issues in the 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.

**BCBT 569** Internship 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 a 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. Student must be in junior standing in a bioscience or chemistry major.

### ***Biology***

**BIOL 589** Continuing Studies: Topical Course This is a topical course and may be repeated when the topic varies.

**BIOL 590** Topic in Biology This is a topical course and may be repeated when the topic changes.

### ***Business***

**BUS 602** Quantitative Methods This course is a study of quantitative methods as they apply to accounting and finance. Methods covered include: time value of money, probability, probability distributions, descriptive statistics, sampling, estimation, hypothesis testing, correlation, regression, simulation, time series analysis and technical analysis.

**BUS 640** Financial Statement Analysis This course is a study of processes as they relate to evaluation of financial statements to generate financial decisions. Topics cover financial reporting systems, ratio analysis as well as analysis of inventories, long-term assets, taxes, debt, compensation contracts, off-balance-sheet assets and liabilities, business combinations and global operations.

**BUS 642** Corporate Finance This is an in-depth study of corporate financial analysis to maximize shareholder's wealth. Topics covered include governance, capital investments, short and long term financing, dividend policy, mergers and restructuring.

**BUS 644** Accounting for Managerial Decision Making This course utilizes a case analysis approach to solve actual business problems. Students will utilize accounting and management concepts including cost variance, allocation, transfer pricing, risk, and performance analysis to address issues faced by management.

**BUS 648** Investments This course is an advance study of portfolio theory, market equilibrium, and valuation of equity and fixed-income securities. The course also covers characteristics of alternative investments. Emphasis placed on analytical and quantitative skills as they relate to portfolio information and valuation of financial securities.

**BUS 696** Project/Action Research (Plan B) Plan B: Portfolio. Students must complete 15 credits in the program.

### ***Chemistry***

**CHEM 500** Biochemistry I 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.

**CHEM 505** Biochemistry Laboratory I 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.

**CHEM 510** Biochemistry II 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.

**CHEM 515** Biochemistry Laboratory II 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.

**CHEM 589** Continuing Studies: Topics This is a Continuing Studies topics course and may be repeated when the topic varies.

**CHEM 590** Topics in Chemistry This is a topical course and may be repeated when the topic varies.

### ***Communication Studies***

**CMST 516** Special Projects: Speech 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 589** Cont St:Topics Topic dependent.

**CMST 590** Topics in Communication This is a graduate level topical course and may be repeated when the topic changes.

**CMST 599** Topical Workshop This course is offered in the workshop format. The course can be repeated when topics vary.

### ***Community Health***

**COMH 638** Health Information Systems This course is designed to provide a broad perspective of the field of Health Informatics. This course is appropriate for students in Nursing, Community Health, Social Work, Health Services Administration, Business Administration and Health Education. The course focuses on (a) application of electronic information delivery systems and



methodologies, (b) electronic health records, (c) information technologies to deliver/enhance/coordinate care, (d) information retrieval and data analysis, (e) data driven decision-making, (f) risk management evaluation, (g) healthcare ethics and data confidentiality. Students will get an overview about areas of employment opportunities in the field of health informatics.

### ***Education***

**ED 508 Human Relations for Educators** 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** 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** 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.

**ED 513 Psychology of Teaching and Learning** 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.

**ED 519 Creating Web-Based Curriculum Materials** 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** 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 523 Design of Online Instruction** Participants in this course will create components of an online course. Educators will learn how to design the course from the ground up including identifying program outcomes and course competencies, designing learning activities, and creating and evaluating assessment tasks. The course design process will be focused on designing for the unique requirements of the online environment.

**ED 525 Methods of Computer-mediated Communication in Education** 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 527 Emerging Technologies** Participants in this course will explore emerging technologies and ways to effectively integrate them into the teaching and learning environment. As technologies continue to evolve, it is important for educators to stay abreast of the new developments. For instance, the web has rapidly transformed from the first generation (mostly read only) to the second generation (often called the Web 2.0 or the Read/Write web) to the

current generation (the Web 3.0). As the web has undergone these transformations, the corresponding innovations in technologies have had a significant impact on the teaching and learning environment. Participants will develop skills that support digital age learners. Participants will develop activities and lessons for classes they teach and learn to use these applications effectively for instruction.

**ED 528 Effective Use of Multimedia** 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.

**ED 533 Technology Troubleshooting for your Computer** 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** This course explores issues, strategies, methods, and techniques of assessment in technology-based curricula.

**ED 535 Infusing Technology into Mathematics** 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.

**ED 539 Infusing Technology into Literacy Instruction** This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction.

**ED 542 Infusing Technology into the Science Curriculum** 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.

**ED 551 Middle School Philosophy** 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** 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** 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 Construction** of both established and innovative educational programs.

**ED 571 Issues in Education Seminar** to examine current issues and trends in specific areas of education.

**ED 582 Information Technology and Teachers** 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.

**ED 590** Topics in Education 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 Field study in selected countries through conferences with educators, schools, universities, ministry visitation and conferences. Open to non-majors.

**ED 597** Readings in Education Readings and supervised study of topics in depth. On demand only. May be repeated up to six credits.

**ED 601** Psychological Foundations of Education A systems approach to schools and systems of psychology. Principles affecting learning and instruction.

**ED 602** Statistics in Educational Research Basic theory, techniques for using descriptive and inferential statistics, and application in educational research designs.

**ED 603** Methods of Research Methodology of design of research studies; preparation of effective technical reports.

**ED 604** Education and Society 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 Introduction to research on single subjects and small groups, with application to problems in education and related areas.

**ED 608** Educational Research I 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** Action Research Action research is the second and final research course in the C & I program. The primary focus of the course is to provide students the skills to use action research methods to improve education through data driven decision making. In this course, students carry out action research (which has been designed in ED 603) by collecting and analyzing data, and developing a plan of action and a plan for sharing results. The major requirement for this course is the submission of a paper in a manuscript format that integrates the research questions, methodologies and literature review developed in ED 603 with the findings and action plan developed in ED 609.

**ED 610** Philosophy of Education Major philosophical concepts and principles as they apply to education from Plato to the present.

**ED 612** Study of the Individual Case study methods, laboratory experience and practicum where applicable.

**ED 613** Social, Cultural, Political and Community Dimensions of Education 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** 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** 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** 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.

**ED 633 Technology and Information Systems** Exploration of computer equipment, operation, means of communication with computers, instructional use and impact of computers in society.

**ED 634 Personal Communications and Ethics** 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** Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision.

**ED 636 Policy and Educational Finance** 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 638 Administration of the Elementary School** 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** The common elements of leadership and management as they apply to the secondary principalship. Practical applications in a secondary setting will be addressed.

**ED 643 Secondary School Curriculum** History, development, and evaluation of curricular patterns in the secondary schools. Analysis of current curricular practice and trends.

**ED 645 Portfolio Option Pre-Assessment** 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** 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 670 Educational Alternatives for Learning** In-depth examination of established and innovative approaches to instruction across the Pre-K-12 curriculum.

