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2018

## Graduate Bulletin, 2018-2019

Minnesota State University Moorhead

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MINNESOTA STATE UNIVERSITY  
MOORHEAD.

# Graduate Bulletin



2018 - 2019



## Introduction

### The Graduate Mission

The mission of Graduate Studies at Minnesota State University Moorhead is to promote excellence in research, advanced career preparation and development, as well as personal and creative expression. Graduate 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.

### 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.

### Vision

Minnesota State University will be...

- A leader in student success
- A campus that reflects the world in which our graduates live and work
- A University that provides an education of lifelong relevance
- A place of transformation where students become graduates who are progressive leaders in their professions and their communities

### What Makes MSUM Special?

Faculty, student and staff members of the academic community have given a great deal of thought to the values and purposes that underlie the University's **mission and vision**. We have refined and focused these principles into statements to guide our daily efforts to foster student success and serve the regional and global communities.

These cornerstones of our mission and vision define what makes us special.

#### **Purpose** (*Why do we do what we do?*)

The simplest and most idealistic answer is that our purpose is to transform the world by transforming lives.

#### **Our Core Values**(*How do we behave?*)

- Grit
- Humility
- Heart

#### **Aspirational Value** (*We commit to making this as pervasive as our core values*)

- Diversity and inclusion of people and ideas

#### **"Permission to Play" Values** (*These are the expectations of membership in our academic community*)

- Integrity and mutual respect in our behavior and interactions

#### **Strategic Anchors** (*How will we succeed?*)

We will succeed by:

- Focusing relentlessly on student achievement and students' return on their investment;
- Embedding and supporting diversity in every facet of the university; and
- Ensuring that MSUM is indispensable to the social, cultural, and economic advancement of Moorhead and the surrounding region.

## **Overview**

Minnesota State University Moorhead is 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 provides students with continual opportunities for personal and professional achievement. MSUM fosters 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 strives to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and enhances our students' lives at the same time that it contributes to the community and the region.

MSUM offers 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.

## **MSUM at a Glance**

Minnesota State University Moorhead, with an enrollment of more than 6,000 full and part-time students, offers 82 undergraduate majors with 64 emphases, 15 graduate degree programs, and 38 certificate 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.

## **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 newly renovated Livingston Lord Library, the newly renovated 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 348 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 the average class size is 23 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 223,000 and growing 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**

### ***American Speech-Language-Hearing Association (ASHA)***

The Master of Science (M.S.) degree education program in Speech-Language Pathology at Minnesota State University Moorhead is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

### ***Association to Advance Collegiate Schools of Business International (AACSB)***

Minnesota State University Moorhead's Paseka School of Business is accredited by the Association to Advance

Collegiate Schools of Business International (AACSB). AACSB accreditation is the mark of quality distinction most widely sought after by business schools - less than 5% worldwide have earned the achievement.

***Commission on Collegiate Nursing Education (CCNE)***

The Master's degree program in Nursing at Minnesota State University Moorhead is accredited by the Commission on Collegiate Nursing Education, (<http://www.ccneaccreditation.org>).

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

Minnesota State University Moorhead's graduate program in Counseling has specialized accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The specialized accreditation is granted by CACREP which is an accrediting body recognized by the Council for Higher Education Accreditation. The program offers two CACREP accredited emphases: Clinical Mental Health Counseling and School Counseling.

***Minnesota Board of School Administrators (BOSA)***

Minnesota State University Moorhead's Educational Leadership program is an approved licensure program for Principal, K-12, Superintendent, Director of Special Education, and Director of Community Education through the Minnesota Board of School Administrators.

***National Association of School Psychologists (NASP)***

Minnesota State University Moorhead's graduate program in School Psychology is approved and meets training standards established by the National Association of School Psychologists. MSUM has been NASP/NCATE approved for 30 years. MSUM was one of the first programs in the country to receive NASP/NCATE approval. NASP is an affiliate organization of the National Council for Accreditation of Teacher Education.

***National Council for Accreditation of Teacher Education (NCATE)***

The School of Teaching & Learning at Minnesota State University Moorhead is accredited by the National Council for Accreditation of Teacher Education (NCATE) (<http://www.ncate.org>). This accreditation covers all programs at the initial baccalaureate or post-baccalaureate levels, and the advanced teacher education post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other professional school personnel.

Minnesota State University Moorhead's teacher licensure/endorsement programs are approved by the Minnesota Board of Teaching.

**Access to Information**

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

**The Graduate 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, Registrar, Scholarship and Financial Aid, and Academic Support Center. The University Policy website can be found at [HERE](#).

### **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. See University Policy page at [HERE](#) for more information.

### **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 Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- **The right to inspect and review the student's education records within 45 days of the day MSUM receives a request for access.** Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- **The right to request an amendment to the student's education records which the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask MSUM to amend a record by writing the university official responsible for the record. The student must clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. MSUM will notify the student in writing of the decision and advise the student of their right to a hearing if the request was denied. Additional information regarding the hearing procedures will be provided to the student at that time.
- **The right to a written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** MSUM discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school



official is a person employed by MSUM in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom MSUM has contracted to provide a service (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; representatives of Minnesota State, including the Chancellor, Chancellor's staff; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Upon request, MSUM discloses education records without consent to officials of another school in which a student is enrolled or intends to enroll.

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSUM to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, DC, 20202.

**MSUM may disclose directory information of students. Directory information includes:**

- Name, local and permanent (hometown) address
- Phone numbers
- Major and minor fields of study
- Class level
- Dates of enrollment
- Full-time/part-time status
- Awards and honors (including Dean's list)
- Degree(s) conferred (including dates)
- Previous educational institutions and dates attended
- Past and present participation in officially recognized sports and activities
- Height and weight of athletes

**MSUM designates the following information as limited directory information:**

- Student Star ID number
- Electronic mail addresses (email addresses)
- Photographs taken and maintained by MSUM for various purposes

Accordingly, this information will not be provided to external parties not contractually affiliated with MSUM. Use and disclosure of this information shall be limited to publication on websites hosted by, on behalf of, or for the benefit of MSUM, including the online directory and those officials within MSUM who have access, consistent with FERPA, to such information.

Students may refuse to permit the disclosure of directory information if they notify MSUM's Registrar in writing they do not want such information disclosed.

**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 Office of Institutional Effectiveness.

### **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 [HERE](#).

## **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 [HERE](#).

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 Office of Public Safety at (218) 477-2449.

## **Resources and Services**

### [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.

### [Accessibility Resources](#)

The MSUM Accessibility Resources 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.

## **Admission Information**

For information on Admission into a Graduate program, go to the following:

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

## Financial Information

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. Charges for tuition vary depending on the graduate program. Go to [Business Services](#) for information on tuition and fees, payment dates, payment plans, refunds and reciprocity.

### Sources of Financial Assistance

Information on financial aid, scholarships, and graduate internships can be found at <https://www.mnstate.edu/financial-aid/>

Information on graduate assistantships can be found at <http://www.mnstate.edu/graduate/assistantships.aspx>.

## General Degree Requirements

### 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 Registrar's Office; the advisor will notify the Registrar's 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 Registrar's Office monitors degree requirements and will certify that all graduate degree requirements are met before commencement.

4. 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**

Graduate students are required to maintain a 3.0 grade point average (GPA) on a 4.0 scale. Graduate students must have a GPA of 3.0 or higher at the time of graduation.

#### **Completion Rate Requirement for Continuation in Good Standing**

All students must complete 67% of the sum of all MSUM credits attempted plus all transfer credits accepted.

- MSUM credits attempted include all MSUM courses on a student's official record, including withdrawals, repeated courses, and grades of incomplete.
- MSUM withdrawals, grades of F, FN, NC, incompletes, and missing grades count against percent completion because they result in zero credits earned for that course.
- Transfer credits accepted and earned credits listed on the MSUM transcript are included in the percent completion calculation as attempted credits.
- Percent completion is calculated by dividing the number of earned credits by the sum of MSUM attempted credits plus transfer credits accepted.

#### **Academic Warning/Probation/Suspension Holds**

Academic warning, probation, and suspension holds are placed after the grading period at the end of each semester. Students whose cumulative GPA and completion rate meet the minimum standards are considered in good standing.

A student whose GPA falls below 3.0 will be placed on academic warning for the next semester for which the student enrolls. For students enrolled in a graduate program, the record will be reviewed by the student's graduate program coordinator and a remediation plan may be developed. During the academic warning semester, a minimum of 3.0 GPA must be achieved as well as the satisfactory completion of a remediation

plan. A student's failure to satisfactorily complete a remediation plan and achieve a 3.0 in the semester following the academic warning semester will result in suspension from the graduate school.

### **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.

### **Graduate Written Comprehensive Examination, Oral Defense, 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 defense. In it, the examining committee discusses the dissertation, thesis or project/action research/portfolio, the creative endeavor, or the integrating paper, and assesses the student's mastery of the several components of the degree course work.

#### Written Comprehensive Examination

Candidates in some graduate programs must demonstrate competence in the major field in a written comprehensive examination. The exam is normally taken at the completion of the coursework 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. A student who fails the comprehensive examination may repeat it during a subsequent term with program approval. A second failure will result in termination of degree program enrollment.

#### Oral Defense

All graduate students, regardless of program, must complete a final oral defense.

Students who fail the final oral defense cannot receive a passing grade on the project or thesis and will not receive the degree. Students may repeat the oral defense during a subsequent term with program approval.

#### Research Components

##### Dissertation:

Every doctoral candidate will register for nine credits of dissertation 799. Doctoral candidates will register for nine credits in the final two semesters of the scheduled eight semester cohort. Credit for the dissertation requires a successful dissertation defense in front of the dissertation committee and the completion of any related requirements as noted by the advisor.



## Thesis:

A part of the program of every degree candidate completing a thesis is the demonstration of ability to do individual, independent work of a creative or investigative nature in an area related to the major field through the preparation of a thesis. The thesis will be supported by the work represented in 2 to 4 credit hours of registration in thesis 699. No more than 4 hours of 699 may be counted in satisfying the minimum requirements for a degree. 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/Action Research/Portfolio:

Students enrolled for Project/Action Research/Portfolio (692, 695, 696, 795, 796) complete a 1-6 credit project which will integrate the studies included in the individual's program. The project must be approved by the student's committee.

## 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](#). Allow at least four (4) weeks during the academic year for IRB approval .

## Policies and Regulations

### 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/business-services/>.

Registration must be completed and all tuition and fees must be paid to Business Services before published deadlines in order to prevent cancellation of course registrations.

Questions regarding the registration process may be directed to the Registrar'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. Students that are enrolled for 6-7 graduate credits are entitled to pro-rated

financial aid. 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 Course Designations**

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

### **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 <https://www.mnstate.edu/registrar/>.

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 or Specialist 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

### **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”, or “W” are not included in computing the GPA.

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

### **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 defense (including summer session). In addition, some graduate programs have a continuous enrollment policy (Counseling, Doctorate in Educational Leadership, Nursing, School Psychology, and Speech Language Pathology). Students should view the program description pages in the bulletin for specific program

requirements.

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 Thesis (699) or Dissertation (799).
3. Enrollment for Project/Action Research/Portfolio (692, 695, 696, 795, 796).
4. Enrollment for one credit in continuing registration (698 or 798).

### **Re-Application to a Graduate Program**

Students that had an incomplete application at the deadline, withdrew their application, were denied admission, or wish to change graduate programs must complete a new application for the next available admission term. The only items that can be moved forward to a new application file are official transcripts and official test scores.

### **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.

### **Academic Appeal**

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/policies/>.

#### **Graduate Academic Appeal**

The graduate student may file a graduate academic appeal for the following situations: retroactive withdrawal from courses, late adds or drops, admission decisions, termination, degree requirements, course substitutions, course waivers, etc. Appeals for retroactive withdrawals and late adds or drops are routed to the University Appeal Committee. This committee meets as needed during fall and spring semesters. All other types of appeals are routed to the Graduate Appeals Subcommittee. This subcommittee meets as needed all year.

#### **Appeal Timelines**

The graduate student must begin the appeal process within a year of the occurrence for any type of appeal except for course grade appeals which must be initiated within six weeks of the close of the semester in which the student received the grade.

## **Dismissal from a Graduate Program**

Graduate programs may initiate proceedings for the dismissal of a student from a program for one or more of the following reasons: GPA below 3.0; failure to meet the goals of a remediation plan; inadequate technical skills; lack of interpersonal skills required for the profession; or failure to pass comprehensive or oral examinations. Students may also be dismissed for unethical or non-professional conduct, including plagiarism and forgery.

Upon recommendation of the graduate program a document detailing specific problem areas, attempts at remediation, and a notice of dismissal from the program will be submitted to the student, graduate director, and the college dean. A student may appeal any of the decisions if the outcomes affect the student's academic or financial aid status. Graduate students must follow procedures for graduate academic appeal.

## **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 students 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 Registrar's 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 Graduate Thesis or Project/Action Research**

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

RED is an open-access repository maintained by the Minnesota State University Moorhead Library to showcase, preserve, and provide access to the scholarly and creative work produced by the MSUM community.

A copy of each thesis and dissertation written by a graduate student at MSUM as partial fulfillment of the requirement for the graduate degree is deposited in RED. For those graduate students that elect to do a Project/Action Research, uploading a copy of their paper is optional with advisor approval.

- Students completing a Thesis (699) or Dissertation (799) will create an account in Digital Commons (RED) and upload their final, advisor-approved copy in PDF format.
- Students completing a Project/Action Research (696 or 796) will create an account in Digital Commons (RED) and uploading their final paper is optional with advisor approval.

Instructions for creating accounts are available on the graduate website.

## **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 Registrar's 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 be 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.

Forms can be found at <http://www.mnstate.edu/graduate/studentresources/forms.aspx>.

## **Doctor of Education in Educational Leadership**

**Program Coordinator: Boyd Bradbury, Ph.D**  
**School of Teaching and Learning/Graduate Studies**

Lommen Hall 214N, (218) 477-2471

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

The doctorate program in Educational Leadership is designed to develop your leadership skills to meet today's challenges in education. You will develop in-depth knowledge to be a creative change-agent committed to advocacy, action and equitable education. Conduct applied research to address today's educational challenges. Enhance your soft skills to promote innovative leadership practices. Grow your professional learning network to encourage collaboration. When you complete your doctorate in Educational Leadership at MSUM you will transform educational institutions by putting theory into practice.

The Doctor of Education Degree (Ed.D.) in Educational Leadership will be delivered via a cohort model through a combination of online courses, face-to-face summer residencies and other electronic interactive instructional mentoring and communications. Courses in the program's curriculum will be taught by approved doctoral level faculty and instructors in the College of Education & Human Services. This program is designed to meet the needs of master's-prepared professionals seeking a terminal degree in leadership. A needs assessment survey and market research has determined regional demand for doctoral offerings, especially within geographically underserved populations. Minnesota State University Moorhead (MSUM) proposes to offer the following degree program designed to meet the career and professional development needs for both P-12 Leadership and Higher Education Leadership professionals. In the EdD in higher education program, you explore governance in present-day postsecondary institutions and strategize for the future using established research and data. Small online and evening courses encourage open dialogue amongst faculty and peers of diverse backgrounds and professions, increasing your comfort in discussing complex topics from a leadership standpoint. You begin the dissertation process at the beginning of your program of study; in your first course, you are introduced to the doctoral dispositions.

Information on admission requirements can be found on the [Graduate Studies](#) webpage

The Ed.D. degree in Educational Leadership program is designed to specifically meet the needs of educational practitioners who:

- seek advanced leadership positions in a range of educational institutions encompassing P-12 through technical/vocational schools and colleges and universities as well as related educational settings.
- desire to strengthen and apply their knowledge and experiences;
- broaden and deepen their reflection about values, trends and ethical issues in educational leadership.

This program is designed on the belief that future educational leaders are called to be creative, competent and compassionate change agents who are committed to advocacy, action, and are attentive to social justice issues. Students will receive a solid foundation to lead and transform educational institutions to meet the demands of an ever changing, culturally diverse, and technology-rich society.

### **Program Goals:**

Upon completion of the Education Doctorate (Ed.D.) program in Educational Leadership students will have acquired the ability to:

- Develop on-going inquiry and innovation around challenges in professional Educational Leadership practice



- Evaluate, design and apply research methods to make a positive difference in the lives of students, families, and all members of the educational community
- Construct, lead and change learning organizations and systems that are purposeful, successful, compassionate and socially just contexts for learning
- Develop skills and knowledge needed for the effective leadership and management of complex organizations in a global technological and culturally diverse society
- Contrast and compare educational issues that affect the educational enterprise
- Design sound, educational policy, funding models and practices using data-driven decision making
- Create and sustain a community of leaders committed to collaboration, mutual support and continuous learning

From the very first course, students examine their own doctoral dispositions and with subsequent summer residencies and milestones, students progressively build confidence in understanding research, writing the results, and defending their dissertations.

Through succeeding summer residencies and online course work, students progressively build research, analysis and writing skills to successfully navigate the dissertation process.

The curriculum consists of 72 total credit hours for the degree. The core required courses consist of 36 credits, 9 dissertation credits and two required summer one week residencies.

Enrollment and attendance in two summer residency week-long courses are required. Summer residency courses will be scheduled in advance and will be held on the MSUM campus. Residency is the ideal opportunity to enhance your learning through sustained collaboration with MSUM faculty and other doctoral learners. This course is strategically planned for special presentations, group activities and visits to local schools and colleges, professional exchange forums and extended time for research and proposal development. Summer residency courses are ED 785 and ED 795.

### **Core Requirements (36 credits)**

- ED 701 Introduction to Advanced Graduate Scholarship and Leadership (3)
- ED 704 Quantitative Methods in Educational Research (3)
- ED 705 Qualitative Methods in Educational Research (3)
- ED 727 Educational Law and Policy: Historical, Political and Global Perspective (3)
- ED 735 Social Justice, Culture, Diversity and Ethical Practice for Educational Leaders (3)
- ED 740 Fiscal Management for Educational Growth and Change (3)
- ED 767 Organization and Administration of Educational Leadership (3)
- ED 772 Instructional Models for Learners and Leaders (3)
- ED 782 Emerging Issues in Supervision and Administration (3)
- ED 783 Strategic Assessment and Accountability in Education (3)
- ED 785 Building a Compassionate Community of Scholars - 1st summer residency requirement (3)
- ED 795 Research Seminar – 2<sup>nd</sup> summer residency requirement (3)
- ED 799 Dissertation (9)

Also required are 27 elective or transfer credits with no more than 12 credits at the masters level. Up to 27 credits (maximum of 12 masters credits and/or 27 doctoral/licensure credits) could be transferred and may be applied toward elective credits upon prior approval. The choice of elective and transfer credits must be approved by the faculty advisor prior to enrollment and during the creation of a plan of study.

### **Electives (27 credits)**

ED 717 Adult Learners (2)  
ED 753 College Student Development (3)  
ED 780 Instructional Models (2)  
ED 787 Teaching and Learning at the University Level (3)  
ED 788 School Finance and Business Management (4)  
ED 789 School Community Relations (2)  
ED 793 Superintendent Seminar (3)  
ED 793 Student Affairs and Higher Education Seminar (3)  
ED 793 Community Education Seminar (3)  
ED 793 Special Education Director Seminar (3)  
ED 793 Services for Principals Seminar (3)  
ED 793 Athletic and Activity Director Seminar (3)  
ED 794 Elementary Principal Practicum (3)  
ED 794 Secondary Principal Practicum (3)  
ED 794 Superintendent Practicum (3)  
ED 794 Student Affairs and Higher Ed Seminar (3)  
ED 794 Special Education Director Practicum (3)  
ED 794 Community Education Director Practicum (3)  
ED 794 General Leadership Practicum (1-3)

ED 613 Social, Cultural, Political, and Community Dimensions of Education (4)  
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 634 Personal Communication and Ethics (3)  
ED 635 Personnel, Supervision & Staff Development (4)  
ED 636 Policy and Educational Finance (2)  
ED 640 PreK-12 School Administration (3)  
ED 644 PreK-12 School Curriculum (3)  
ED 660 Introduction to Student Affairs and College Counseling in Higher Education (3)  
ED 662 Administration of Student Affairs and College Counseling in Higher Education (3)  
ED 670 Educational Alternatives for Learning (2)  
ED 671 Issues in Education (2)  
ED 690 Topics in Education (2)

ED 523 Design of Online Instruction (2)  
ED 525 Methods of Computer Mediated Communication in Education (2)  
ED 527 Emerging Technologies (2)  
ED 534 Assessment Strategies for Technology Enhanced Curricula (2)

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

**Program Coordinator: Linda Houts-Smith, Ph.D**

**Department of History, Languages, Critical Race & Women's Studies**

**MacLean 279B, (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.

Information on Admission Requirements can be found on the [Graduate Studies](#) webpage.

### **Program Goals**

- Graduates will meet the standards for teachers of ESL set by the Minnesota State Professional Educator Licensing and Standards Board, North Dakota Educational Standards and Practices Board, TESOL, and NCATE.
- Graduates will achieve passing scores on the MTLE for ESL exam.
- Graduates will be able to teach English language learners in grades k-12 in Minnesota.
- Graduates will be able to teach English language learners in grades k-12 in North Dakota.
- Graduates will be able to teach ESL in community colleges and universities.

### **Student Learning Outcomes**

**Language** Students know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners (ELLs).

**Culture** Students know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

**Planning, Implementing, and Managing Instruction** Students know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills.

**Assessment** Students demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

**Professionalism** Students keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

**Research** Students demonstrate knowledge of secondary research practices as well as qualitative and quantitative research methods through the application of these practices in a final thesis or project.

### **Core Requirements (30 credits)**

ED 602 Statistics in Educational Research (2)

ED 603 Methods of Research (2)

LANG 557 Second Language Acquisition & Language Teaching (3)  
LANG 693 Qualitative Research Methods (2)  
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) **or**  
LANG 575 Second Language Assessment (3)  
ED 669 or TESL 669 Internship (1-10; 2 min) *\*was ED 694V*  
TESL 699 Thesis (Plan A) (4) **or**  
TESL 696 Project/Action Research (Plan B) (4)

K-12 teachers seeking licensure in ESL who have not previously studied a second or foreign language for one year at the college level or its equivalent are required to do so to meet the Minnesota State Professional Educator Licensing and Standards Board requirements for teachers of ESL. Any non-native language may be taken, and a number of options are available at MSU Moorhead or through the Tri-college system for students who must meet the requirement while pursuing the master's degree. These courses are offered at the undergraduate level. Students should consult their advisors at the time of admission to determine whether they already meet the requirement or not.

Choose from six credits:

TESL 555 Oral Discourse Structures (3)  
TESL 556 Written Discourse Structures (3)  
TESL 627 Cultures in the Schools (3)  
TESL 672 Content-based Language Instruction (3)  
TESL 690 Topics in TESL (1-4)  
TESL 697 Independent Study (1-4)  
TESL 698 Continuing Registration (1)

## **Master of Business Administration**

**Program Coordinator: Gokce (Greg) Serdar**  
**Paseka School of Business**  
**Center for Business, (218) 477-4650**  
[serdar@mnstate.edu](mailto:serdar@mnstate.edu)

The objective of the Master of Business Administration (MBA) program offered by the Paseka School of Business at Minnesota State University Moorhead is to provide professionals in the region with the skills necessary to become more effective leaders in their industry. The MBA courses include content covering quantitative methods, entrepreneurship, international marketing, project management, and investments. The MBA program is a professional program that serves students with undergraduate degrees in any field of study. The program is structured to provide students with an operational understanding of the functional areas of business, the tools to apply critical thinking skills to managerial decisions, and a framework for strategic thinking and planning that applies to all areas of business.

All courses in the MBA curriculum are available online with no required face-to-face meetings. These courses will have optional live interactive sessions. Students who are unable to attend the live sessions will have the opportunity to review the session recordings.

The Paseka School of Business is accredited by [AACSB International](#). Fewer than 5 percent 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 Paseka School of Business has a high-quality teaching environment, a commitment to continuous improvement, and is curricula responsive to the needs of business.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

Graduates will

- Demonstrate an operational understanding of basic business disciplines including accounting, finance, marketing and management in the successful functioning of a firm.
- Demonstrate the ability to communicate effectively.
- Apply critical thinking skills to managerial decisions.
- Demonstrate strategic thinking.

### **Core Requirements (22 credits)**

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 688 Strategic Management (3)  
MBA 695 Portfolio/Plan B (1)

### **Program Requirements (15 credits)**

BUS 602 Quantitative Methods (3)  
MBA 648 Investments (3)  
MBA 615 International Marketing (3)  
MBA 661 Entrepreneurship (3)  
MBA 685 Project Management (3)

## **Master of Business with Healthcare Management**

**Program Coordinator: Gokce (Greg) Serdar**

**Paseka School of Business**

**Center for Business, (218) 477-4650**

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

The Master of Business Administration (MBA) with an emphasis on Healthcare Management is a unique program with a curriculum that draws courses and faculty expertise from the Paseka School of Business, the Department of Economics, and the Department of Nursing/Health Services Administration. The program is designed for those working in the healthcare industry who aspire to assume or augment leadership roles in the healthcare industry.

All courses in the MBA curriculum are available online with no required face-to-face meetings. These courses will have optional live interactive sessions. Students who are unable to attend the live sessions will have the opportunity to review the session recordings.

The Paseka School of Business is accredited by [AACSB International](#). Fewer than 5 percent 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 Paseka School of Business has a high-quality teaching environment, a commitment to continuous improvement, and is curricula responsive to the needs of business.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

### Student Learning Outcomes

- Demonstrate an operational understanding of basic business disciplines including accounting, finance, marketing and management in the successful functioning of a firm.
- Demonstrate the ability to communicate effectively.
- Apply critical thinking skills to managerial decisions.
- Demonstrate strategic thinking.

### **Core Requirements (37 credits)**

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 688 Strategic Management (3)

MBA 695 Portfolio/Plan B [in your final semester] (1)

ECON 610 Healthcare Economics (3)

MBA 671 Healthcare Delivery Science (3)

MHA 618 Healthcare Law and Ethical Decision-Making (3)

MHA 628 Healthcare Delivery Systems, Policy and Reimbursement (3)

MHA 638 Healthcare Information Systems (3)

### **Master of Healthcare Administration**

**Program Coordinator: Brandi Sillerud, DNP, MSN, RN, NEA\_BC**

**School of Nursing and Healthcare Leadership**

**216M Lommen Hall, (218) 205-6781**

[brandi.sillerud@mnstate.edu](mailto:brandi.sillerud@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.

### **Mission, Vision and Values**

## Mission

The mission of the Minnesota State University Moorhead Master of Healthcare Administration (MHA) program is to provide early to mid-careerists an exceptional, online, graduate-level educational experience focused on preparing a generalist leader with a solid administrative foundation encompassing organization, financing, delivery and improvement of healthcare services. Students receive academic and experiential experiences to prepare them to assume progressive healthcare leadership/administrative positions in a variety of settings, such as: long term care, public healthcare, acute care, outpatient care and community healthcare organizations.

Students will achieve these skills through:

- Incorporating evidence throughout coursework; working on collaborative, interprofessional projects as well as completing individual assignments within the online environment leading to a solid, general foundation and preparation for future healthcare leadership/administrative roles.
- Participate in a capstone experience in which students are exposed to real-world projects and relationships within healthcare organizations. This experience connects coursework/theory to organizational experiences to allow students to witness the confluence of theory and practice.
- Receive rigorous education from faculty that are actively engaged in scholarly work, practice and bring industry experience to life in the online classroom.

Students in the program are representative of the changing healthcare world with diverse backgrounds and experiences. Our students bring grit, humility and heart to the MHA program as they prepare to transform the ever-changing healthcare landscape.

## Vision

The vision of the MHA program is to prepare innovative and transformative leaders that will enrich and advance the communities in which they serve with their knowledge and passion for quality, safe, just, and efficient healthcare that can help improve the health of a population.

## Values

- **Excellence** - the program establishes the highest standards for qualifications, experience and professionalism. This is expected of faculty, staff and students to assure optimal learning experiences.
- **Academic Excellence** - the curriculum and program are founded on academic integrity and rigor that lead to a strong educational base. Faculty focus on competency-based learning experiences to allow students to emerge prepared to lead in the ever-changing world of healthcare.
- **Professionalism and Ethics** - professional behavior is expected of faculty and students. Honesty, integrity and ethical behavior are the cornerstones of the MHA program. Faculty and students practice professional and ethical behavior at all times.
- **Diversity** - faculty and students understand each person comes to the program with unique perspectives and backgrounds leading to enhanced learning experiences. The program encourages diversity of thought to bring new ideas and foresight into healthcare delivery.
- **Lifelong Learning** - students are given opportunities to engage in healthcare community activities, professional organizations, and ongoing educational opportunities creating lifelong learning practices.
- **Transformation/Innovation** - students are prepared to utilize innovative thinking to transform healthcare organizations and their communities. Students are encouraged to envision new methods to lead and deliver healthcare.

- **Collaboration** - students are exposed to interprofessional experiences by working with others from different professional and academic backgrounds. Students emerge from the program prepared to collaborate to find solutions to current and future healthcare challenges and opportunities.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

### **Program Domains and Competencies:**

The Masters in Healthcare Administration (MHA) program at Minnesota State University Moorhead (MSUM) is focused on creating a board-based knowledge platform from which to launch future healthcare leaders. Students will focus on gaining a greater understanding of elements related to healthcare leadership and administration. The program is guided by five domains with accompanying competencies. The major domains include: (a) leadership, (b) professionalism, (c) communication and relationship building, (d) knowledge of the healthcare environment and (e) business skills. The curriculum and courses are built to reflect these key domains and associated competencies.

### **Current Student Learning Outcomes**

- Utilize a systems approach as an organizational leader to effectively plan resource use, guide ethical decision-making, role model critical reasoning, build relationships, promote evidence-based practice to improve systems, and assure safe, high quality patient care outcomes.
- Apply safety and quality principles, methods, performance measures, and standards to transparently and continually improve health outcomes across the continuum of care.
- Analyze, incorporate, promote, and evaluate current/emerging patient care, informatics, and communication technologies to deliver and enhance healthcare outcomes.
- Evaluate, advocate for, and support organizational/governmental policy to improve health care delivery and population health outcomes.
- Collaborate as leader/member of interprofessional teams to optimize care management, coordination, and administrative practices.
- Develop clear and concise communication methods as an emerging healthcare leader.
- Demonstrate strategic thinking through project management methods with the implementation of a scholarly capstone project.