**ED 671 Issues in Education Seminar** to examine current issues and trends in education.

**ED 690 Topics** Topical seminar in Education; may be repeated when the topic changes.

**ED 694V** Internship A supervised field experience or internship in education related to the graduate major subject. Variable credit from 1-10. May be repeated if setting varies. Possible settings include elementary, secondary, post-secondary, and adult.

**ED 695** Portfolio (Plan B) Culmination portfolio for capstone projects.

**ED 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**ED 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**ED 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**ED 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

**ED 717** Adult Learning 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 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 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 finance 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 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 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 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 784** School Personnel Administration Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration.

**ED 788** School Finance and Business Management School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting, and personnel.

**ED 789** School Community Relations Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations.

**ED 790** Topics in Education Special topics in graduate education.

**ED 794** Practicum in Administration 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 Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

**ED 797** Individual Study in Education Independent research for advanced graduate students. Repeated to a maximum of 6 credits.

**ED 799** Thesis or Field Research Major study in chosen area. Available for candidates for the specialist's degree. Project approval required from advisor committee.

### ***Elementary and Early Childhood Education***

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

**EECE 536** Administration of Early Childhood Education Programs 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 This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction.

**EECE 545** Remedial and Corrective Reading Presentation of special methods and materials in teaching reading to disabled readers at the primary, intermediate and secondary level.

**EECE 548** Reading Study Skills in the Content Areas 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 Supervised practicum experience with prekindergarten children. Analysis and evaluation of classroom procedures and development of young children.

**EECE 577** Early Childhood Education Workshop Workshop for experienced daycare and kindergarten teachers in improvement of teaching skills. Topics vary.

**EECE 588** Contemporary Issues and Ethics in Early Childhood Education 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 This is a topics course and may be repeated as topics vary.

**EECE 594** Educational Alternative for Learning Construction of both established and innovative educational programs. May be repeated.

**EECE 596** Issues in Education Seminar to examine current issues and trends in specific areas of education. May be repeated.

**EECE 597** Readings in Education Readings and supervised study of topics in depth.

**EECE 599** Topical Workshop This topical course is taught in workshop format and may be repeated when the topic varies.

**EECE 604** Education and Society 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 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 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 The study and analysis of literacy learning theories as the basis for examining current instructional programs and practices. Prerequisites: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

**EECE 614** Literacy in the Content Areas 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 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. Prerequisites: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

**EECE 620** Children's Play, Creativity and Learning 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 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.

**EECE 630** Leadership, Planning, and Organizational Behavior in Education 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 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 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)

**EECE 633** Technology and Information Systems 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 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)

**EECE 639** Administration of the Elementary and Secondary Schools 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)

**EECE 640** Elementary Children and Learning Recent trends and research in educational foundations and effect upon elementary curriculum and/or practice. Topics vary each semester.

**EECE 642** Elementary School Curriculum 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 Organization and administration of educational programs for young adolescents. Same as ED 644 and NDSU 644)

**EECE 645** Developmental Diagnosis of and Instruction in Literacy The study of informal and formal individual and group reading assessments, and the analysis and use of data from those assessments to make reading curricular and instructional decisions. Practical application through the tutoring of a K-12 student. Prerequisite: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

**EECE 646** Reading Clinic: Diagnosis Knowledge and application of methods of individual and group assessment, analysis of assessment data, and development of instruction for students with a wide range of reading backgrounds and skills. Practicum experience with individual students and groups of students required. Prerequisite: EECE/SPED 645 and licensed teaching experience or consent of instructor.

**EECE 662** Folkloric Patterns in Literature for Young Readers 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 Topical seminar in Elementary and Early Childhood Education; may be repeated when the topic changes.

**EECE 691** Administration and Supervision of Reading Programs 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** Portfolio (Plan B) Culmination portfolio for capstone projects.

**EECE 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**EECE 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**EECE 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone



project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**EECE 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

**EECE 782** Supervisory and Administrative Theories 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)

**EECE 783** Computer Data Management and Decision Making 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 Study of personnel administration. Examination of the purposes, policies, plans, procedures and processes of personnel administration. (Same as ED 784 and NDSU 784)

**EECE 786** School Facility Planning Principles in planning, construction and maintenance of school building, visitation and appraisal of buildings. (Same as ED 786 and NDSU 786)

**EECE 788** School Finance and Business Management 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 Purposes, organization, agencies and criteria of good school-community relationships; knowledge and techniques of public relations. (Same as ED 789 and NDSU 789)

**EECE 794** Practicum in Administration Supervised field experiences in various areas in education administration. Seminar and projects required;

**EECE 796** Seminar in School Administration and Supervision Special topics seminars for practicing or potential administrators and supervisors. May be repeated.

**EECE 799** Thesis or Field Research Major study in chosen area. Available for candidates for the specialist's degree.

### ***English***

**ENGL 502** Introduction to Publishing 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 Study of selected topics, movements, or genres.

**ENGL 510** Studies in British Literature Study of selected topics, movements, or genres.

**ENGL 511** Chaucer Study of selected major works and their background.

**ENGL 513** Writing About Art 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 517** Issues of Death & Grief: Creative Non-Fiction of Life & Loss Within the gravities of life and death, love and grief, there is a search for understanding and healing. This course is designed to help students understand that death and grief present choices and changes that face

us as citizens within a community of loved ones. During this course, students will consider the importance of care and customs surrounding death and dying and the value of honest dialogue when grief is set upon individuals struggling with loss. This course will develop students' awareness of the ethical dimensions of personal decisions (for self and others in the realm of loss, the business of mourning and the pain of grief) and to cultivate their deliberative skills through respectful engagement with others whose views differ.

**ENGL 523** Writing for Children 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 Intensive study of one or two significant authors.

**ENGL 535** Ecocriticism Ecocriticism is a fairly recent cultural and literary development, the term coined in the late 1970s. This course introduces students to representative ecocritical texts that study the relationship between humans and the environment. Significant attention will be devoted to issues of sustainability, eco-literacy, and the efficacy of literary expressions of environmental value.

**ENGL 545** Holocaust Literature In this course, students examine a variety of literary works, including novels, diaries, memoirs, articles, essays, poems, short stories, historical documents, and/or films that illustrate prominent attitudes, historic events, and lived experience associated with the planned extermination of millions of people (including but not limited to Jews, Gypsies, Homosexuals, and Christians) during Hitler's reign. Through the study of these literary works, students come to recognize the consequences of stereotypes, prejudice, hate, and discrimination. As the class evaluates historic and current attitudes regarding the "other," students reflect upon their own ethical and moral views, identify personal responsibilities of citizenship, understand human rights as well as personal and societal obligations, examine the role of justice, and analyze the ethical dimensions of political, social, and scientific issues.

**ENGL 552** Craft Seminar A class based primarily on discussion of how authors use various strategies to achieve narrative, poetic, or dramatic success. An intensive examination of the craft of fiction, nonfiction, poetry, or script writing. Conducted as a reading seminar, not as a writing course. Students will make an oral presentation on some element of craft exhibited by a chosen work. This course is also offered at the undergraduate level. Those taking the class for graduate credit should plan to lead several discussions. Course may be repeated as genres change.