#### **Domain #1: Leadership**

##### *Competencies:*

- Utilize a systems approach as an organizational leader to effectively plan resource use
- Build and facilitate relationships within the healthcare environment
- Employ ethical decision-making when encountered with a problem
- Improve system outcomes by implementing evidence based practice to organizational issues
- Provide innovative thinking and critical reasoning on issues that impact health care organizations
- Use change theory to implement change to assure safe, high quality patient outcomes

#### **Domain #2: Professionalism**

##### *Competencies:*

- Uphold ethical principles and corporate compliance standards
- Advocate for optimal health care in the community
- Demonstrate professional norms and behaviors



- Engage in continued professional development

### Domain #3: Communication and Relationship Building

#### *Competencies:*

- Develop clear and concise communication methods as an emerging healthcare leader
- Collaborate as leader/member of interprofessional teams to optimize care management, coordination, and administrative practices
- Establish cultural competency in the workforce
- Create a shared vision that strategically aligns with an organization
- Collaborate with community stakeholders to enhance healthcare decision making

### Domain #4: Knowledge of the Healthcare Environment

#### *Competencies:*

- Apply safety and quality principles, methods, performance measures, and standards to continually improve health outcomes across the continuum of care
- Develop and articulate organizational performance improvement programs and goals
- Prepare projects that align with governmental, regulatory, professional and accreditation agency requirements
- Evaluate, advocate for, and support organizational/governmental policy to improve health care delivery and population health outcomes
- Utilize evidence for establishment of standards, practices and patient care models within an organization

### Domain #5: Business Skills

#### *Competencies:*

- Integrate information from various sources to make decisions and recommendations
- Utilize data to drive business decisions
- Utilize technology to support improvement of clinical and financial performance
- Apply basic financial management and analysis principles
- Evaluate the strategic, financial, human and operational management of organizational resources to improve care outcomes.
- Demonstrate strategic thinking through project management methods with the implementation of a scholarly capstone project.

### **Core Requirements (43 credits)**

ECON 610 Healthcare Economics (3)  
 MBA 611 Marketing Management (3)  
 MBA 641 Human Resource Management (3)  
 MBA 671 Healthcare Delivery Science (3)  
 MBA 682 Operations Management (3)  
 MHA 605 Healthcare Quality and Regulatory Management (3)  
 MHA 615 Research and Evidence Based Practice (3)  
 MHA 618 Healthcare Law and Ethical Decision Making (3)  
 MHA 619 Applied Healthcare Financial Management (3)

MHA 625 Health Program Planning and Evaluation (3)  
MHA 628 Healthcare Policy and Reimbursement (3)  
MHA 638 Health Information Systems (3)  
MHA 650 Operational Strategy and Systems Leadership (3)  
MHA 692A Capstone I (1)  
MHA 692B Capstone II (3-6)

An education, business or healthcare statistics course at the undergraduate (300/400 course, 3000/4000 course) or graduate level prior to registering for MHA 615. Any other alternative must be approved by the MHA Graduate Program Coordinator. A course within the last 5 years is highly recommended.

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

**Program Coordinator: Gokce (Greg) Serdar**  
**Paseka School of Business**  
**Center for Business, (218) 477-4650**  
[serdar@mnstate.edu](mailto:serdar@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 marketing of both accounting and finance graduates.

The Paseka School of Business is accredited by [AACSB International](#). Fewer than 5 percent 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 Paseka School of Business has a high quality teaching environment, a commitment to continuous improvement, and curricula responsive to the needs of business.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

### **MSAF Program Learning Goals and Objectives**

**Solving financial problems** – Graduates will demonstrate the ability to apply financial concepts to solve financial problems.

- Graduates will be able to evaluate alternative financial strategies and select an appropriate course of action.

**Accounting research** – Graduates will demonstrate the ability to conduct accounting research effectively.

- Graduates will be able to identify and access relevant rules and standards.
- Graduates will be able to resolve conflict or ambiguity in accounting standards.
- Graduates will be able to extrapolate from available rules and guidance to solve problems not addressed by existing standards or rules.

**Financial statements analysis** - Graduates will demonstrate the ability to use financial statement information effectively.

- Graduates will be able to assess quality of reporting by a corporation.
- Graduates will be able to identify and apply necessary adjustments to reported financial information to enhance comparability and financial analysis.
- Graduates will be able to integrate financial statements information into financial recommendations.

**Communication** - Graduates will demonstrate the ability to communicate effectively.

- Graduates will be able to write effectively in their field.
- Graduates will be able to deliver an effective oral presentation in their field.

**Core Requirements (16 credits)**

- BUS 602 Quantitative Methods (3)
- BUS 640 Financial Statement Analysis (3)
- BUS 642 Corporate Finance (3)
- BUS 644 Advanced Financial Statement Analysis (3)
- BUS 648 Investments (3)
- BUS 696 Project/Action Research (Plan B) (1)

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 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. Completion of oral examination which serves as a review of the student’s portfolio.

Students select 5 courses from the following list:

- ACCT 507 Commercial Transactions, 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 525 Bank Management I (3)
- FINC 526 Bank Management II (3)
- FINC 545 International Financial Management (3)
- FINC 546 Financial Decision Making (3)
- FINC 550 Entrepreneurial Finance (3)
- FINC 560 Portfolio Analysis and Management (3)
- FINC 562 Financial Analysis and Valuation (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.

**Master of Science in Counseling**

**Program Coordinator: Kenneth Messina, Ph.D, LPC**

**Counseling**

**Lommen 113J, (218) 477-2506**

**[kenneth.messina@mnstate.edu](mailto:kenneth.messina@mnstate.edu)**

The Counseling program emphasizes the integration of counseling and developmental theories with interpersonal skill development. It has a generalist orientation, but can be individualized to meet each student's educational and professional goals. The program provides extensive practical opportunities through practicum and internship experiences as well as relevant coursework. It can be completed full-time (maintaining 9-12 credits per semester) in two years or part time students have up to seven years. The curriculum is designed to help students develop core-helping skills and engage in concentrated study in one of three degree emphases: Clinical Mental Health Counseling, School Counseling, and Addiction Counseling. The Clinical Mental Health and School Counseling emphasis areas have specialized accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The Addiction Counseling emphasis will be seeking CACREP accreditation once eligible. These programs meet the educational standards for the applicable MN and ND state licensing board. All students are eligible for National Certified Counselor certification through NBCC.

Minnesota State University Moorhead's graduate program in Counseling has specialized accreditation from the [Council for the Accreditation of Counseling and Related Educational Programs](#) (CACREP). The specialized accreditation is granted by CACREP which is an accrediting body recognized by the Council for Higher Education Accreditation. The program offers two CACREP emphases: Clinical Mental Health Counseling and School Counseling (K-12).

The **Clinical Mental Health Counseling** emphasis prepares students for positions in community mental health settings as well as college and universities counseling services. A counseling practicum and an internship in a community counseling setting or college counseling center is required. Graduates may work in settings such as community mental health clinics, hospital in-patient facilities, marriage & family centers and college and university settings.

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 new **Addiction Counseling** emphasis prepares students to work in a variety of settings to help those struggling with substance abuse disorders begin and maintain a recovery oriented life style. Students completing this emphasis will be eligible for addiction counseling licensure in both MN and ND. A practicum and internship experience in a substance use disorder treatment setting is required to gain further skill in working with this population.

\*\*\*There is the option for dual emphasis areas/dual licensure. See Course Requirements for further information.

The Counseling graduate program at MSUM is unique in its flexibility and individual attention to graduate students. Some of the strengths of the program include: small class sizes, frequent interaction between faculty, staff, and students, with additional faculty support provided during practicum and internship semesters. In addition, students have an outstanding record of excelling on standardized national counselor examinations, which are necessary for certification and licensure. Graduates have high placement rates obtaining relevant employment in their field of interest. All of the courses are offered after 4:30 p.m. in the evenings and many are offered as hybrid delivery (combination of online and face-to-face classroom learning) to accommodate working, part-time and full-time student needs.

The Master of Science in Counseling program emphasizes the integration of counseling and developmental

theories with interpersonal skill development. It has a generalist orientation, but can be individualized to meet each student's educational and professional goals. The program provides extensive practical opportunities through practicum and internship experiences as well as relevant coursework. The curriculum is designed to help students develop core-helping skills and engage in concentrated study in one of three degree emphases: Clinical Mental Health Counseling, School Counseling, and Addiction Counseling.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

The Counseling program prepares graduate students for careers and leadership positions in education, mental health and human service professions. The essence of the Clinical Mental Health Counseling, Addiction Counseling and School Counseling professions is the ability to relate to clients and students in ways that are helpful which facilitates personal and professional growth. The basic knowledge and **core skills** required are essentially the same for all three emphases.

- **Foundations:** Students will demonstrate an understanding of their own beginning counselor identity, professional competencies and scope of practice.
- **Ethics:** Students will demonstrate knowledge and application of ethical standards and decision making models through the use of ethical case studies.
- **Social Cultural:** Students will demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to their experience and that of the clients and students that they will serve.
- **Human Growth and Development:** Students will demonstrate an understanding in applying theory and research in the needs of others at all development levels, and assist in their emotional growth and development.
- **Career:** Students will demonstrate an understanding and application of the career development process over the life span, career decision making and various assessment and sources of information used to provide career counseling.
- **Helping Relationships:** Students will demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition.
- **Theories:** Students will display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques.
- **Group Work:** Students will display knowledge and understanding of theories and principles of group dynamics and can facilitate group process using knowledge of methods and skills in a direct group experience.
- **Assessment:** Students will demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessment and evaluation.
- **Research:** Students will demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession.
- **Trauma Informed:** Students will demonstrate their ability to provide trauma informed care as part of a Compassionate Community in their work with clients and students.

The core must be completed by all students majoring in any of the emphasis areas: Clinical Mental Health Counseling, Addiction Counseling, or School Counseling.

A total of 60 (54 for School Counseling) credits is needed for the degree.

#### **Core Requirements - 36 credits**

CNSA 605 Counseling Research, Statistical Methods and Program Evaluation (3)

CNSA 611 Theories of Individual and Family Counseling (3)

CNSA 612 Counseling Assessment & 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 641 Professional Orientation and Ethics (3)  
CNSA 682 Trauma Informed & Crisis Management (3)  
CNSA 696 Plan B or CNSA 699 Plan A (3)

1 Elective from any of the following:

CNSA 671 Family and Couples Counseling (3) or  
CNSA 664 Introduction to Substance Use Disorders and Addictive Behaviors (3) or  
CNSA 668 Psychopharmacology for the Helping Professions (3)

- A core of 36 credits is required of all candidates. Additional credits specific to each of the emphases are also required.
- Continued improvement in interpersonal competence and counseling skill development. 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.
- Comprehensive examination passed.
- Master's thesis, or Project satisfied through Plans A or B.
- Oral examination which is a review of the student's Capstone project.

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

Detailed information on these requirements and department policies and procedures may be obtained from the Counseling Graduate Program Coordinator.

### **Clinical Mental Health Counseling Emphasis**

CNSA 655 Counseling Children, Adolescents and Their Families (3)  
CNSA 670 Administration of Clinical Mental Health Services & Counseling (3)  
CNSA 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)  
CNSA 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)  
CNSA 676 Clinical Supervision and Ethics (3)  
CNSA 669D Internship in Clinical Mental Health Counseling - 750 hours (6)  
CNSA 691D Practicum in Clinical Mental Health Counseling - 150 hours (3)

### **These courses also required for Clinical Mental Health Counseling students wanting School Counselor Licensure:**

CNSA 650 Organization and Administration of School Counseling Programs (3)  
CNSA 652 Classroom Management for School Counselors (1)  
CNSA 669A Internship in School Counseling - 300 hours (3)

CNSA 691A Practicum in School Counseling - 150 hours (1)  
PSY 634 Methods for Evidence Based Practice (2)

### **School Counseling Emphasis**

CNSA 650 Organization & Administration of School Counseling Programs (3)  
CNSA 655 Counseling Children, Adolescents, and Their Families (3)  
CNSA 652 Classroom Management for School Counselors (1)  
CNSA 669A Internship in School Counseling - 750 hours (6)  
CNSA 691A Practicum in School Counseling - 150 hours (3)  
PSY 634 Methods for Evidence Based Practice (2)

### **School Counseling students wanting LPC/LPCC are required to take the following additional coursework:**

CNSA 670 Administration of Clinical Mental Health Services & Counseling (3)  
CNSA 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)  
CNSA 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)  
CNSA 676 Clinical Supervision and Ethics (3)  
CNSA 669D Internship in Clinical Mental Health Counseling - 550 hours (4)  
CNSA 691D Practicum in Clinical Mental Health Counseling - 150 hours (1)

### **Addiction Counseling Emphasis**

CNSA 655 Counseling Children, Adolescents and Their Families (3)  
CNSA 664 Introduction to Substance Use Disorders and Addictive Behaviors (3)  
CNSA 668 Psychopharmacology for the Helping Professions (3)  
CNSA 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)  
CNSA 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)  
CNSA 676 Clinical Supervision and Ethics (3)  
CNSA 669E Internship in Addiction Counseling - 750 hours (6)  
CNSA 691E Practicum in Addiction Counseling - 150 hours (3)

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

**Program Coordinator: Dr. Michael Coquyt, Ed.D**

**School of Teaching and Learning**

**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. The core requirements provide 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, Teaching English as a Second Language or Teacher Leadership.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

Student Learning Outcomes

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

### **Core Requirements (19 credits)**

ED 601 Psychological Foundations of Education (2)

ED 603 Methods of Research (2)

ED 696 Action Research (2)

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

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

ED 527 Emerging Technologies (2) **OR**

MATH 515 Tools and Technology for Secondary Mathematics (2)

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

### **Program Requirements**

- Minimum of 32 credits.
- 3.0 grade point average required for courses submitted for the degree.
- Action Research Project/Integrated Paper.
- Written Comprehensive Examination.

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

### **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 590 Topics in Music (1-2)

MUS 620 Instrumental Ensemble (1)

MUS 637 Orff-Schulwerk Level 1 (3)

### **Literacy Emphasis Requirements (14 credits)**

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

Special Education Emphasis Requirements (13 credits)

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 Emphasis Requirements (8 credits)

ED 523 Design of Online Instruction (2)  
ED 525 Methods of Computer-Mediated Communication in Education (2)  
ED 534 Assessment Strategies for Technology-Enhanced Curricula (2)  
ED 602 Statistics in Educational Research (2)

Technology Electives (5 credits)

ED 535 Infusing Technology into Mathematics (2)  
ED 590 Topics in Education (teacher leadership focus) (1)  
ED 630 Leadership, Planning and Organizational Behavior in Education (3)  
ED 634 Personal Communication and Ethics (3)  
ED 670 Educational Alternatives for Learning (2)  
ED 671 Issues in Education (2)  
ED 690 Topics in Education (teacher leadership focus) (1)

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 669 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 669 Internship (3)

Teacher Leadership Emphasis Requirements (15 credits)

ED 630 Leadership, Planning, and Organizational Behavior in Education (3)  
ED 634 Personal Communications and Ethics (3)  
PSY 634 Methods for Evidence Based Practice (2)  
ED 670 Educational Alternatives for Learning (2)  
ED 671 Issues in Education (2)  
ED 690 Topics Related to Instructional Coaching (2)  
ED 669 Internship (1)

Mathematics Education Emphasis Requirements (16 credits)

MATH 512 Proportional Reasoning and Related Topics, Grades 6-12 (3)  
MATH 616 Teaching Mathematics at the College Level (3)  
MATH 626 Problem Solving (3)

MATH 634 Probability and Statistics for Teachers (4)

MATH 676 Abstract Algebra and Galois Theory (3)

## Master of Science & Specialist in Educational Leadership

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

**School of Teaching and Learning**

**Lommen 214, (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 administrative positions as an elementary school principal, secondary school principal, community education director, special education director, athletic director, school business manager, technology or curriculum coordinator, school superintendent, or a career in higher education administration.