**ENGL 557** Literary Editing: Red Weather This is a production-centered, hands-on class. Students will be responsible for producing a complete issue of Red Weather, MSUM's literary magazine, from screening and selecting manuscripts, interacting with the author's whose work is chosen, to designing and promoting the finished magazine.

**ENGL 562** Practicum in Publishing 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 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.

**ENGL 580** Advanced World Literature Intensive study of selected world masterpieces from one language, in translation.

**ENGL 588** Advanced Creative Writing 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.

**ENGL 590** Special Topics This is a graduate level topical course and may be repeated when the topic changes.

**ENGL 591** Teaching English in Secondary Schools Current practices in teaching secondary English; possible observation of secondary classes; discussion of curriculum, approaches, and techniques.

**ENGL 593** Grammars of English 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.

**ENGL 594** Teaching English in Middle/Junior High 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.

**ENGL 595** Advanced Studies in Language or Literature 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 Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. Is 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 597** Independent Study Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

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

### ***Exchange***

**EXCH 510** Graduate Exchange Graduate level exchange course to be used when students attend graduate level programs at other approved colleges and universities.

### ***Film Studies***

**FILM 590** Topics in Film This is a graduate level topical course and may be repeated when the topic changes.

**FILM 599** Topical Workshop This course is offered in the workshop format. The course can be repeated when topics vary.

### ***Finance***

**FINC 546** Financial Decision Making This course moves away from textbooks to learning the skills and issues involved in the financial management of a corporation through academic and 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.

**FINC 560** Portfolio Analysis and Management 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.

**FINC 563** Futures and Options Advanced study of the pricing and use of derivative market instruments, current topics and issues.

### ***Graphic Communications***

**GCOM 590** Topics in Graphic Communication This is a graduate topics course and may be repeated when the topic changes.

### ***Health***

**HLTH 518** Medical and Health Care Law 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 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 Designed to meet special needs for current and evolving information in specific health areas.

**HLTH 589** Continuing Studies Topics This is a continuing studies topics class and may be repeated as the topic varies.

**HLTH 590** Topics in Health This is a health topics graduate level course which may be repeated as course content changes.

### ***Health Services Administration***

**HSAD 514** Health Services Planning and Evaluation Provides knowledge about comprehensive health planning, human resource development and management, research operations in health care institutions including research methodology.

**HSAD 516** Health Services Management Involves the management theories and practices within healthcare settings, organizational behavior theories, information and materials management systems, including risk management and utilization review.

### ***History***

**HIST 501** Seminar Problems in history for the advanced student.

**HIST 590** Topics in History This is a Graduate level topics course and may be repeated as topic varies.

### ***International Studies***

**INTL 590** Topics in International Studies This is a topical course and may be repeated when the topic varies.

### ***Languages***

**LANG 540** Methods and Materials in Teaching Foreign Languages 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 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 Languages I Theory and practice of teaching languages (K-12). The course examines current and historical trends, methods, techniques, and technology. Microteaching and assessment are part of the structure of the course. Those who are seeking a MN teaching license must complete the SARTE form before taking this course. This course is required of those who seek licensure (K-12) to teach languages in the state of MN. Span 301 and 302 or equivalent proficiency level in the language to be taught.

**LANG 572** Methods and Materials in Teaching Languages II Theory and practice of teaching languages (K-12). The course examines current and historical trends, methods, techniques, and technology, with an emphasis on microteaching, assessment, and materials preparation. This course is required of those who seek licensure (K-12) to teach languages in the state of MN.

**LANG 575** Second Language Assessment Theories and strategies for the assessment of second language competence, including mapping assessment to state and national proficiency guidelines and standards, conducting formal and informal classroom assessment, and becoming familiar with standardized assessments.

**LANG 693** Qualitative Research Methods This course trains students in methods and techniques for conducting research in the qualitative tradition. It covers issues of choosing a research method, following ethical guidelines in conducting studies, gaining entry into sites, collecting data, analyzing data, interpreting data, triangulating data, and writing the research report.

### ***Mass Communications***

**MC 501** Communications Law 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 Examination and evaluation of search strategies, including human sources and library research, and their applications to investigative and interpretive news reporting and writing.

**MC 560** Advertising Campaign Execution 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 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 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 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 This is a topical course in Mass Communications and may be repeated when the topic changes.

**MC 592** Journalism Workshop A course designed for workshops in broadcast or print journalism.

**MC 593** Topical Workshop A course designed for workshops on current media topics.

**MC 597** Problems in Mass Communications Individual problems in areas of specific interest to the student.

### *Mathematics*

**MATH 502** Mathematics for Special Education Development of number, algebra, geometry and measurement content along with methods for teaching mathematics in special education setting. Open only to majors and minors in special education. Does not substitute for MATH 406.

**MATH 587** Foundations of Geometry Systems of geometry such as Euclidean, non-Euclidean, coordinate, synthetic, transformational and projective. Models in geometric systems.

**MATH 589** Continuing Studies Topics Course This is a topical course in mathematics and may be repeated when the topic varies.

### *Music*

**MUS 523** Accompanying Preparation and performance of both instrumental and vocal accompaniment repertoire. May be repeated for credit.

**MUS 524** Chamber Music Performance: Voice Preparation and performance of chamber music. On request. May be repeated for credit.

**MUS 527** Chamber Music Performance: Woodwind Preparation and performance of chamber music. On request. May be repeated for credit.

**MUS 531A** Keyboard Pedagogy I Fundamentals of keyboard instruction including methods, techniques, and procedures for establishing a private studio.

**MUS 531B** Keyboard Pedagogy II Practical application of teaching techniques, skills, and procedures studied in Mus 531A.

**MUS 545** Music Literature: Wind Band Study of wind band literature. Intended for majors and minors in music.

**MUS 550** Student Recital Special supplemental applied study in preparation for public recital appearance. May be repeated once for credit.

**MUS 554** Music Performance: Voice: Level 4 Individual instruction and master classes. May be repeated for credit.

**MUS 555A** Music Performance: Piano: Level 4 Individual instruction and master classes. May be repeated for credit.

**MUS 572** Instrumental Arranging Arranging for both small and large ensembles.

**MUS 574** Advanced Theory and Analysis Continuation of the study of music through the use of advanced theoretical and analytical techniques. May be repeated for credit.

**MUS 582** Digital Audio II Equipment and techniques of electronic music synthesis, including modular and integrated systems, analog and digital synthesis, MIDI and electronic audio effects.

**MUS 589** Continuing Studies Topical Course Graduate level music workshop.

**MUS 595** Special Topics in Music Special Topics in Music

**MUS 596** Workshop in Music Education Special topics in music. May be repeated for credit if topic varies.

**MUS 620** Instrumental Ensemble 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 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 632** Advanced Studies in Teaching Elementary School General Music Advanced study of music methods and materials for teaching music in elementary schools.

**MUS 634** Kodaly Method for Training Teachers Level I This course includes pedagogy for kindergarten through Grade 1. Folksongs are collected and analyzed for inherent musical concepts to be used within a sequenced curriculum for those grades. Musicianship covers the study of pentatonic scales and critical rhythmic and melodic skill development.

**MUS 635** Kodaly Method for Training Teachers Level II This course includes pedagogy for grades 2 and 3. Folksongs are collected and analyzed for inherent musical concepts to be used within a sequenced curriculum for those grades. Musicianship covers the study of diatonic and modal scales and critical rhythmic and melodic skill development.

**MUS 636** Kodaly Method for Training Teachers Level III This course includes pedagogy for Grades 4-6. Folksongs are collected and analyzed for inherent musical concepts to be used within a sequenced curriculum for those grades. Musicianship covers the study of modulation, harmonic analysis and chromaticism.

**MUS 637** Orff-Schulwerk Level I 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 650** Graduate Recital On demand. May be repeated for credit.

**MUS 654** Music Performance: Voice Private instruction, pedagogy, and master classes. May be repeated for credit.

**MUS 655A** Music Performance: Piano Private instruction, pedagogy, and master classes. May be repeated for credit.

**MUS 658** Music Performance: Strings Private instruction, pedagogy, and master classes. May be repeated for credit.

**MUS 670** Composition - Level V Private instruction, pedagogy and master classes. May be repeated for credit.

**MUS 674** Directed Study in Music Theory Varied projects in the field of music theory. Course may be repeated for credit.

**MUS 682** Computer Music 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. Prerequisites: Music 482/582.

**MUS 685** Digital Audio Production Advanced Digital Audio Production studies including Compact Disc production and Tonmeister techniques. Prerequisites: Music 481/581.

**MUS 686** Projects in Computer Music 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 690** Topics Topical seminar in Music; may be repeated when the topic changes.

**MUS 695** Portfolio (Plan B) Culmination portfolio for capstone projects.

**MUS 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**MUS 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**MUS 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**MUS 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

### ***Nursing***

**NURS 590** Special Topics Special topics related to specific areas of study. The course may be interdisciplinary in nature, and may be repeated when the topic varies.

**NURS 599** Continuing Studies: Topics Topic dependent.

**NURS 600** Theoretical Perspectives of the Discipline This core course is designed to help the student analyze, critique, and apply a variety of ethical theories, grand nursing theories, organizational, and biopsychosocial science theories that are applicable to advanced nursing practice across diverse settings.

**NURS 602** Advanced Healthcare Ethics This course addresses advanced health care ethics from an interdisciplinary standpoint. The course is interdisciplinary in nature. The course is designed to help students analyze, critique, and apply a variety of ethical theories that are relevant to the healthcare environment and healthcare professions. Students are further encouraged to consider ethics as it relates to decision-making models, social justice, research, service-learning, moral distress, professional code of ethics, and/or healthcare provisions.

**NURS 603** Introduction to Research, Data Analysis and Informatics The focus of this course is application of foundational research principles and outcomes including basic research review, introduction to evidence-based clinical practice, IRB/ethical implications in research, statistical analysis, and informatics. The course refreshes and builds upon basic research concepts covered in undergraduate nursing. It also revisits common inferential statistics, selection of appropriate planning, methods, statistical applications, performance measures, and tools relative to the research questions of choice in culturally-diverse academic and practice settings. The course addresses input of data and coding. The course may be interdisciplinary in nature and will be



suitable for students who intend to conduct health care research. Admission to the Nursing program is required.

**NURS 604** Advanced Nursing Research and EBP Advanced Nursing Research includes an exploration of the research process and the methodologies appropriate to nursing in culturally-divergent academic and practice settings. 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. An introduction to the concepts and process of evidence-based clinical practice as well as effective change-agent strategies are included. The course includes development of a draft of the research proposal (thesis) and discussion of other dissemination possibilities. Prerequisite: Required upper division inferential statistics course within the three (3) years prior to NURS 604 enrollment. NURS 600. Recommended

Prerequisite: Undergraduate nursing research course.

**NURS 605** Healthcare Quality and Safety This course is designed to develop leadership across the care continuum in diverse settings using quality and safety models, tools, and metrics. National patient safety goals, regulatory standards, nurse sensitive indicators, and high reliability organization concepts will be covered. Additionally, data management tools used for analysis and trending will be addressed in relation to quality and risk management. GPA must remain above a 3.0.

**NURS 606** Health Care Delivery Systems, Policy, Financing and Leadership This course is focused on the process of leadership in health care delivery systems policy at the organizational and governmental levels, and their impact in US health care delivery systems and finance. Students will analyze ethical decision-making and nursing roles in the policy-development and how such policies impact healthcare outcomes of individuals, families and populations. Fiscal and quality impacts of policy decisions upon institutions and the healthcare system will be considered.

**NURS 608** Transcultural and Social Perspectives 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 609** Advanced Pathophysiology: Concepts and Systems (P2) This advanced course examines alterations in human physiology which lead to adaptation and/or disease throughout the lifespan. Biopsychosocial theory and research-based findings are integrated in the presentation of information regarding patho-physiological 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. Emphasis is placed on: 9a0 physiological basis for pathological changes and the clinical manifestations which can result; 9b0 prevention of patho-physiological processes and responses in all body systems is emphasized; and 9c0 tertiary prevention and adaptation to altered physiological states. Physiological rationale for clinical management strategies will also be addressed. This will include both negative and positive effects of pharmacological agents.

**NURS 610** Health Promotion and Disease Prevention 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. The role of nursing is addressed as related to systems and community change to prevent disease and enhance health at the community level.

**NURS 611** Advanced Pharmacology and Pharmacotherapy (P1) This course is designed to promote understanding of the pharmaco-dynamics, pharmacotherapy, and pharmaco-kinetics of drug therapy as they relate to the treatment of specific biopsychosocial alterations/disease processes. Information relative to therapeutic management guidelines for treatment of selected disease processes will be presented. Drug information by classification and basic principles of pharmaco-dynamics and pharmaco-kinetics, 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.

**NURS 612** Advanced Health/Physical Assessment (P3) This course will focus on theory and research-based assessment, health histories, complete biopsychosocial assessments, and developmental assessments. The course incorporates effective interviewing skills communication, patient care technologies, inter-professional team collaboration, and improvement of nursing care across a wide variety of settings.

**NURS 612P** Advanced Health/Physical Assessment Practicum Primary focus on CNS patient/client competencies. This course provides the student opportunities for application of patient/client competencies in self-selected clinical settings. Students will have the opportunity to observe and participate with a preceptor practicing in a clinical specialty area. Major patient/client competencies in assessment, health histories, assessment, advanced roles, evidenced-based practice, professional issues, organizational educational/practice trends, industry influences, changing role of the clinical nurse specialist and self-assessment are integrated into the course with an emphasis on breadth of the sphere | nursing practice role. 200 precepted clinical hours included.