This program helps prepare students to obtain licensure in multiple areas. One goal of the program is to provide graduates with professional experience to area schools, school districts, and practicing educational administrators and to state and national associations.

The Educational Leadership program is offered in an online course delivery format. The faculty promise to deliver personalized advising and opportunities to collaborate while developing confidence in technology as an essential learning tool.

Program approved by the Minnesota Board of School Administrators (BOSA) and the North Dakota Department of Public Instruction (DPI). Master's and Specialist Degrees, Minnesota Administrative Licensure Programs, and North Dakota Administrative Credential Programs available.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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: , K-12 Administration, Teacher Leadership, Technology, or Student Affairs and Higher Education. The courses for each of the four program options are listed at the bottom. Total credits will vary depending on selected emphasis; however total core coursework alone is 17 credits.

- ED 613 Social, Cultural, Political, and Community Dimensions of Education (4)
- ED 630 Leadership, Planning, and Organizational Behavior in Education (3)
- ED 631 Educational Law & Organizational Structure of Education (3)
- ED 634 Personal Communication and Ethics (3)
- ED 695A Introduction to Educational Leadership (1)
- ED 695B Portfolio Completion and Presentation (1)
- ED 794 Practicum (variety of topics specific to emphasis) (2)

The degree is completed under Plan B.

1. Minimum of 32 credits.
1. 3.0 grade point average required for courses submitted for the degree.
1. Written Comprehensive Examination.
1. Individual study/portfolio option and subsequent oral examination.

Teacher Leadership Emphasis (15 credits)

Must take at least 15 credits from the list of courses below. Courses in bold with \* are highly recommended for this emphasis.

- ED 523 Design of Online Instruction (2)
- ED 525 Methods of Computer Mediated Communication in Education (2)
- ED 527 Emerging Technologies (2)
- ED 534 Assessment Strategies for Technology Enhanced Curricula (2)
- ED 601 Psychological Foundations of Education (2)
- ED 602 Statistics in Educational Research (2)
- ED 632 Curriculum, Instruction, and Learning Theory (4) \***
- ED 636 Policy and Educational Finance (2)
- ED 670 Educational Alternatives for Learning (2) \***
- ED 671 Issues in Education (2) \***
- ED 690 Topics in Education (2) \***
- ED 717 Adult Learning (2)
- ED 789 School Community Relations (2)
- PSY 634 Methods of Evidence Based Practice (2) \***
- ED Practicum (Teacher Leadership, General Leadership 1-3cr)

K-12 Administration Emphasis (15 credits)

Must take at least 15 credits from the list of courses below. Courses in bold with \* are required for North Dakota principal licensure.

- ED 523 Design of Online Instruction (2)
- ED 525 Methods of Computer Mediated Communication in Education (2)
- ED 527 Emerging Technologies (2)
- ED 534 Assessment Strategies for Technology Enhanced Curricula (2)
- ED 601 Psychological Foundations of Education (2)
- ED 602 Statistics in Educational Research (2)
- ED 603 Methods of Research (2)
- ED 632 Curriculum, Instruction, and Learning Theory (4) \***
- ED 635 Personnel, Supervision and Staff Development (4) \***

**ED 636 Policy and Educational Finance (2) \***

**ED 640 P-12 School Administration (3) \***

**ED 644 P-12 School Curriculum (3) \***

ED 670 Educational Alternatives for Learning (2)

ED 671 Issues in Education (2)

ED 690 Topics in Education (2)

ED 717 Adult Learning (2)

ED 789 School and Community Relations (2)

ED 793 Seminar (3) (Principal, Supt, Special Education Director, Community Ed Director, Athletic and Activities Director)

ED 794 Practicum (3)

PSY 634 Methods of Evidence Based Practice (2)

### Technology Emphasis (15 credits)

Must take 15 credits from the list of courses below:

ED 519 Creating Web-Based Curriculum Materials (2)

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

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

ED 590 Topics in Education (1-4)

ED 601 Psychological Foundations of Education (2)

ED 602 Statistics in Educational Research (2)

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

ED 636 Policy and Educational Finance (2)

ED 717 Adult Learning (2)

ED 789 School and Community Resources (2)

ED 793 Seminar in School Administration & Supervision (3)

ED 794 Practicum in Administration (1-3)

PSY 634 Methods of Evidence Based Practice (2)

### Student Affairs and Higher Education Emphasis (15 credits)

Must take 15 credits from the list of courses below. Courses in bold with \* are highly recommended for this emphasis.

ED 523 Design of Online Instruction (2)

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

ED 527 Emerging Technologies (2)

ED 534 Assessment Strategies for Technology Enhanced Curricula (2)

ED 601 Psychological Foundations of Education (2)

ED 602 Statistics in Educational Research (2)

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

**ED 660 Introduction to Student Affairs (3) \***

**ED 662 Administration of Student Affairs (3) \***

ED 717 Adult Learning (2)

ED 753 College Student Development (3)

ED 780 Instructional Models (2)

ED 787 Teaching and Learning at the University Level (3)

ED 789 School and Community Resources (2)  
**ED 793 Seminar in Student Affairs and Higher Education (3) \***  
ED 794 Practicum (1-3) General Leadership, Student Affairs Leadership

***Specialist in Educational Leadership – 30 credits***

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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

Specialist degree students are required to have completed a Master's degree in Educational Leadership, Curriculum and Instruction or a related education field before entering the Educational Specialist degree program.

Students entering the specialist program are required to conduct a needs assessment of their current competence in the Minnesota Administrative Competencies or the ELLC competencies/standards to determine a profile of their current knowledge, skill, and dispositions. This is done in close consultation with the student's advisor. From this needs assessment, a personalized Plan of Study is developed to fit the individual needs, course requirements and goals of the student.

ED 717 Adult Learners (2)  
ED 793 Seminar in School Administration (2) (may register for more than one Seminar as there are several topics)  
ED 788 School Finance and Business Management (4)  
ED 789 School Community Relations (2)  
ED 699 Thesis or Field Research (1-4)  
ED 794 Practicum (8 choices...can register for more than 1 practicum) (2 credits)

Students pursuing a specialist degree in educational leadership have many role specialty options to choose from, depending on their ultimate career goals: general administration, elementary principal, secondary principal, k-12 principal, special education director, superintendent, community education director, technology director, teaching and learning director, athletics/activities director or any number of higher education administrative positions.

Students entering the specialist program are required to conduct a needs assessment of their current competence in the Minnesota Administrative Competencies or the ELLC competencies/standards to determine a profile of their current knowledge, skill, and dispositions. This is done in close consultation with

the student's advisor. From this needs assessment, a personalized Plan of Study is developed to fit the individual needs, course requirements and goals of the student.

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

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 634 Personal Communication and Ethics (3)

ED 635 Personnel, Supervision & Staff Development (4)

ED 636 Policy and Educational Finance (2)

ED 640 PreK-12 School Administration (3)

ED 644 PreK-12 School Curriculum (3)

ED 695A Introduction to Educational Leadership (1)

ED 670 Educational Alternatives for Learning (2)

ED 671 Issues in Education (2)

ED 690 Topics (2)

ED 753 College Student Development (3)

ED 780 Instructional Models (2)

ED 787 Teaching and Learning at the University Level (3)

ED 794 Practicum (2)

(Elementary Principal, Secondary Principal, Superintendent, Special Education Director, Community Education Director, Budget and Finance, General Administration, Supervision)

ED 793 Seminar in School Administration and Supervision (3) **\*\*may be repeated**

(Superintendent Seminar, Special Education Director Seminar, Community Education Director Seminar, Athletic and Activities Director Seminar, Leadership in Education Seminar)

ED 797 Individual Study in Education (2) **\*\*may be repeated up to 6 credits**

PSY 634 Methods of Evidence Based Practice (2)

ED 523 Design of Online Instruction (2)

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

ED 534 Assessment Strategies for Technology Enhanced Education (2)

## **Master of Science in Nursing**

**Program Coordinator: Tracy Wright, PhD, RN-BC, CNE**

**School of Nursing & Healthcare Leadership**

**Lommen Hall 213, (218) 766-2336**

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

The School of Nursing and Healthcare Leadership (SNHL) includes Nursing and Health Services Administration programs. The incorporation of the programs into a single school represents an interdisciplinary approach to the teaching of health fields with the integration of nursing services and leadership practice at the undergraduate and graduate levels.

The SNHL faculty 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 healthcare and service professions will have access to excellent programs and experienced faculty who prepare students for full professional roles.

The Master of Science with a major in Nursing is designed to prepare registered nurses holding a Baccalaureate Degree in Nursing for an advanced nursing role. The degree builds upon the general baccalaureate nursing competencies, is based on the American Association of Colleges of Nursing Master's Essentials, and provides curricula necessary to meet the education needs relative to the student's specific emphasis choice. Graduates will be better able to contribute to the advancement of nursing practice.

The Nursing Administration and Organizational Systems Leadership (NAOSL) emphasis prepares early career and current nurse leaders for graduate level nursing and healthcare leadership. Advanced education in nursing administration and organizational systems leadership addresses the growing need for system-wide leadership within the healthcare industry. The program emphasizes increased depth of understanding of the complex systems and issues involved. Graduate outcomes are based upon the American Association of Colleges of Nursing Master's Essentials and incorporates the competencies put forth by the American Organization of Nurse Executives, American Association of Critical-Care Nurses, and Essentials of Nurse Manager Orientation.

The Nurse Educator (NED) emphasis prepares registered nurses holding a Baccalaureate Degree in Nursing at the Master of Science level in nursing education within academic and clinical arenas. The emphasis is built upon the art and science of nursing education within the changing contexts of healthcare, nursing, higher education, and evidence-based practice. Within the broader Graduate Nursing program outcomes, the NED emphasis adapts to provide students with understanding and evidence-based application of the faculty role; teaching-learning processes; curriculum development, management and evaluation; program and student evaluation; and modalities to accomplish education within various settings. Students receive experiential practica in nursing education in the academic and healthcare settings. Didactic work is delivered in an online format. The curriculum is based upon the American Association of Colleges of Nursing Master's Essentials and the National League for Nursing Certified Nurse Education (CNE) competencies.

## **ACCREDITATION**

The baccalaureate degree program in nursing and master's degree program in nursing at Minnesota State University Moorhead are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

## **CURRICULUM COMPONENTS**

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

- Nursing Administration and Organizational System Leadership
- Nurse Educator

The Master of Science with a major in Nursing is designed to prepare registered nurses holding a Baccalaureate Degree in Nursing for an advanced nursing role. The degree builds upon the general baccalaureate nursing competencies, is based on the American Association of Colleges of Nursing Master's Essentials, and provides curricula necessary to meet the education needs relative to the student's specific emphasis choice. Graduates will be better able to contribute to the advancement of nursing practice. Nurse Educator Emphasis-Specific Program Description: The Nurse Educator (NED) emphasis prepares baccalaureate degree nurses at the Master of Science level in nursing education within academic and clinical arenas. The emphasis is built upon the art and science of nursing education within the changing contexts of health care, nursing, higher education, and evidence-based practice. Within the broader Graduate Nursing program outcomes, the NED emphasis adapts to provide students with understanding and evidence-based

application of the faculty role; teaching-learning processes; curriculum development, management and evaluation; program and student evaluation; and modalities to accomplish education within the various settings. Students receive experiential practica in nursing education for the practical, associate degree, and/or baccalaureate nursing level(s) in the academic and healthcare settings. Didactic work is delivered in an online format. The curriculum is based upon the American Association of Colleges of Nursing Master's Essentials and the National League for Nursing Certified Nurse Educator (CNE) competencies.

**Nursing Administration and Organizational Systems Leadership Emphasis-Specific Program Description:** The Nursing Administration and Organizational Systems Leadership (NAOSL) program prepares early career and current nurse leaders for graduate level nursing and healthcare leadership. Advanced education in nursing administration and organizational systems leadership addresses the growing need for system-wide leadership within the healthcare industry. The program emphasizes increased depth of understanding of the complex systems and issues involved. Graduate outcomes are based upon the American Association of Colleges of Nursing Master's Essentials and incorporates the competencies and essentials put forth by the American Organization of Nurse Executives, American Association of Critical-Care Nurses, and Essentials of Nurse Manager Orientation.

In order to be admitted to the Graduate Nursing Program, the applicant must meet the following minimal requirements:

- Hold a BS or BA in nursing from an ACEN (formerly NLNAC), NLN, or CCNE accredited nursing program.
- Document current unencumbered registered nurse (RN) license in the US (does not need to be MN).
- Have a total cumulative local GPA of at least 3.0 on a 4.0 scale in undergraduate courses at the institution where the baccalaureate nursing degree was awarded.

#### **Additional Admission Notes for Non-Minnesota Applicants**

Non-Minnesota applicants are not fully admitted until the Department of Higher Education in the applicant's state of residence has approved distance education/online programs from the state of Minnesota. Other state approvals, including, but not limited to, the state's Board of Nursing, must also be in place. Student must check with Graduate Program Coordinator prior to accepting admission. Should the student move after s/he applies to the program, it is his/her responsibility to check with the Graduate Program Coordinator whether continuation in the program is possible in the student's new location.

#### **Post-Admission Requirements**

In order to maintain enrollment in the program, students must:

- Hold an active and unencumbered RN license from a state within the US. If clinical practica will occur in a state other than Minnesota or North Dakota, the student must have an unencumbered RN license in the state where practica will be completed.
- The Department of Higher Education, the Board of Nursing, and possibly other agencies where the student will have their practica (Department of Higher Education, Board of Nursing, others) must first agree with MSUM offering distance nursing education in the state. It is the student's responsibility to check with the Graduate Program Coordinator whether clinicals in a state other than MN are possible.
- Stay in compliance with the required documentation/immunization policy for Graduate Nursing.



- Complete the statistics requirement prior to enrollment in NURS 615: An education, business, or healthcare statistics course at the undergraduate (300/400 course, 3000/4000 course) or graduate level. A course within the last 5 years is highly recommended.

**Upon completion of the Master of Science (MS) nursing curriculum, all graduates will be able to:**

- Incorporate current and emerging evidence from nursing and related sciences into the delivery of nursing care to continuously improve healthcare outcomes (Essential I-Background for Practice from Sciences and Humanities).
- Utilize a systems approach as an organizational leader to effectively plan resource use, guide ethical decision-making, role-model critical reasoning, build relationships, promote evidence-based practice to improve systems, and assure safe, high quality nursing care outcomes (Essential II: Organizational and Systems Leadership).
- Apply safety and quality principles, methods, performance measures, and standards to transparently and continually improve health outcomes across the continuum of care (Essential III: Quality Improvement and Safety).
- Integrate research, evidence, theory, clinical reasoning, and patient values to positively impact patient and population health outcomes (Essential IV: Translating and Integrating Scholarship into Practice).
- Analyze, incorporate, promote, and evaluate current/emerging patient care, informatics, and communication technologies to deliver and enhance healthcare outcomes (Essential V: Informatics and Healthcare Technologies).
- Evaluate, advocate for, and support organizational/governmental policy to improve nursing, health care delivery, and population health outcomes (Essential VI: Health Policy and Advocacy).
- Collaborate as a leader/member of interprofessional teams to optimize care management and coordination (Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes).
- Plan, implement, and evaluate evidence-based clinical prevention, health promotion, and population-based care appropriate for diverse individuals, families, communities, and aggregates (Essential VIII: Clinical Prevention and Population Health for Improving Health).
- Integrate the advanced art and science of nursing in role-specific competencies to influence outcomes at the individual, family, population, and systems levels (Essential IX: Master's-Level Nursing Practice).

**Core Requirements (20 credits)**

NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)  
 NURS 605 Healthcare Quality, Safety, and Regulatory Management (3)  
 NURS 610 Health Promotion & Disease Prevention (3)  
 NURS 615 Research and Evidence-Based Practice (4)  
 NURS 628 Healthcare Delivery Systems, Policy, and Reimbursement (3)  
 NURS 638 Health Information Systems (3)  
 NURS 695 Portfolio (Plan B) (1)

The following are the degree requirements for a Master's of Science with a Major in Nursing:

- All students must complete the program within seven (7) years.
- Students progress at a rate they are comfortable with. Most students are also working in nursing practice; therefore, the program is intentionally flexible to adapt to part-time progression.

- A maximum of nine (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 approval of the Graduate Nursing Program Coordinator. The transfer credits must be no older than seven (7) years by the time of MSUM graduate nursing program/certificate 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 suspended from the graduate school.
- No more than two courses with a grade of C (including C+ and C-) may be applied to the program of study.
- A successful oral examination of the student as evaluated by the student's committee following completion of the portfolio and the majority of coursework is required.

Further information on degree requirements may be found in "General Degree Requirements" near the beginning of the MSUM Graduate Bulletin.

### **Nurse Educator (NED)**

20 Core Nursing + 20 NED emphasis (BELOW-10 NED Theory/Seminar, 6 NED Direct Care Core, 4 NED Practicum/Capstone)

NURS 629 Educational Foundations and Teaching Strategies (4)  
 NURS 639 Curriculum/Course Development and Evaluation (3)  
 NURS 649 Nursing Education Assessment, Testing, and Evaluation Strategies (3)  
 NURS 635 Pathophysiology, pharmacology, & Physical Assessment for Nurse Educators I (3)  
 NURS 636 Pathophysiology, Pharmacology, and physical Assessment for Nurse Educators II (3)  
 NURS 642P Advanced Nurse Educator Practicum Capstone I (2)  
 NURS 643P Advanced Nursing Educator Practicum Capstone II (2)

### **Nurse Administration and Organizational Systems Leadership (NAOSL)**

20 Core Nursing +16 NAOSL emphasis (BELOW--12 NAOSL theory/seminar, 4 NAOSL Practicum/Capstone)

MHA 618 Healthcare Law and Ethical Decision-Making (3)  
 ECON 610 Healthcare Economics (3)  
 MBA 641 Human Resources Management (3)  
 NURS 644P Nursing Adm. & Org Systems Leadership Practicum Capstone I (2)  
 NURS 645P Nursing Adm. & Org Systems Leadership Practicum Capstone II (2)  
 NURS 650 Organizational Strategy and Systems Leadership (3)

## **Master of Science & Specialist Degree in School Psychology**

**Program Coordinator: Margaret (Peg) Potter, Ph.D.**

**Department of Psychology**

**Bridges Hall 360N (218) 477-2805**

[potter@mnstate.edu](mailto:potter@mnstate.edu) or [schpsych@mnstate.edu](mailto:schpsych@mnstate.edu)

School psychologists are an integral part of the support team available in America's schools. School psychologists use their knowledge of psychology and education to help students of all ages succeed

academically and socially. Through their skills in consultation, assessment, intervention, and program evaluation, school psychologists work closely with teachers, administrations, parents, and community agencies to identify and treat student's problems.

MSUM's School Psychology Program meets training standards established by the National Association of School Psychologists and has been NASP/CAEP approved for over 30 years. MSU Moorhead was one of the first programs in the country to receive NASP/CAEP approval.

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), CAEP, 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.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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

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 Methods for Evidence Based Practice (2)

PSY 635 Research Seminar in School Psychology I (1)

PSY 636 Research Seminar in School Psychology II (1-2)

PSY 641 Practicum in School Psychology I (1)

PSY 642 Practicum in School Psychology II (1)

PSY 696 Project/Action Research (Plan B) (3) OR

PSY 699 Thesis (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 769 Internship in School Psychology (6) *\*was PSY 760*  
PSY 795 Specialist Portfolio in School Psychology (2) *\*was PSY 796*  
CNSA 520 Basic Counseling Skills (3)  
SPED 664 Theory and Process of Consultation (3)  
SPED 606 Research & Application in Behavior Analysis (3)  
SPED 620 Perspectives and Policies in Special Education (3)  
SPED Elective Course (2)

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/PSY 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 1 for both degree programs. Late applications will be considered if space is available.

The Master's 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 or Plan B Project.

The Specialist degree is 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**

**Program Coordinator:**

**Master's Degree: Ximena Suarez-Sousa, Ph.D, [suarez@mnstate.edu](mailto:suarez@mnstate.edu)**

**School of Teaching and Learning**  
**Lommen 211D, (218) 477-2007**

The Master of Science in Special Education is designed to further professional knowledge, skills, and dispositions in the areas of Special Education and related research. The program focus is to understand advanced pedagogical and disability specific concepts, and critically review research. An expected outcome will be to apply these concepts and research to 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, or Early Childhood Special Education. The degree includes the option of completing requirements leading to special education teaching licensure in MN. Students wishing to pursue special education licensure must hold a valid MN teaching license in any area of teaching.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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 dispositions for teaching.
- Demonstrate the ability to plan and conduct intervention related research
- Demonstrate the ability to analyze, report on, and connect results to K-12 students, teaching practice, and the field of special education
- Demonstrate advanced application of a variety of learning strategies to address the needs of culturally diverse students
- Demonstrate the ability to make assistive technology decisions within a Universal Design for Learning framework

Students must have taken or complete upon admission SPED 225: Individuals with Exceptionalities or its equivalent. Additionally, students seeking special education licensure must have taken or complete upon admission approved reading courses to meet the Minnesota reading course requirements. Students can satisfy this requirement by completing SPED 430/530 and SPED 445/545 or by providing evidence of prior completion of course equivalents. Students who need to meet this requirement can take these courses concurrently with other program requirements.

**Core Requirements (20 credits)**

SPED 606 Research and Applications in Behavior Analysis (3)

SPED 613 Inclusive Teaching Practices (3)

SPED 620 Perspectives and Policies in Special Education (3)

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

SPED 601 Advanced Assessment in Special Education: Birth-Age 21 (3)

SPED 604 Intervention Research (3)

SPED 696 Intervention Research Project (2)

**Additional Requirements:**

3.0 grade point average required for courses submitted for the degree

Written comprehensive examination  
Oral defense of intervention research project

Developmental Disabilities Emphasis (DD) (17 credits)

SPED 519 Biomedical Aspects (3)  
SPED 570 Secondary Services and Transitional Planning (4)  
SPED 641 Special Education Methods: ECSE, DCD, and PHD (4)

Students seeking special education licensure in DD will need to complete appropriate practicum requirements. One or two practica will be required depending on if the student holds a current special education license or not.

SPED 567A Special Education Core Practicum (3)  
SPED 668D Graduate Licensure Practicum: Developmental Disabilities (DD) (3)

For students not seeking special education licensure or who only need to complete one practicum, they may choose from the following options:

Any other SPED 500 or 600 class not in emphasis  
MATH 502 Mathematics for Special Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)

Early Childhood Special Education Emphasis (ECSE) (16 credits)

SPED 519 Biomedical Aspects (3)  
SPED 526 Infant/Toddler Strategies (3)  
SPED 641 Special Education Methods: ECSE, DCD, and PHD (4)

For students seeking special education licensure in ECSE, two practica will need to be completed:

SPED 668I Graduate Licensure Practicum: Infant/Toddler (3)  
SPED 668E Graduate Licensure Practicum: ECSE (3)

For students not seeking ECSE licensure, they may choose from the following electives:

Any other 500 or 600 SPED class not in emphasis  
MATH 502 Mathematics for Special Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)

Emotional/Behavior Disorder Emphasis (EBD) (17 credits)

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

Students seeking special education licensure in EBD will need to complete appropriate practicum requirements. One or two practica will be required depending on if the student holds a current special education license or not.

SPED 567A Special Education Core Practicum (3)  
SPED 668C Graduate Licensure Practicum: EBD (3)

For students not pursuing licensure in EBD or who only need one practicum, they may choose from the following electives:

Any other 500 or 600 level SPED class not in emphasis  
MATH 502 Mathematics for Special Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)

Physical/Health Disabilities Emphasis (PHD) (17 credits)

SPED 519 Biomedical Aspects (3)  
SPED 641 Special Education Methods: ECSE, DCD, and PHD (4)  
SPED 570 Secondary Services & Transitional Planning (4)

Students seeking special education licensure in PH/D will need to complete appropriate practicum requirements. One or two practica will be required depending on if the student holds a current special education license or not.

SPED 567A Special Education Core Practicum (3)  
SPED 668P Graduate Licensure Practicum: PH/D (3)

Students not seeking special education licensure or only needing one practicum may choose from the following electives:

Any 500 or 600 SPED class not in emphasis  
MATH 502 Mathematics for Special Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)

Specific Learning Disabilities Emphasis (SLD) (17 credits)

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

Students seeking special education licensure in SLD will need to complete appropriate practicum requirements. One or two practica will be required depending on if the student holds a current special education license or not.

SPED 567A Special Education Core Practicum (3)  
SPED 668B Graduate Licensure Practicum: SLD (3)

For students who are not seeking special education licensure or who only need to complete one practicum requirements, they may choose from the following electives:

Any 500 or 600 SPED class not in emphasis  
MATH 502 Mathematics for Special Education (4)  
ED 632 Curriculum, Instruction, and Learning Theory (4)

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

**Program Coordinator: Nancy Paul, Ph.D**  
**Department of Speech, Language, and Hearing Sciences**  
**Murray 223F (218) 477-4642**  
[paulnan@mnstate.edu](mailto:paulnan@mnstate.edu)

The Master of Science in Speech-Language-Hearing Sciences is a professional degree. It is the entry-level clinical degree in the field of Speech-Language-Hearing Sciences. Students completing this program are

qualified for clinical positions in communication disorders throughout the nation. The 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 requires five semesters of study.

#### Key Features of the Program:

- Accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA).
- Classes on timely topics such as Augmentative/Alternative Communication, Social and Cognitive Correlates of Speech and Language Disorders, Aging and Dementia, Dysphagia across the lifespan, and Adolescent Language Disorders.
- Extensive computer-based clinical and research instrumentation for speech and voice analysis, audiology, and augmentative communication.
- Students volunteer for speech, hearing, language and memory screenings, stuttering support group; present at regional and national conferences; gain insight into the speech-language pathology profession.
- Extremely high job placement.
- Wonderful faculty-student interaction.
- Our students have high success rates at the PRAXIS examination (required for ASHA).
- A wide variety of off-campus practica and internships are available in medical, school, private, and other settings (over 33 excellent clinical practicum affiliations).
- Our faculty has diversified expertise and experience.

The Master of Science education program in speech-language pathology at Minnesota State University Moorhead is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association, 2220 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. If you have a complaint about how your graduate program is complying with ASHA standards, write out your concern, sign and send it to this address above.

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 requires two years of study.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

Students will provide:



- Evidence of acquisition of fundamental scientific information describing the bases, nature, development and use of speech, language & hearing and total communication processes, at a competency level which is described as "Clinical Fellowship Year (CFY) - ready."
- Evidence of ability to synthesize and evaluate specialized information describing the nature, etiology, assessment and management of speech, language, and hearing disorders, adjusted for client characteristics, at student's level of experience, i.e. "intermediate" & "advanced."
- Evidence of interpersonal skills and professional ethics & behavior.
- Evidence of writing ability, both clinical and academic.
- Evidence of oral communication skills.
- Evidence of foundation skills necessary to conduct, convey, and evaluate research findings.

#### 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) \*2 credits fall 2018

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

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.

### **Certificate in Addiction Counseling**

The Certificate in Addiction Counseling is open to applicants with a Bachelor's degree or higher that wish to pursue licensure as an Addiction Counselor in Minnesota or North Dakota. The Certificate in Addiction Counseling provides students with all the educational requirements to meet Addiction Counseling licensure standards in Minnesota and North Dakota. The Certificate in Addiction Counseling provides students with graduate level training to meet the needs of individuals struggling with addiction and addiction related behaviors.

Applicants to the Certificate in Addiction Counseling program will have completed a bachelor's degree or higher to be eligible for admission. A graduate application for admission, copy of official transcripts, and interview with the Addiction Counseling faculty member or program coordinator is required.

All course learning outcomes are determined by CACREP accreditation standards and Minnesota and North Dakota licensure requirements.

- Students will demonstrate an understanding of theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP V.AC A.1)
- Students will demonstrate an understanding of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP V.AC A.2)
- Students will demonstrate an ability to screen, assess, and test for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP V.AC A.3)
- Student will demonstrate the use of techniques and interventions related to substance abuse and other addictions (CACREP V.AC A.3)
- Students will demonstrate the ability to use principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP 2009, III.AC.D.1)
- Students will be able to uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP 2009, III.AC.D.1)
- Students will provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders (CACREP 2009, III.AC.D.3)

- Students will demonstrate the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2009, III.AC.D.7)

#### Requirements (23-26 credits)

CNSA 611 Theories of Counseling (3)

CNSA 620 Counseling Skills I (3)

CNSA 630 Group Counseling (3)

CNSA 641 Professional Orientation and Ethics (3)

CNSA 664 Introduction to Substance Use Disorders and Addictive Behaviors (3)

CNSA 668 Psychopharmacology for the Helping Professions (3)

CNSA 691E Practicum in Addiction Counseling (1)

CNSA 669E Internship in Addiction Counseling (4)

CNSA 671 Family and Couples Counseling (3) (**Required for North Dakota Licensure**)

### **Certificate in Instructional Coaching and Teacher Leadership**

The Instructional Coaching and Teaching Leadership Certificate is a fifteen (15) credit program designed for individuals who wish to develop their leadership ability for use in the classroom or in such expanded roles as lead teacher, instructional coach, team leader, curriculum developer, department chairperson, new teacher mentor or special project leader. The ICLC is intended for teachers who want to apply their knowledge and skill to the larger school community, yet may not want to leave their classrooms to do so.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

#### Student Learning Outcomes

- Facilitate the collaborative analysis of classroom and school data to ensure that instructional practices and school structures are benefiting all students.
- Employ outcome-based and facilitation skills to help colleagues work collaboratively to refine instructional practice, make ethical and educational decisions, and promote meaningful change in curriculum, instruction, assessment, school structures and culture that lead to improve teaching practices and increase student achievement.
- Coach and mentor new teachers.
- Observe and provide constructive feedback to teachers at all stages of their careers.
- Apply decision making skills with the use of case studies.