**NURS 614** Advanced Pathophysiology I 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 The courses builds 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.

**NURS 618** Family Theory in Nursing Practice 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.

**NURS 620** Advanced Practice Roles 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.

**NURS 620P** Practicum IV: FNP Role Integration 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.

**NURS 622** Teaching Technology and Information Management Theoretical basis for information systems, teaching, and learning enhanced through the use of technology. Sources of information including databases for health professions are explored. Networking and establishment of inter-professional team are emphasized. Emphasis is on helping nurse educators to select appropriate instructional and communication technologies to enhance learning.

Environmental, social, political, financial, and practice setting trends influencing current technology on the delivery of quality nursing education and nursing care are examined.

**NURS 623** Nurse as Educator Provides an opportunity for analysis, synthesis and evaluation of the nurse educator's role (clinical and academic) and responsibilities, incorporates patterns of nursing education, instructional design, and professional, social and political issues influencing nursing education.

**NURS 627** Program/Curriculum Design and Evaluation Curriculum philosophies, methods, and processes provide a framework for planning nursing education models that create a learner-centered environment; consideration given to program evaluation, data collection methods, and the ethics and standards of evaluation practice; strategies for a relevant curriculum/program are influenced by current health profession issues and future societal trends.

**NURS 630** Advanced Community Assessment 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.

**NURS 631** 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.

**NURS 632** Pharmacology II 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.

**NURS 633** 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 633P** Practicum II: Family Primary Care II 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.

**NURS 634** Family Primary Care II 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 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.

**NURS 640** Advanced Adult-to-Gerontological Health I 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 as applied to young adult, older adult, and frail elderly. Clinical decision-making, consultation/management and teaching/learning theories are emphasized.

**NURS 640P** Advanced Clinical Nurse Specialist Practicum I This course provides the student opportunities for application of knowledge and nurses/nursing practice competencies in self-selected clinical settings. Students will have the opportunity to observe and participate with a preceptor practicing in the clinical specialty area. Major nurses/nursing practice competencies in the CNS advanced roles, "Best Practices", evidenced-based practice, professional issues, organizational educational/practice trends, industry influences, changing role of the educator/clinical nurse specialist and self-assessment are integrated into the course with an emphasis on clinical nurse specialist competencies in the areas of nurses and nursing practice. 200 precepted clinical hours included.

**NURS 641** Advanced Adult-to-Gerontological Health II Continuation of Adult-to-Gerontological Health I 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 young adult, older adult, and frail elderly. Theoretical frameworks for activities related to nursing and nursing practice at the organization and systems level are explored. Nursing practice problems are analyzed and solutions are proposed using current literature findings and current best practice.

**NURS 641P** Advanced CNS Practicum II Provides opportunities for a capstone experience to implement the role components of the specialty area and organizational/system. The student will integrate skills, attitudes, and knowledge learned in selected clinical settings. Emphasis is on professional issues, organizational systems, nursing practice trends, consultation, program

planning, education, health promotion, prevention of disease, and changing role of the advanced practice nurses. Students will have the opportunity to observe and participate with a preceptor practicing in the clinical specialty area. 200 precepted clinical hours included.

**NURS 642P** Advanced Nurse Educator Practicum I Focus on Academic Nursing Education.

This course provides the student opportunities for application of knowledge and skills in self-selected academic nursing education setting. Students will have the opportunity to observe and participate with a preceptor practicing in a higher learning setting area. Major competencies in evidenced-based practice, professional issues, organizational education/practice trends, industry influences, changing role of the educator and self-assessment are integrated into the course with an emphasis on breadth of the nursing higher education practice role. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing education. 100 precepted clinical hours included.

**NURS 643P** Advanced Nurse Educator Practicum II Focus on Clinical Nursing Education. This

course provides the student opportunities for application of knowledge and skills in self-selected nursing clinical educations. Students will have the opportunity to observe and participate with a preceptor practicing in a clinical practice setting with a focus on patient and staff education. Major competencies include Nurse Educator advanced roles, evidenced-based practice, professional issues, organizational educational/practice trends, industry influences, changing role of the educator/clinical nurse specialist and self-assessment are integrated into the course with an emphasis on breadth of the nursing clinical educator practice role. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing clinical education. 200 precepted clinical hours included.

**NURS 644P** NAOSL Practicum I Nursing Administration and/or Organizational Systems

Leadership in an acute care setting. This course provides the student opportunities for application of knowledge in nursing administrative and/or organizational systems leadership capacities within self-selected clinical acute care settings. Students will have the opportunity to observe and participate with a preceptor practicing in the clinical specialty area of nursing administration and organizational systems leadership. Key nurses/nursing practice competencies in the nursing administration and organizational systems leadership roles will incorporate major premises of the American Organization of Nurse Executives (AONE) competencies including: (a) Communication and Relationship Management, (b) Knowledge of Healthcare Environment, (c) Leadership, (d) Professionalism, and (e) Business skills/principles. Additional Nursing Manager and Leader (CNML) essentials will be interwoven into the curriculum including: (a) Clinical Practice Knowledge, (b) Quality Management, and (c) Performance Improvement. 100 precepted clinical hours. GPA must remain above a 3.0.

**NURS 645P** NAOSL Practicum II Nursing Administration and/or Organizational Systems

Leadership in a long-term care, ambulatory, or public health setting. This course provides the student opportunities for application of knowledge in nursing administrative and/or organizational systems leadership capacities within self-selected long-term care settings. Students will have the opportunity to observe and participate with a preceptor practicing in the clinical specialty area of nursing administration and organizational systems leadership. Key nurses/nursing practice competencies in the nursing administration and organizational systems leadership roles will incorporate major premises of the American Organization of Nurse Executives (AONE) competencies including: (a) Communication and Relationship Management, (b) Knowledge of Healthcare Environment, (c) Leadership, (d) Professionalism, and (e) Business skills/principles. Additional Nursing Manager and Leader (CNML) essentials will be interwoven

into the curriculum including: (a) Clinical Practice Knowledge, (b) Quality Management, and (c) Performance Improvement. 100 precepted clinical hours. GPA must remain above a 3.0.

**NURS 689** Thesis Seminar Major focus of this course will be on development of scholarly writing skills appropriate for research study development. Students will participate in written critique processes, identify research resources, and establish a clear plan for thesis success.

**NURS 690** Topics Topical seminar in Nursing; may be repeated when the topic changes.

**NURS 695** Portfolio (Plan B) Culmination portfolio for capstone projects.

**NURS 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**NURS 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**NURS 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**NURS 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

**NURS 700** Theoretical Foundations for Nursing Practice This course focuses on structure of nursing knowledge (phenomena, concepts, theories) for inquire in the discipline. The interrelationships among theory, research, and practice will be analyzed.

**NURS 701** Applied Biostatistics The goals of this course are to develop statistical skills necessary to evaluate critically biomedical research using advanced quantitative methods, to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice. (This is a Winona State University course)

**NURS 702** Clinical Scholarship and Analytical Methods for Advanced Nursing Practice This course focuses on analysis of approaches for conduct of clinical scholarship building on core research methods and statistical courses.

**NURS 704** Clinical Prevention and Population Health 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.

**NURS 706** Organizational and Systems Leadership 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.

**NURS 740** Clinical Scholarship I 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.

**NURS 750** Clinical Scholarship II 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.

**NURS 760** Clinical Scholarship III 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.

**NURS 770** Clinical Scholarship IV 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.

**NURS 790** Topics in Advanced Practice Nursing 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 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.

### *Philosophy*

**PHIL 590** Topics in Philosophy 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 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.

### *Physical Education*

**PE 521** Physiology of Exercise A study of the function of those body systems most directly affected by and involved in exercise. Physiological consideration in human movement such as thermal regulation, performance at altitude and underwater, drugs and other ergogenic aids, and designing of specialized training programs will be pursued.

**PE 552** Adapted Physical Education 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 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 Prepares Developmental/Adapted specialists to provide direct service to handicapped students, serve as consultants to other physical education teachers, assess motor and physical fitness levels, write individual programs, read and understand research in adapted physical education.

**PE 595** Administration of Physical Education A study of problems, policies and procedures in the administration of physical education.

**PE 599** Physical Education Workshop This is a topical workshop course and may be repeated when the topic varies.

### *Physics*

**PHYS 590** Special Topics in Physics Students may register more than once when topics varies.

## ***Psychology***

**PSY 503** Adulthood and Aging 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 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 563** Abnormal Psychology Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior.

**PSY 565** Clinical Psychology 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 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 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 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 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 A study of brain-behavior relationships emphasizing human clinical applications.

**PSY 620** Measurement Theory 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 Laboratory in administration of educational tests.

**PSY 621** Assessment/Intervention I: Basic Processes 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 Assessment/Intervention I: Basic Processes Lab

**PSY 622** Assessment/Intervention II: Special Populations 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 Assessment/Intervention II: Special Populations Lab



**PSY 633** Statistics/Methods for School Psychologists 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** Methods for Evidence Based Practice Primary focus on data collection and analysis skills for the practicing educators. Applied research and data analysis techniques used for evidence based practice including single subject and small n designs; program evaluation; and action research. Ethical issues related to school-based data sets and vulnerable and diverse populations.

**PSY 635** Research Seminar I in School Psychology Seminar in applications and procedures when conducting psychological research. Writing a research proposal.

**PSY 636** Research Seminar II Advanced seminar in applications and procedures when conducting psychological research. Two credits when taken concurrently with PSY 696; one credit when taken concurrently with PSY 699.

**PSY 641** Practicum in School Psychology I 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 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 690** Topics Topical seminar in Psychology; may be repeated when the topic changes.

**PSY 695** Portfolio (Plan B) Culmination portfolio for capstone projects.

**PSY 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**PSY 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**PSY 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**PSY 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

**PSY 701** Issues in the Practice of School Psychology 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 This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children.

**PSY 724** Assessment/Intervention IV: Psychosocial Problems 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.

**PSY 728 Systems Intervention** 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** 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** 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** Individual topical studies of special interest. Course may be repeated.

**PSY 796 Specialist Portfolio in School Psychology** Portfolio and orals documenting completion of School Psychology Program goals and requirements. Two credits required for the Specialist degree.

**PSY 798 Continuing Registration** 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.

### ***School of Teaching and Learning***

**STL 513 Effective Teaching** In this course, the candidate continues to develop an understanding of how students learn and how students develop intellectually, socially, and emotionally. Candidates will understand how to meet the needs of culturally and/or developmentally diverse learners across the scope and content of the curriculum. Candidates will identify and design instructional approaches which nurture critical thinking skills, model problem solving, and encourage student achievement. The candidate will develop, implement, and evaluate lesson plans which meet the individual and developmental needs of learners. Candidates will explore the use of educational technology for motivation, instruction, and assessment. Candidates will model effective and respectful communication techniques. The candidate will understand the role of special education and the varying models of special education services including co-teaching with the general education teacher. The candidate will demonstrate an understanding of the role of the individual education plan for students with identified special education needs and the role of the classroom teacher in adapting instruction and curriculum according to the IEP.

**STL 528 Building Partnerships** This course will focus on the knowledge, skills, and dispositions necessary for building relationships in the field of education. Understanding issues faced by contemporary families and their relationship to schools will be studied. Barriers, strategies, communication, consultation and cross-cultural sensitivity are covered. The teacher's role in building effective relationships with families and other professionals is emphasized.

**STL 542 Advanced Reading and Writing Methods PreK-3** This is the second methods course for teaching reading and writing to primary age children. In this course candidates will deepen their knowledge of how to effectively teach reading and writing in the primary grades. STL 542 includes a strong emphasis on the role of assessment in the teaching and learning process,

exposes candidates to a variety of literacy assessments, and continues to build their understanding of a response to intervention approach to instruction.

**STL 574** Methods in Teaching Elementary Science and Environmental Education Methods course for teaching science and environment education in elementary settings. Emphasizes inquiry learning, methods of instruction and assessment, place-based environmental education, integration across the curriculum, safety, and responsiveness to student diversity.

**STL 575** Teaching Reading and Writing Grades 4-6 Methods course for teaching language arts in the intermediate grades. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum. Candidates will examine a variety of instructional approaches, including: literature circles, integrating literature into content learning, and building comprehension and vocabulary through integrated experiences. In addition, students will explore a variety of language arts curricula. Candidates will develop a range of strategies to support older students' reading and writing development through a response to intervention instructional approach.

**STL 576** Methods for Teaching Elementary Social Studies Content, philosophy, and organization of social studies program; methods of instruction and curricular issues. Recommended Co-requisite STL 574.

### ***Social Work***

**SW 502** Child Welfare Services 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.

**SW 511** Chemical Dependency 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.

**SW 540** Generalist Practice: Groups 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 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 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 Selected topics of concern to social work students and human service professionals. May be repeated to 6 credits.

**SW 597** Independent Study 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 Workshops in the Department of Social Work to meet specific needs of students and agency personnel in the community.

### ***Sociology***

**SOC 512** Sociology of Complex Organizations 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.

**SOC 518** Sociology of Education 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.

### ***Spanish***

**SPAN 512** Periods and Authors of Iberian /Latin American Literature Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

**SPAN 521** Advanced Iberian Culture and Civilization 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 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.

**SPAN 543** Genres and Themes of Iberian/Latin American Literature 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 Analysis and discussion of major periods and/or authors from Iberian and/or Latin American Literature.

**SPAN 551** Survey of Spanish Linguistics 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 Theoretical foundations and introductory exercises. The course includes Spanish to English and English to Spanish translation.

**SPAN 590** Special Topics in Spanish Language, Literature or Culture In-depth study of a selected topic in Spanish. May be repeated for credit. Counts toward the Spanish major or minor.