#### Requirements (15 credits)

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

ED 634 Personal Communications and Ethics (3)

ED 670 Educational Alternatives for Learning (2)

ED 671 Issues in Education (2)

ED 690 Topics in Education (2) (Topics Related to Instructional Coaching)

ED 669 Internship (1)

PSY 634 Methods of Evidence Based Practice (2)

### **Certificate in Kodaly**

**College of Arts, Media and Communication**

**Contact Graduate Studies 218-477-2134**

For more information, visit:

<https://www.mnstate.edu/kodaly/>

Connect on Facebook:

[MSUM Kodaly Music Institute](#)

**Nationally OAKE-Endorsed Program:** The MSUM Summer Kodály Institute has recently received national endorsement from OAKE (Organization of American Kodály Educators). *The MSUM Institute is one of only 25 OAKE-endorsed programs in the United States.*

The **Summer Kodály Institute** is a graduate-level program designed for qualified educators and supervisors at every level of musical instruction from elementary, junior and senior high school through college and university. To achieve a Graduate Certificate in Kodály, participants must complete all three sequential courses in the program. The courses are taught by an exceptional and passionate group of certified Kodály instructors in a friendly, supportive, and educationally-focused environment.

The Kodály philosophy of music education is a sequential, child developmental program based on folk songs and art music. The concept is an experience-based approach to teaching that leads to literacy through the development of basic musical skills and musicianship by reading, writing and performing music. Participants will peer teach, perform in an ensemble, conduct, expand repertoire materials and improve personal musicianship.

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.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

#### 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)

#### **Certificate in Nurse Educator (NED)**

The Nurse Educator (NED) Post-Baccalaureate Graduate Certificate prepares registered nurses holding a Baccalaureate Degree in Nursing at the certificate level in nursing education within the academic and clinical arenas. The certificate is built upon the art and science of nursing education within the changing contexts of health care, nursing, higher education, and evidence-based practice. The certificate provides students with a basic understanding and evidence-based application of the nurse educator role. Credits earned can be applied toward the Masters of Science with Major in Nursing, (NED Emphasis) for students who would like to earn a graduate degree.

In order to be admitted to the Graduate Nursing Program, the applicant must meet the following requirements:

- Hold a BS or BA in nursing from an ACEN (formerly NLNAC), NLN, or CCNE accredited university.
- Document current unencumbered registered nurse (RN) license in the US (does not need to be MN) (Photocopy acceptable).
- Have a total cumulative local GPA of at least 3.0 on a 4.0 scale in undergraduate courses at the institution where the baccalaureate nursing degree was awarded.

### **Additional Admission Notes for Non-Minnesota Applicants**

Non-Minnesota applicants are not fully admitted until the Department of Higher Education in the applicant's state of residence has approved distance education/online programs from the state of Minnesota. (Other state approvals, including but not limited to, the state's Board of Nursing, must also be in place). Students must check with Graduate Program Coordinator prior to accepting admission. Should the student move after s/he applies to the program, it is his/her responsibility to check with the Graduate Program Coordinator whether continuation in the program is possible in the student's new location).

### **Post-Admission Requirements:**

- Hold an active and unencumbered RN license from a state within the US. If clinical practica will occur in a state other than Minnesota or North Dakota, the student must have an unencumbered RN license in the state where practica will be completed.
- The state where the student will have their practica must agree with MSUM offering distance education in the state. Stay in compliance with the required documentation/immunization policy for Graduate Nursing.

Upon completion of the Nurse Educator Certificate, graduates are expected to:

NEC1. Incorporate theoretical contributions and scientific knowledge of the discipline into nursing practice and education.

NEC2. Collaborate in scholarly activities of inquiry related to nursing practice and education.

NEC3. Develop, implement, and modify programs or plans of care for diverse client populations.

NEC4. Demonstrate competency in the specialized role of nurse educator within the context of independent and collaborative nursing practice.

### **Core Requirements (15 credits)**

NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)

NURS 629 Educational Foundations and Teaching Strategies (4)

NURS 639 Curriculum/Course Development and Evaluation (3)

NURS 649 Nursing Education Assessment, Testing, and Evaluation Strategies (3)

NURS 642P Advanced Nurse Educator Practicum Capstone I (2) **or**

NURS 643P Advanced Nursing Educator Practicum Capstone II (2)

### **Certificate in Nurse Administration & Organizational Systems Leadership (NAOSL)**

The Nursing Administration and Organizational Systems Leadership (NAOSL) Post-Baccalaureate Graduate Certificate prepares early career and current nurse leaders in the areas of nursing and healthcare leadership. The certificate program emphasizes the key areas of leadership essential to successfully navigating complex healthcare systems while in a leadership role. Credits earned can be applied toward the Masters of Science with Major in Nursing, (NAOSL Emphasis) for students who would like to earn a graduate degree.

In order to be admitted to the Graduate Nursing Program, the applicant must meet the following requirements:

- Hold a BS or BA in nursing from an ACEN (formerly NLNAC), NLN, or CCNE accredited university.
- Document current unencumbered registered nurse (RN) license in the US (does not need to be MN) (Photocopy acceptable).
- Have a total cumulative local GPA of at least 3.0 on a 4.0 scale in undergraduate courses at the institution where the baccalaureate nursing degree was awarded.

### **Additional Admission Notes for Non-Minnesota Applicants**

Non-Minnesota applicants are not fully admitted until the Department of Higher Education in the applicant's state of residence has approved distance education/online programs from the state of Minnesota. (Other state approvals, including but not limited to, the state's Board of Nursing, must also be in place.) Students must check with Graduate Program Coordinator prior to accepting admission. Should the student move after s/he applies to the program, it is his/her responsibility to check with the Graduate Program Coordinator whether continuation in the program is possible in the student's new location).

### **Post-Admission Requirements:**

- Hold an active and unencumbered RN license from a state within the US. If clinical practica will occur in a state other than Minnesota or North Dakota, the student must have an unencumbered RN license in the state where practica will be completed.
- The state where the student will have their practica must agree with MSUM offering distance education in the state. Stay in compliance with the required documentation/immunization policy for Graduate Nursing.

Upon completion of the Nursing Administration and Organizational Systems Leadership post-baccalaureate certificate program, graduates are expected to:

NAOSLC1. Incorporate theoretical contributions and scientific knowledge of the discipline into nursing practice, nursing administration, and nursing leadership.

NAOSLC2. Collaborate in scholarly activities of inquiry related nursing practice, nursing administration, and nursing leadership.

NAOSLC3. Contribute to the improvement of health policy, delivery of health services, and the financing of health care.

NAOSLC4. Demonstrate competency in the specialized role of nurse administrator and/or leader within the context of independent and collaborative nursing practice.

### **Core Requirements (14 credits)**

NURS 605 Healthcare Quality, Safety, and Regulatory Management (3)

NURS 628 Healthcare Delivery Systems, Policy, and Reimbursement (3)

NURS 638 Health Information Systems (3)

NURS 650 Organizational Strategy and Systems Leadership (3)

NURS 644P Nursing Adm. & Org Systems Leadership Practicum Capstone I (2) **OR**

NURS 645P Nursing Adm. & Org Systems Leadership Practicum Capstone II (2)

### **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.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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

- 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.
- Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- 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.
- Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- 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.

### **Professional Counseling Grad Certificate - 17 credits**

CNSA 670 Administration of Clinical Mental Health Services & Clinical Counseling Skills (3)

CNSA 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)

CNSA 674 Childhood Through Adulthood Psychopathology for Mental Health Professionals (3)

CNSA 676 Clinical Supervision and Ethics (3)

CNSA 691D Practicum in Clinical Mental Health Counseling – 150 hours (1)

CNSA 669D Internship in Clinical Mental Health Counseling – 550 hours (4)

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

CNSA 605 Counseling Research, Statistical Methods and Program Evaluation (3)

CNSA 610 Foundations of Counseling (3)

CNSA 611 Theories of Individual and Family Counseling (3)

CNSA 612 Counseling Assessment & 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 (3)

CNSA 682 Trauma Informed & Crisis Management (3)

\*\*Due to recent licensure law changes in North Dakota, individuals must possess a Master's degree in counseling to be eligible for licensure in North Dakota.

## 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.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

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

- Know the roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
- Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
- Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.
- Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
- Know the theories and processes of effective counseling and wellness programs for individual students and groups of students.
- Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
- Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
- Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
- Analyze and use data to enhance school counseling programs.
- Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

### School Counseling Graduate Certificate (13 credits)

CNSA 650 Organization and Administration of School Counseling Programs (3)  
CNSA 652 Classroom Management for School Counselors (1)  
CNSA 655 Counseling Children, Adolescents and Families (3)  
CNSA 669A Internship in School Counseling - 300 hours (3) *\*was CNSA 692A*  
CNSA 691A Practicum in School Counseling – 150 hours (1)  
PSY 634 Methods for Evidence Based Practices (2)

### Students without a teaching license for North Dakota School Counselor (additional 6 credits)

ED 601 Psychological Foundations of Education (3 credits)  
ED 632 Curriculum, Instruction and Learning Theory (3 credits)  
Praxis I & II

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

CNSA 605 Counseling Research, Statistical Methods and Program Evaluation (3)  
CNSA 610 Foundations of Counseling (3)  
CNSA 611 Theories of Individual and Family Counseling (3)



CNSA 612 Counseling Assessment & 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 (3)  
CNSA 682 Trauma Informed & Crisis Management (3)

### **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.

Information on admission requirements can be found on the [Graduate Studies](#) webpage.

ED 669 or TESL 669 Internship (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 669 (1-10 ) (internship credits beyond the required two credits may be taken by those who have researched into certain states and know they need more credits of practical experience than the two credit minimum entails.)
- 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.

### **Course Listing**

#### **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 541] Tax Accounting I***

Outline of federal tax system. Introduction to concepts of gross income, exclusions, deductions, alternative minimum tax, tax credits, tax payment procedures, property transactions, accounting periods, accounting methods, deferred compensation, corporations and partnerships.

### ***[ACCT 543] Tax Accounting II***

Advanced topics in taxation, including income tax planning and income tax return preparation for corporations, S corporations, partnerships, limited liability companies, exempt entities, estates and trusts.

### ***[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.

## **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 one of two courses to study financial statement analysis with the goal of using the analysis to make financial decisions. Topics covered include financial reporting systems, financial statement analysis and financial decision making.

### ***[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] Advanced Financial Statement Analysis***

This course is one of two courses to study financial statement analysis with the goal of using the analysis to make financial decisions. Topics covered include financial reporting systems, financial statement analysis and financial decision making.

### ***[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 formation 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 buffers and biological buffering, structure, function and chemistry of proteins, carbohydrates, lipids, nucleic acids and enzymes, and introduction to metabolism and metabolic pathways.

### ***[CHEM 510] Biochemistry II***

A survey of the chemistry and metabolism of living systems and nucleic acids biochemistry. Topics include study of catabolic and biosynthetic biochemical pathways and their regulation, chemical messengers and signal transduction, integration of metabolic pathways and nucleic acids biochemistry and other advanced biochemistry topics.

## **Counseling & Student Affairs**

### ***[CNSA 520] Basic Counseling Skills***

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

### ***[CNSA 590] Topics in Counseling and Student Affairs***

Topics in Counseling and Student Affairs, may be repeated when the topic changes.

### ***[CNSA 605] Counseling Research, Statistical Methods and Program Evaluation***

This course is intended to provide students with an introduction to applied research methods. Students will be able to identify the strengths and limitations associated with different research approaches. This course is also designed to give students the necessary skills to conduct research in the student affairs and counseling field. Students will develop skills including: developing research topics and questions, creating program evaluations, using library resources, and using educational technology to search for relevant literature and propose research for counseling and related fields.

### ***[CNSA 610] Foundations of Counseling***

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

***[CNSA 611] Theories of Individual and Family Counseling***

Study and examination of individual and family theories of counseling. Key concepts, goals, therapeutic process, techniques, applications, contributions, and limitations of both individual counseling theories and family counseling theories are examined.

***[CNSA 612] Counseling Assessment and Appraisal***

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

***[CNSA 613] Career Development***

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making processes, using appropriate information and assessment techniques and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job-seeking skills are taught.

***[CNSA 614] Human Growth and Development for Counselors***

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

***[CNSA 615] Social and Cultural Foundations of Counseling***

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

***[CNSA 620] Counseling Skills I***

Study and development of basic counseling skills in the one-to-one counseling interview. Practical application occurs through tapes and transcripts of actual counseling situations. Improves interpersonal communication skills in listening and responding. (Majors only)

***[CNSA 630] Group Counseling***

Group dynamics in theory and practice.

***[CNSA 640] Ethical and Legal Issues in Counseling***

Ethical and legal issues related to counseling. Ethical codes, ethical decision making, and ethical and legal issues and cases in counseling and student affairs practice are considered and examined.

***[CNSA 641] Professional Orientation and Ethics***

This course serves as an introduction to the field of counseling and counselor identity. Students will learn the roles and functions of counseling professionals and the role of counselor in inter-disciplinary collaboration. The application of ethical practices and decision making will be a primary focus throughout the course as it relates to the field of counseling. Students will develop a strong professional counselor identity rooted in ethical practices and the philosophical foundations of the profession.

***[CNSA 650] Organization and Administration of School Counseling Programs***

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

***[CNSA 652] Classroom Management for School Counselors***

This course will offer current teaching practices and classroom management techniques to aid in working with students in a variety of settings. The course will cover the topics of: Teaching with Love and Logic principles, ENVoY, CPS Collaborative Problem Solving, Positive Behavior Supports/ RTI-B, the Nurtured Heart Approach, and how to use a variety of techniques in small groups and classroom guidance lessons to make your lessons memorable and students engaged. To be included, but not limited to: video clips, music, props, puppets, attention getters, tone of voice, movement, mindfulness, non-verbal signals, behavior correction, activities, games, etc.

***[CNSA 655] Counseling Children, Adolescents, and Their Families***

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

***[CNSA 662] Administration of Student Affairs & College Counseling in Higher Education***

This course is an advanced and in-depth study of Student Affairs and College Counseling professional services offered in contemporary Higher Education settings. The course includes examination of the characteristics of American college students and their post-secondary development. This course includes an analysis of the different student populations and the specific needs and services required for their success. Professional Knowledge, skills and best practices necessary to promote the development of college students is examined and considered.

***[CNSA 664] Introduction to Substance Use Disorders and Addictive Behaviors***

This course covers content area in Substance Use Disorders including introduction to and historical perspective of models of addiction, ethical and legal issues, community support, and self-help resources for people and their support system diagnosed with substance use disorders. It also covers contagious diseases related to substance abuse, American Society of Addiction Medicine criteria, treatment planning, family treatment, and prevention of substance use disorders. This course is designed to be in accordance with CACREP standards and Minnesota/North Dakota Addiction Counseling licensure requirements.

***[CNSA 668] Psychopharmacology for the Helping Professions***

This course provides students with an in-depth examination of the behavioral and central nervous system effects of pharmacologic substance use and abuse, and the application of such substances to the prevention

and treatment of psycho-pathological dysfunction. This course fulfills CACREP accreditation standards as well as Minnesota and North Dakota Addiction Counseling licensure requirements.

***[CNSA 669A] Internship in School Counseling***

Internship is designed to meet the CACREP accreditation standards and requires completion of all documented 750 clock hours of field experience in an approved setting consistent with a student's area of specialization. Specific emphasis is placed on direct contact with consumers of counseling services. Documentation of weekly meetings with faculty and field supervisors is required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: CNSA 691. Exceptions require faculty advisor or program coordinator approval. May be repeated.

***[CNSA 669C] Internship in Student Affairs & College Counseling***

Internship is designed to meet the CACREP accreditation standards and requires completion of all documented 750 clock hours of field experience in an approved setting consistent with a student's area of specialization. Specific emphasis is placed on direct contact with consumers of counseling services. Documentation of weekly meetings with faculty and field supervisors is required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: CNSA 691. Exceptions require faculty advisor or program coordinator approval. May be repeated.