**SPAN 597** Independent Study in Spanish - Advanced Level 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.

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

### ***Special Education***

**SPED 503** Methods: Mild Disabilities Course addresses teaching theories, strategies and techniques for teaching students with mild disabilities including Specific Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities and other related mild disabilities such as Traumatic Brain Injury and Other Health Impairments (ex: ADHD). Course covers teaching methods across specific content areas as well as assistive technology and other teaching practices(ex: co-teaching).

**SPED 504** General Education Curriculum and Standards This course is designed especially for special education students to explore foundations of curriculum and become familiar with curricular issues in general education, including standard-based instruction, current educational practices and debates, local and statewide assessments as well as practical applications of technology.

**SPED 513** Instructional Strategies 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.

**SPED 514** IEP Policies and Methods This course will address key issues regarding the collaborative development of the Individual Education Plan (IEP). The IEP is the cornerstone of services for students identified as having a specific disability in need of special education services. Students will learn best practices for collaborative IEP development and creation. The development of a clearly written document including all parts of the IEP will be drafted and finalized into accurate, sound documents.

**SPED 517** Educating Student with Severe Disabilities 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.

**SPED 519** Biomedical Aspects 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.

**SPED 523** Young Children with Disabilities and Their Families 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.

**SPED 524** Assessment in Early Childhood Special Education Examines assessment instruments and procedures with infants, toddlers, preschoolers with disabilities. Approaches to identification, screening, assessment selection and programming are explored. Prerequisite substitutions require instructor consent. Prerequisite substitutions require instructor consent.

**SPED 526** Infant/Toddler Strategies This course provides for the study of the philosophical, legislative and practical foundations of early intervention services for children from birth through age two who are at-risk or have been identified with disabilities and/or developmental delays and their families. The course is designed to provide the knowledge and skills necessary to be an effective professional in providing family-centered early intervention services and emphasizes parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans (IFSP). Course content covers intervention in natural environments and an overview of instructional strategies for use in early intervention practices.

**SPED 527** Instructional Strategies: Preschool 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.

**SPED 530** Foundation of Reading and Writing Methods In this first of two literacy intervention courses, candidates will learn pedagogy that supports the development of reading and writing. By knowing and understanding the foundation of literacy & literacy instruction, candidates will begin to explore instructional practices, focusing on developing a holistic framework for teaching.

**SPED 531** Survey of Autism Spectrum Disorders This course is designed to immerse the learner in text, research, and data describing the characteristics and defining qualities of Autism Spectrum Disorder. The significance of early identification and intervention across the five primary autism spectrum disorders will be analyzed. Best practices for intervention including collaboration, communication, and observation strategies will be introduced.

**SPED 532** Identification and Assessment of Autism Spectrum Disorders This course is designed to immerse the learner in current topics regarding effective screening and assessment for students with Autism Spectrum Disorders (ASD). Students will examine the eligibility criteria for ASD and will become skilled in the identification and assessment of individuals with autism spectrum disorders. Students will become familiar with the selection of, use of, and interpretation of appropriate screening and assessment tools and will be able to create a comprehensive evaluation report based upon assessment results.

**SPED 534** Instructional Strategies for Learners with Autism Spectrum Disorders This course will focus on identifying and meeting the educational needs of students with Autism Spectrum Disorders across educational environments. Participants will learn to develop effective instructional and transitional strategies based upon a student's individual strengths and needs. Curriculum content will address social, communication, academic and functional skills domains.

**SPED 535** Asperger's Disorder: Instructional Strategies This class will present content specific to the needs of teachers who assess and instruct elementary, middle, and high school students having a diagnosis of Asperger's Syndrome. The course will provide students with an opportunity to study Asperger's Syndrome in the following areas: instructional theory and research, sensory needs, social skills and communication, behavioral profiles, and assessment.

**SPED 536** Communication Strategies and Social Skills for Students with ASD This course will focus on identifying and meeting the social and communication needs of students with Autism Spectrum Disorders. Course participants will learn to develop effective interventions and education strategies for teaching communication skills while addressing and supporting the development and the maintenance of social skills. Curriculum content will address skills across environments.

**SPED 543** Consultation and Collaboration in Special Education and Human Services 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** Methods of Reading Intervention Second in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that support the development of reading and writing in children with disabilities. By knowing and understanding the premise of literacy development and intervention, candidates will explore effective instructional, assessment, and intervention practices.

**SPED 546** Remedial and Corrective Reading Clinic Supervised practice in remediating children with reading disabilities at the primary, intermediate, and secondary level. Prerequisite substitutions require instructor consent.

**SPED 547** Physical and Health Disabilities This course is designed to provide you with up-to-date information on the needs of the students in your school who have experienced periods of poor health or physical adversity. This course provides you an understanding of how students' illnesses or disabling conditions affect their everyday lives. Prerequisite substitutions require instructor consent.

**SPED 555** Characteristics of Students with Learning and Behavior Problems A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with learning disabilities and/or emotional/behavior disorders.

**SPED 556** Functional Curriculum and Assessment 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 that involves both academic and life skills instruction. 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.

**SPED 559** Communication Programming for Persons with Severe Disabilities 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.

**SPED 563** Assessment Strategies 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.

**SPED 564** Educational Planning and Adaptation for Students with Learning Problems 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.

**SPED 567A** Secondary Practicum: Mild Disabilities 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** DD Middle/Secondary (Mild) Competency Based Field Experience Directed student teaching at the secondary level in special education DD Program for students with mild developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

**SPED 567E** Early/Elementary Special Education Practicum Advanced practicum when adding a Special Education license to an existing teacher license and/or degree in education. Requires application of current MN Board of Teaching standards in licensure specific areas (Early Childhood Special Education (ECSE), Developmental Disabilities (DD), Physical/Health Disabilities (P/HD), Specific Learning Disabilities (SLD), Emotional/Behavioral Disorders (E/BD), and/or Autism Spectrum Disorders (ASD). Candidates must demonstrate proficiency in specific tasks related to each standard to include infants, toddlers and preschoolers and/or K-6 students in elementary Special Education programs.

**SPED 567I** Infant/Interagency Practicum 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.

**SPED 567P** Practicum in Physical and Health Disabilities 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 567S** Secondary Special Education Practicum SPED 567S is the advanced practicum when adding a Special Education license to an existing teaching license and/or degree in education. Requires application of current MN Board of Teaching standards in licensure specific areas (Developmental Disabilities (DD), Physical/Health Disabilities (P/HD), Specific Learning Disabilities (SLD), Emotional/Behavioral Disorders (E/BD), and/or Autism Spectrum Disorders (ASD). Candidates must demonstrate proficiency in specific tasks related to each standard as relevant to students in High School Special Education programs.

**SPED 568B** SLD Middle/Secondary Competency Based Field Experience Directed student teaching at the secondary level in special education SLD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the SLD licensure coordinator.

**SPED 568C** E/BD Middle/Secondary Competency Based Field Experience Directed student teaching at the secondary level in special education E/BD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the E/BD licensure coordinator.