***[CNSA 669D] Internship in Clinical Mental Health Counseling***

Internship is designed to meet the CACREP accreditation standards and requires completion of all documented 750 clock hours of field experience in an approved setting consistent with a student's area of specialization. Specific emphasis is placed on direct contact with consumers of counseling services. Documentation of weekly meetings with faculty and field supervisors is required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: CNSA 691. Exceptions require faculty advisor or program coordinator approval. May be repeated.

***[CNSA 669E] Internship in Addiction Counseling***

Internship is designed to meet the CACREP accreditation standards and requires completion of all documented 750 clock hours of field experience (Students seeking licensure in North Dakota may need to complete additional clock hours per consortium requirements.) in an approved setting consistent with a student's area of specialization. Specific emphasis is placed on direct contact with consumers of counseling services. Documentation of weekly meetings with faculty and field supervisors is required. Course meetings are counted towards the amount of hours needed to complete internship. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions.

***[CNSA 670] Admin. of Clinical Mental Health Services & Counseling Skills***

This course is intended to introduce Clinical Mental Health Counseling, provide an overview of the history of community based counseling services, examine the practices of clinical counseling and the roles and task of clinical mental health professional professionals, and the characteristics of clients are considered. The topics of policy and advocacy in counselors. Clinical mental health counseling and mental health settings, relationships with other community based agency counseling settings as well as the identity of clinical mental health counselors are covered.

### ***[CNSA 671] Family and Couples Counseling***

This course provides students with a presentation of family systems theory in education, consultation, and counseling with families in both school and agency settings. The course explores the theoretical and historical foundations of family systems theory and the family life cycle, and examines the predominant systems approaches for promoting change. Students will develop a personal family counseling style to facilitate systemic change through application of systems theories.

### ***[CNSA 672] Clinical Appraisal & Diagnosis, Intervention & Treatment Planning***

This course addresses clinical diagnosis, counseling interventions and treatment planning from a variety of perspectives. It will provide students with a broad theoretical base for understanding psychopathology, from both an individual, descriptive, symptoms perspective as presented in the DSM-5, and also from a contextual systemic perspective including developmental, familial patterns and sociocultural contributors. This course will introduce students to competencies in assessment/appraisal, in selecting effective treatment strategies, and in case presentation. This ability to conceptualize material will also provide students with a beginning ability to formulate treatment recommendations associated with the various diagnostic categories.

### ***[CNSA 674] Childhood to Adulthood Psychopathology for Mental Health Professionals***

This course assists students in understanding both adaptive and maladaptive behavior across the life span, with particular attention given to child, adolescent and adult behavior. It provides students with foundations to assess, differentiate and diagnose various mental disorders based on the current Diagnostic and Statistical Manual of Mental Disorders (DSM-5). It will also focus on etiology, symptomatology, treatment, and prognosis of various disorders, as well as the associated biological, personal, and social characteristics. It also examines aspects of resiliency, stress and mental illness, and functioning based on race, culture, family of origin and gender difference.

### ***[CNSA 676] Clinical Supervision and Ethics***

This course examines the theories, models, and processes that influence clinical mental health practice through the consultation and leadership roles of counseling personnel. The course fosters the development of specific skills and intervention strategies required to perform effective consultation and supervision in counseling. Examines legal, ethical, and professional standards of practice of mental health counseling & therapy, which includes goals and objectives of related professional codes of ethics and legal considerations. Examines the orientation and role identity of counselors and overviews the rights of consumers.

### ***[CNSA 682] Trauma Informed & Crisis Management***

This course is designed to increase understanding, awareness, and knowledge in trauma and how trauma impacts individuals and groups as well as to teach the theoretical and practical background skills in crisis intervention in various settings. Students will: Develop trauma informed understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention. Develop an understanding of the background, dynamics, and counseling intervention methodologies needed to effectively help individuals or groups in crisis. Develop an understanding of the process of prevention, intervention, and post evaluation in crisis counseling. Students will learn proactive, preventive and creative initiatives in crisis intervention.

### ***[CNSA 690] Topics in Counseling & Student Affairs***

Topical seminar in Counseling and Student Affairs, may be repeated when the topic changes.

***[CNSA 691A] Practicum in School Counseling***

Practicum is designed to meet the CACREP accreditation standards and requires 150 hours of documented demonstration of professional practice and documented hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the application of theory, knowledge and counseling skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Enrollment requires faculty advisor or program coordinator approval. May be repeated.

***[CNSA 691C] Practicum in Student Affairs and College Counseling***

Practicum is designed to meet the CACREP accreditation standards and requires 150 hours of documented demonstration of professional practice and documented hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the application of theory, knowledge and counseling skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Enrollment requires faculty advisor or program coordinator approval. May be repeated.

***[CNSA 691D] Practicum in Clinical Mental Health Counseling***

Practicum is designed to meet the CACREP accreditation standards and requires 150 hours of documented demonstration of professional practice and documented hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the application of theory, knowledge and counseling skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Enrollment requires faculty advisor or program coordinator approval. May be repeated.

***[CNSA 691E] Practicum in Addiction Counseling***

Practicum is designed to meet the CACREP accreditation standards and requires 150 hours of documented demonstration of professional practice and documented hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the application of theory, knowledge and counseling skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Enrollment requires faculty advisor or program coordinator approval.

***[CNSA 696] Project/Action Research (Plan B)***

A non-thesis capstone research project.

***[CNSA 697] Independent Study***

Selected readings and/or research for individual students under faculty supervision.

***[CNSA 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.

***[CNSA 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.

**Economics**

***[ECON 610] Healthcare Economics***

The healthcare sector of the U.S. economy offers a unique setting for considering the interactions of healthcare consumers, healthcare producers, insurers, and government in markets. The frequent and ongoing overlap between public and private sectors within healthcare markets highlights tradeoffs which exist in the presence of scarce resources. This course prompts students to recognize these tradeoffs and their associated impacts on efficiency and equity in the U.S. or in comparison to other global healthcare systems.

**Education**

***[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 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 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 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 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 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 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 640] PreK -12 School Administration***

The common elements of leadership and management as they apply to the school principalship. Practical applications in school settings 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 644] PreK-12 School Curriculum***

History, development, and evaluation of curricular patterns in the PreK-12 schools. Analysis of current curricular practice and trends.

***[ED 660] Introduction to Student Affairs and Higher Education***

Introduction to Student Affairs and Higher Education professional services, developmental theories and professional issues in postsecondary settings.

***[ED 662] Administration of Student Affairs and Higher Education***

This course is an advanced and in-depth study of Student Affairs and Higher Education professional services offered in contemporary Higher Education settings. The course includes examination of the characteristics of American college students and their post-secondary development. This course includes an analysis of the different student populations and the specific needs and services required for their success. Professional Knowledge, skills and best practices necessary to promote the development of college students is examined and considered.

***[ED 669] 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, adult.

***[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 in Education***

Topical seminar in Education; may be repeated when the topic changes.

***[ED 695A] Introduction to Educational Leadership/Portfolio***

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 695B] Portfolio Completion/Presentation***

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 696] 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 696.

***[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 701] Introduction to Advanced Graduate Scholarship and Leadership***

This course introduces students to the theories and principal elements of research and scholarly writing. Students will consider a critical analysis of philosophy of research and epistemology as applicable to theory development. Students will learn how to discern principal arguments, analyze research questions, and identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding education, research and the responsibilities scholars have in continuing a tradition of contributing to an ever-growing body of knowledge. This course will assist students in developing a framework for acceptable academic writing. As such, students will be engaged in evaluating journal articles; developing a topical outline in relation to their topic of interest and/or research question; and writing a literature review in preparation for dissertation work and/or specific publications. Learners will explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches.

#### ***[ED 704] Quantitative Methods in Educational Research***

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing quantitative research.

#### ***[ED 705] Qualitative Methods in Educational Research***

This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis; ethics and the politics of the conduct of research; and critical analytical skills for review and critique of qualitative research.

#### ***[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] Educational Law and Policy: Historical, Political and Global Perspective***

A review of public policy processes and legislation related to educational systems. School case law is reviewed from multiple perspectives with an emphasis on fairness, justice and equity. Analyzes the legal structure of higher education including, academic freedom, employment, due process, student rights, accreditation issues, desegregation, tort liability, and other issues.

#### ***[ED 734] Ethics, Communication and Leadership***

This course emphasizes a review of current research and reflective practice in ethical communication and leadership. An emphasis on relational, distributed, transformational and compassionate leadership is studied. Cross cultural communication, public communication techniques and analysis of technology, communication with public media and data presentations are also studied. This course provides ethical frameworks and components in leadership experiences in both education systems and public service organizations. It provides opportunities to interpret, apply, and evaluate theoretical frameworks, resources for choices, and impacts of decisions.

#### ***[ED 735] Social Justice, Culture, Diversity & Ethical Practice for Ed. Leaders***

This course will facilitate the development of a student's critical understanding of the larger concept of culture within the notion of multiculturalism. Students will examine how cultural processes are intimately connected with social justice and ethical leadership practice. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle.

***[ED 740] Fiscal Management for Educational Growth and Change***

Focuses on the skills needed to integrate the processes of planning, budgeting and financial management, utilizing data from performance accounting, measurement and evaluation systems. Compares and contrasts for-profit, not-for-profit, and public organizations; examines the conventions of revenue and expenditure budgeting; presents the basic principles of fiscal proposal writing and grants writing.

***[ED 753] College Student Development***

This course will review many of the current theories of development that inform student affairs practice. Students will consider the four major categories of college student development theory which include: 1) cognitive-structural, 2) psychosocial, 3) typological, and 4) person-centered environments. Given that these four categories represent a high degree of breadth, students will review each of these areas in detail. Individual theories and their application to higher education will be broadly explored.

***[ED 767] Organization and Administration of Educational Leadership***

Throughout this course, theory and practice of leadership is applied to educational settings. Students are exposed to leading educational and managerial organizational leadership theories and change theory with emphasis on their implementation in practical educational settings. Students will analyze philosophical and values anchors, vision casting, shared priorities and commitments, and vision through policy and program development. This course engages students in the study of major organization theories that inform educational leadership research. Students will use theory to help inform their own research interests.

***[ED 772] Instructional Models for Learners and Leaders***

This course is designed to expand the participants' repertoire of teaching models within a student-centered learning environment, to foster deeper understanding of key concepts. This course focuses on specific contemporary thinking skills and model programs. Emphasis is placed on helping teachers adapt strategies, choose materials, and design a lesson that integrates subject areas across a non-textbook, student-centered curriculum. The course is designed to help develop teaching/learning strategies and to integrate curriculum in the classroom.

***[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] Emerging Issues in Supervision and Administration***

This course examines issues for educational leaders. Students will engage in research, discussion, and writing about topics that are selected for review.

### ***[ED 783] Strategic Assessment and Accountability in Education***

This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders. This course examines the establishment of a shared mission, vision, and goals among both internal and external stakeholders as the foundation for both short-term and long-range strategic planning in education. Professional and facilities development is addressed in the context of education master planning.

### ***[ED 785] Building a Compassionate Community of Scholars***

This course describes theories of compassionate leadership, studies the relationship between leadership style and organizational change, and examines the implementation process of a leader's vision. Leaders in Education are often taught to lead with their heads and not with their hearts. Good leadership is often defined as strategic, rational, and bottom-line business people who focus on results. Yet, recent research on successful leaders suggests a different style of leader—one that exhibits kindness, compassion and empathy. This course examines relations with stakeholders, including boards, learners, parents, faculty, staff, and the community at large. Attention is given to creating and sustaining a diverse learning infrastructure through faculty and staff professional development, alumni relations, and the building of scholarly communities. This course uses team building, group dynamics, and interpersonal sensitivity to motivate and inspire students to work together toward common goals.

### ***[ED 787] Teaching and Learning at the University Level***

This course analyzes current teaching methods and strategies at the community college and University level. This course will explore topics such as adult learning, societal issues dealing with gender, race, racism, ethnic, and cultural factors and their impact on teaching at the collegiate level. The course covers a variety of teaching and learning styles and gives the students an opportunity to participate in undergraduate classroom teaching.

### ***[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 793] Seminar in School Administration and Supervision***

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

### ***[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 795] Research Seminar***

The seminar offers students the opportunity to pursue an approved research project with the guidance of an advisor in areas of special interest to the student. Students will learn from ideas generated by peers and in consultation with their instructors. In this course, learners formalize their research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft. A complete written research proposal will be developed and presented at a Proposal Defense with approval of a program advisor required.

***[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 590] Topics in Elementary and Early Childhood Education***

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

***[EECE 599] Topical Workshop***

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

***[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 642] Elementary School Curriculum***

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

***[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 690] Topics in Early Childhood & Elementary Education***

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.

**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 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 525] Grant Proposal Writing***

Students research significant problems or opportunities in their major fields and research applicable sources of private and/or public funding. In response to the problems or opportunities they select, students will research, design, and write grant proposals for cost-effective programs, including program-evaluation plans.

***[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 584] Theory & Methods: CA/L Grades 5-8***

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 587] 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 590] Topics in English***

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

***[ENGL 591] Theory & Methods: CA/L Grades 9-12***

Current practices in teaching secondary English; possible observation of secondary classes; discussion of curriculum, approaches, and techniques.

***[ENGL 592] 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 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 597] Independent Study***

Independent reading or research allowing an individual student to explore a specific topic under faculty supervision.

## **Finance**

### ***[FINC 525] Bank Management I***

This course applies traditional finance concepts to the management of commercial banks. It emphasizes the structure of the financial services industry and specifically the banking sector, financial analysis, decision-making, and specific problem-solving techniques. The course provides a basic understanding of the issues confronting bank managers today, fundamental financial models, and the risk/return impacts of various credit, investment, operational, and funding decisions. The course focuses on the drivers of bank financial performance and the principal risk influences bank executives face.

### ***[FINC 526] Bank Management II***

This course extends the content of Bank Management FINC 425 and the management of commercial banks to a more advanced level. The course continues the concepts introduced and developed in FINC 425 associated with the analysis and bank performance drivers, balance sheet structure, and risk management/mitigation. It advances critical concepts that represent primary dimensions within most commercial banks within the present operating environment with more in depth and engaged analyses of loan (credit) underwriting (commercial and commercial real estate), secondary market residential mortgage lending, the role (structure, development, and analysis) of mortgage-backed securities in modern bank investment portfolios, and interest rate risk modeling. Students will participate in a mock loan committee as presenters of a loan proposal. The course introduces the impact of decision making on bank performance via a dynamic bank performance simulation exercise employed throughout the duration of the course, aimed to challenge the student to engage strategies in pursuit of growth, market position, and quite essentially, long-term profitability. Asset-liability management concepts are investigated as the determinants of risk and reward. The course focuses on the drivers of bank financial performance and the principal risk influences bank executives face every day within a setting where students realize the consequences of decisions.

### ***[FINC 545] International Financial Management***

International Financial Management is the sub-area of finance that studies the international investment decisions concerning real and financial assets. This course is intended for students who wish to learn the concepts and theories of modern multinational financial management. International Financial Management gives participants a solid theoretical and practical background that serves to better understand (1) the determinants of currency exchange rates, (2) the importance of risk management in a Multinational Corporation (MNC); (2) the particularities of corporate finance, and corporate governance in a global context.