**SPED 568D** DD Middle/Secondary (Severe) Competency Based Field Experience Directed student teaching at the secondary level in special education DD Program for students with severe developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

**SPED 568E** Student Teaching II: ECSE 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.

**SPED 568P** Student Teaching II: Physical and Health Disabilities 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.

**SPED 570** Secondary Services & Transitional Planning Transitional planning for secondary students with disabilities including transitional assessment, programming and planning based on individual cognitive, affective and behavioral characteristics will be covered in depth in this course. Students will also acquire knowledge of post-secondary service options and funding sources.

**SPED 571** Behavior and Environment Management 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.

**SPED 573** Emotional/Behavioral Disorders 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.

**SPED 574** Management of Challenging Behavior Student will demonstrate an understanding on how nonaversive intervention strategies can be used to deal with challenging behavior. Prerequisite substitutions require instructor consent.

**SPED 575** Informal Assessment/Teaching Strategies: Students with Learning Disabilities 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.

**SPED 578** Educational Interventions: Emotional/Behavioral Disorders Program design, intervention techniques, and management strategies for student with Emotional/Behavioral Disorders. Prerequisite substitutions require instructor consent.

**SPED 589** Continuing Studies: Topics This is a continuing studies topics class and may be repeated when the topic varies. Prerequisite substitutions require instructor consent.

**SPED 590** Special Topics Advanced treatment of selected topics. Prerequisite substitutions require instructor consent.

**SPED 594** Legal/Social Foundations of Special Education 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.

**SPED 595** Special Problems 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 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 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 613** Inclusive Teaching Practices Learners in this course will explore effective inclusive practices including the use of technology and assistive technology when planning for diverse classrooms. Learners will also utilize grade level standards and student data to plan instruction, create individualized plans and promote classroom environments that foster student growth.

**SPED 620** Perspectives and Policies in Special Education 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 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.

**SPED 645** Developmental Diagnosis of and Instruction in Literacy 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 661** ECSE Program Effectiveness Accountability is a critical factor in Early Childhood Special Education (ECSE). ECSE teachers must be able to demonstrate children's growth as well as demonstrate program effectiveness. This course will focus on discovering supports that are

needed for a child to learn and the requirements for on-going assessment within a responsive curriculum. Linking assessment with intervention will be explored through Response-to-Intervention and Curriculum-Based Assessment, among other assessment procedures.

**SPED 663** Advanced Measurement/assessment 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.

**SPED 664** Theory and Process of Consultation and Collaboration This course offers applied training in advanced practical aspects of professional consultation, collaboration, conflict resolution and crisis preparedness. Theories of conflict resolution and consultation will be addressed as well. This course takes a transdisciplinary approach using case studies and professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs and at-risk students/clients and their caregivers. This class includes online discussion, electronically submitted assignments, independent reading, online group presentations, and weekly reflections of course materials and readings.

**SPED 665** Educational Program Development Selected topics in SPED program development.

**SPED 669** Advanced Practicum in Special Education 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/Career Education for Secondary Students This course is designed to be an advanced study of transition/career education curriculum and planning for secondary students with disabilities. Students develop the ability to interpret and evaluate transitional assessment and planning in relation to state and federal mandates. An understanding of the relationship of career development theory and transition is infused across the content. Post-secondary service options, funding sources, cooperative programming(interagency) and evaluate quality transition programming are explored.

**SPED 690** Topics Topical seminar in Special Education; may be repeated when the topic changes.

**SPED 691** Administration and Supervision of Reading Programs 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** Portfolio (Plan B) Culmination portfolio for capstone projects.

**SPED 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**SPED 697** Independent Study Selected readings and/or research for individual students under faculty supervision.

**SPED 698** Continuing Registration Continuing enrollment in graduate studies. This option is to be used for registration after completion of all course requirements, including thesis or capstone project; required during the semester of the oral defense examination. May not be used to fulfill degree credit requirements or financial aid minimum requirements.

**SPED 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

***Speech/Language/Hearing Sciences***

**SLHS 573** Rehabilitation Audiology A survey of the principles of rehabilitative intervention for hard-of-hearing persons, children through adults. Special emphasis on role of amplification.

***Teaching English as a Second Language***

**TESL 551** English Structures 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 555** Oral Discourse Structures In-depth study of how English is structured in oral contexts as well as methods and strategies for teaching oral language. Covers a review of phonetics and phonology including place and manner of articulation of phonemes, stress, intonation, and how articulation alters when sounds are produced within larger units of discourse. Delves into the structure of oral discourse above the sentence, including such features as adjacency pairs, referencing and gapping, and how participants negotiate meaning. Introduces students to techniques used in oral discourse analysis.

**TESL 556** Written Discourse Structures In-depth study of the writing system of English as well as methods and strategies for teaching reading and writing. Covers the alphabet and its relation to the oral language, the teaching of early literacy, developmental literacy, and advanced writing skills. Delves into the structure of written discourse above the sentence, including such features as logical connectors, focusing structures, transitions, and rhetorical devices.

**TESL 590** Special Topics 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.

**TESL 625** Social, Cultural, and Political Contexts of Language and Literacy In-depth study of sociolinguistics, cultural identity, language programs, policies, and laws in the United States.

**TESL 627** Cultures in the Schools This course explores particular cultural groups that are prominent in today's local schools. Students will research the language, writing system, educational system, and values of the groups and present their findings to the class. Students will employ qualitative interview techniques to learn the cross-cultural challenges for students and families of the group under research. Students will also arrange for cultural in-group speakers to visit class.

**TESL 654** Pedagogical Grammar In-depth study of English syntax with strategies and techniques for teaching English structures in the classroom.

**TESL 670** Designing ESL Courses 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 672** Content-based Language Instruction An in-depth exploration of teaching methods that combine language learning with the learning of other subject matter. The course will look at common ELL program models and what approach to content and language learning is inherent in

each model. Then each suggested approach will be studied closely through readings, discussions, lesson planning, and microteaching assignments.

**TESL 675** Assessment in TESL 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.

**TESL 690** Topics Topical seminar in Teaching English as a Second Language; may be repeated when the topic changes.

**TESL 696** Project/Action Research (Plan B) A non-thesis capstone research project.

**TESL 697** Independent Study Selected readings in English language, English literature, English composition, linguistics, or applied linguistics under the direction and supervision of members of the department.

**TESL 698** Continuing Registration Continuing enrollment in graduate studies TESL. 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 TESL 698. This course may not be used to meet any program or graduation requirements.

**TESL 699** Thesis (Plan A) Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee.

### *Theatre Arts*

**THTR 525** Contemporary Playwrights 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 534** Special Projects: Theatre 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 Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audience. May be repeated by undergraduate. Offered summer only.

**THTR 590** Topics in Theatre This is a graduate level topical course and may be repeated when the topic changes.

**THTR 599** Topical Workshop This course is offered in the workshop format. The course can be repeated when topics vary.

### *Women's Studies*

**WS 512** Seminar in Women's Studies 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.