### ***[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 550] Entrepreneurial Finance***

Entrepreneurs like the adrenaline generated by managing a new business opportunity. Examples of new business opportunities are (1) the development of a new product or service, (2) the management of a franchise, and (3) the optimization of an existing company with problems. However, one of the areas where entrepreneurs have fewer skills is financial management which includes basic accounting, fund raising and cash management. Entrepreneurial Finance is a comprehensive course that not only reviews finance specific concepts but also introduces new financial concepts that are important to the entrepreneur, including how to take into consideration in the valuation process the managerial flexibility that comes with the incremental uncertainty the entrepreneur faces.

### ***[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 562] Financial Analysis and Valuation***

This course provides in-depth knowledge of valuation models and their practical application. The primary focus is equity valuation techniques. This includes data gathering and analysis of financial statements, analyzing cash flow, estimating the cost of capital, and forecasting cash flows. Discounted cash flow and relative valuation models are utilized in case studies to practice equity valuation. Additional topics covered include an introduction to fixed income valuation, alternative investments, and the ethics and professional standards related to the practice of valuation.

### ***[FINC 563] Futures and Options***

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

## **Languages**

### ***[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 SPAN 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.

**Masters Business Administration**

***[MBA 611] Marketing Management***

This course is designed to provide students with an understanding of marketing and its relationship to the successful management of organization(s). Marketing theory and methods are presented to demonstrate the impact that marketing has on the strategic direction of an organization. Analysis of the strategic marketing problems confronting managers in the evaluation of marketing opportunities and implementation and control of the marketing effort are examined.

***[MBA 615] International Marketing***

This course provides students with theories and application(s) of marketing within a global context. Issues involved in international markets and in conducting marketing operations on an international scale in today's highly competitive and dynamic global marketing environment are examined.

***[MBA 621] Managerial Accounting***

Emphasis is placed on using accounting information to make management decisions. Financial ratio, vertical, and horizontal analysis are studied as a means of understanding how the financial statements are used to make business decisions. In addition, cost behavior is analyzed as a means of understanding how to prepare budgets and allocate overhead, joint, and service department costs. Cost analysis for make or buy decisions and special order situations is also covered.

***[MBA 631] Financial Management***

This course will enhance students' understanding of basic financial theory and practices. The course addresses current financial management issues faced by business decision makers and builds the essential analytical skills necessary for dealing with various financial issues. Topical coverage will include: fundamental concepts of corporate finance, stock and bond valuation, cost of capital, capital project evaluation methodologies, risk and return, dividend policy and the application of capital structure theory.

***[MBA 641] Human Resource Management***

This course covers the environment and process of managing the human resource to achieve organizational goals. Topics include recruitment and selection, training and evaluation, compensation and separation from the organization.

***[MBA 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 formation and valuation of financial securities.

***[MBA 651] Organizational Behavior***

Studies the interaction of individuals and groups in business organizations. The course focuses on providing insights into individual, group and organizational processes.

***[MBA 661] Entrepreneurship***

Students will learn the typical process of starting a new venture. The course will focus on how to turn an idea to an opportunity, and eventually to a business. Major points will include how to create, shape, recognize and seize a business opportunity, as well as the specifics of writing a business plan.

***[MBA 671] Healthcare Delivery Science***

This course will provide a comprehensive understanding of health care ecosystem, focusing on developing a broader and deeper knowledge about clinical practices, delivery options and the engineering of health care system structure. Various topics covered will include understanding of health care processes, evidence based practice, macro and micro systems approaches, health care incentive systems, value in health care, etc.

***[MBA 682] Operations Management***

The graduate level course on operations management will introduce students to concepts, tools and techniques used for managing manufacturing and service operations. Topics include productivity measures and improvement techniques, capacity planning, quality management and control, inventory planning and decisions, project management tools and analysis of waiting lines.

***[MBA 685] Project Management***

This course will introduce students to the concepts, issues and techniques for effectively managing projects. Topics include project selection, planning, budgeting, scheduling, resource allocation, control, risk management and other issues faced by project managers. Topics will be covered from both managerial and technical perspectives.

***[MBA 688] Strategic Management***

Students take a top management perspective in studying strategic management principles, concepts and analytical techniques. Strategic management entails the analysis of internal and external environments of a firm to maximize the utilization of resources in relation to objectives.

***[MBA 695] Portfolio/Plan B***



Portfolio/Plan B for Master degree in Business Administration.

## **Masters Healthcare Administration**

### ***[MHA 605] Healthcare Quality, Safety, and Regulatory Management***

This course focuses on quality improvement, patient satisfaction, quality measurement, management of quality information/data, and process improvement. It is designed to develop leadership across the care continuum in diverse settings using quality and safety models, tools, and metrics. Quality and performance improvement programs and processes, root cause analysis, and risk management will be addressed. National patient safety goals, regulatory standards, survey processes, nurse sensitive indicators, and high-reliability organizational concepts will be covered. Additionally, data management tools used for analysis and trending will be viewed in relation to quality and risk management.

### ***[MHA 615] Research and Evidence Based Practice***

This course focuses on evidence-based practice and the foundational knowledge necessary to support such practice. The interrelationship between theory, ethics, research, and evidence-based clinical practice will be highlighted. The course builds upon understanding of research and evidence based practice concepts, processes, and methodologies appropriate for diverse healthcare career paths (e.g., academic, leadership, practice). Knowledge acquisition, leveling of evidence, and literature synthesis will be addressed. Translational science strategies to improve practice change implementation will be analyzed. Throughout the course, students will critique research and evidence-based practice changes. The importance of participating in and/or leading collaborative teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized.

### ***[MHA 618] Health Care Law and Ethical Decision Making***

This health care administration course focuses on the complex and ever-changing legal principles and issues; ethical issues and dilemmas and the role of the health care leader in decision making utilizing these sets of principles.

### ***[MHA 619] Applied Healthcare Financial Management***

This course in Applied Healthcare Financial Management is directed at Healthcare Administration students and will discuss the following: financial decision making and management, financial markets, balance sheet analysis, working capital management, capital structure, business valuation and risk management.

### ***[MHA 625] Health Program Planning and Evaluation***

This course introduces the field of program evaluation to support population health management. Students will learn how to develop theoretically-informed and evidence-based population health initiatives. Each student learns how to assess, plan, implement and evaluate for population needs. Students will review the following elements of program evaluation: (a) community needs health assessments focusing on the needs of the population, (b) reviewing appropriate evidence to create a logical model for change, (c) creating budgets/identifying funding sources, (d) contracting, (e) engaging key stakeholders, and (f) methods to evaluate programs.

### ***[MHA 628] Healthcare Delivery Systems, Policy, and Reimbursement***

This course is focused on the process of leadership in (a) health care delivery systems, (b) policy at organizational and governmental levels, (c) impact of national policy on US health care delivery systems, and (d) financing and reimbursement of health care. Students will analyze ethical decision-making and key stakeholder roles in policy development. Students will examine how policies impact health care outcomes of individuals, families, and populations. This may include (but not limited to): (a) political, economic and social evolution, (b) access to medical services, (c) public and private insurance, and (d) current issues in organization and reimbursement. Fiscal, economic forces and quality impacts of policy decisions upon institutions and the health care system will be considered.

### ***[MHA 638] Health Information Systems***

This course is designed to provide a broad perspective of the field of Health Informatics. Students will learn the history and basic definitions of elements related to health informatics. The course will look at benefits and barriers in adopting health information technology within health care organizations. This course will also look at how data can be leveraged from informatics systems to drive process changes that promote patient safety and quality improvement. This course is appropriate for students in Nursing, Community Health, Social Work, Health Services Administration, Business Administration and Health Ed. The course will focus 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) health information exchanges, (g) using technology to promote patient safety and quality improvement, and (h) healthcare ethics and data confidentiality, privacy and security.

### ***[MHA 650] Organizational Strategy and Systems Leadership***

This course will provide participants with an understanding of organizational and systems leadership skills that are culturally-sensitive, data-driven, and critical for improving healthcare systems and enhancing patient outcomes. The course will focus on transformational leadership, innovation, change management, and strategic management of organizations. The business realities of leading within healthcare will be explored. Students will gain an understanding of how strategic management and innovative leadership are interrelated within health care organizations. Strategic development, execution, and evaluation will be discussed.

### ***[MHA 690] Topics in Healthcare Administration***

Topics in the Master's Program for Healthcare Administration

### ***[MHA 692A] Capstone I***

The purpose of the Capstone I course is to prepare the student to complete the Capstone Project at a healthcare organization. In this course the student will look at how organizations and individuals can adapt to change, explore and develop project management skills, develop professional behaviors/expectations to be conveyed during the Capstone II experience, and select a mutually agreeable site for the Capstone Project. Students must have a minimum of 36 credits completed prior to enrolling in this course.

### ***[MHA 692B] Capstone II***

Capstone II is a two phase process, completed as the final course in the MHA program. The purpose of this course is to provide practical experience based in recently acquired leadership and administrative theory. The

first phase of the Capstone II experience will be accomplished via the student connecting with a leader within the healthcare industry. In this phase, students will have an opportunity to work directly with community health care leaders. The student should be wholly responsible for a major project determined by the leader, student and faculty. In the second phase, the student will develop a written project conceived, managed and researched by the student, which requires employing a concept learned and matched to a provider need. At the conclusion of the project the student will present an executive portfolio to peers and faculty that outlines the project deliverables.

## **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 512] Teaching Proportional Reasoning & Related Topics in Grades 6-12***

This course is an in-depth study of the mathematics behind the concepts of ratio, proportion, and percent. The course will review educational research and the curricular scope and sequence these topics as they appear in 8-12 curricula. Typical developmental patterns regarding proportional thinking will be examined and students will learn to use the Chelsea Diagnostic Test as a formative assessment. Pedagogical best practices for teaching these topics will then be examined and practiced, including the “10 essential understandings of ratios and proportions” identified by the National Council of Teachers of Mathematics (NCTM). Students will apply this material to create a teaching unit that addresses proportional reasoning as it is used in one of the classes they teach or expect to teach.

### ***[MATH 515] Tools & Technology for Secondary Mathematics***

This course is designed to educate current secondary teachers of mathematics in the integration of instructional technology to aid in the teaching and learning of mathematics. This will involve current research on the use of technology in mathematics, acquire and demonstrate expertise with software, apps, and calculators. Develop mathematics lessons using information from discussion and research. These lessons will involve students in an active and meaningful mathematical learning experience involving instructional technology.

### ***[MATH 590] Topics in Mathematics***

Topics course in Mathematics. May be repeated for credit when the topic changes.

### ***[MATH 616] Teaching Mathematics at the College Level***

This course is designed to examine mathematics teaching methods at the college level. Students will distinguish different expectations between high school mathematics courses and college level mathematics courses. Current research on mathematical mindsets will be investigated on how they can be applied to college level course work.

### ***[MATH 626] Mathematical Problem Solving***

This course focuses on mastering effective strategies for solving a wide array of mathematical problems. The course will present a framework for mathematical problem solving that includes training in a variety of problem solving heuristics, learning metacognition and self-monitoring skills, and developing a sound mathematical epistemology that supports effective problem solving. Class participants will be expected to complete problem sets that allow them to learn and practice effective mathematical problem solving in the context of actually solving problems over time periods ranging from a few days to one (or more) weeks.

***[MATH 634] Probability and Statistics for Teachers***

This course exposes students to the fundamental concepts and principles of probability and logic of statistical reasoning so they can teach statistics more effectively. It provides students with practical ability to choose, generate, analyze, and interpret appropriate descriptive and inferential statistics. Its emphasis will be on probability and statistical activities and applications appropriate for middle, high school and AP statistics classes. Pedagogically, this course will help students to integrate quantitative literacy well in the classroom.

***[MATH 676] Abstract Algebra and Galois Theory***

The main goal of this course is to provide an introduction to advanced theory of polynomials and their roots. This course will also establish basic elements on algebraic structures such as groups, rings, and fields. Special attention will be given to polynomial rings and their quotients, extension fields, and the solution of polynomial equations via radicals.

***[MATH 690] Topics in Mathematics***

Topical course in Mathematics. May be repeated for credit when the topic changes.

**Music**

***[MUS 590] Topics in Music***

Topics in music

***[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 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 690] Topics in Music***

Topical seminar in Music; may be repeated when the topic changes.

**Nursing**

***[NURS 590] Topics in Nursing***

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

***[NURS 600] Nursing Science, Ethical, and Transcultural Theories***

This course is designed to help the student analyze, critique, and apply a variety of nursing science, ethical, and transcultural theories across diverse populations. Grand nursing, biopsychosocial, moral, and diversity theories applicable to nursing practice will be explored. Awareness of the ethical and cultural considerations related to social justice, research, moral distress, and professional codes of ethics will also be facilitated.

***[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 605] Healthcare Quality, Safety, and Regulatory Management***

This course focuses on quality improvement, patient satisfaction, quality measurement, management of quality information/data, and process improvement. It is designed to develop leadership across the care continuum in diverse settings using quality and safety models, tools, and metrics. Quality and performance improvement programs and processes, root cause analysis, and risk management will be addressed. National patient safety goals, regulatory standards, survey processes, nurse sensitive indicators, and high-reliability organizational concepts will be covered. Additionally, data management tools used for analysis and trending will be viewed in relation to quality and risk management.

***[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 and Pharmacology I***

This course is the first of two advanced courses that examine alterations in human physiology which lead to adaptation and/or disease throughout the lifespan. Emphasis is placed on the physiological basis for pathological changes, the clinical manifestations which can result and the basis for treatment including pharmacological management. Application to nursing student education will also be considered.

***[NURS 615] Research and Evidence-Based Practice***

This course focuses on evidence-based practice and the foundational knowledge necessary to support such practice. The interrelationship between theory, ethics, research, and evidence-based clinical practice will be highlighted. The course builds upon understanding of research and evidence-based practice concepts, processes, and methodologies appropriate for diverse healthcare career paths (e.g., academic, leadership, practice). Knowledge acquisition, leveling of evidence, and literature synthesis will be addressed. Translational science strategies to improve practice change implementation will be analyzed. Throughout the course, students will critique research and evidence-based practice changes. The importance of participating in and/or leading collaborative teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized.

***[NURS 616] Advanced Pathophysiology and Pharmacology II***

This course is the second of two advanced courses that examine alterations in human physiology which lead to adaptation and/or disease throughout the lifespan in the neurological, renal, gastrointestinal, musculoskeletal and integumentary systems. Clinical manifestations, basis for pharmacological management and application to nursing student education will be emphasized.

***[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 628] Healthcare Delivery Systems, Policy, and Reimbursement***

This course is focused on the process of leadership in (a) health care delivery systems, (b) policy at organizational and governmental levels, (c) impact of national policy on US health care delivery systems, and (d) financing and reimbursement of health care. Students will analyze ethical decision-making and key stakeholder roles in policy development. Students will examine how policies impact health care outcomes of individuals, families, and populations. This may include (but not limited to): (a) political, economic and social evolution, (b) access to medical services, (c) public and private insurance, and (d) current issues in organization and reimbursement. Fiscal, economic forces and quality impacts of policy decisions upon institutions and the health care system will be considered.

### ***[NURS 629] Educational Foundations and Teaching Strategies***

This course focuses on the transition from expert clinician to nurse educator. The role of the nurse educator, the use of best evidence and innovations, theories of learning, models of instructional design, and more will be introduced. Teaching and learning strategies for various arenas will be analyzed. An emphasis on continually developing as a nurse educator is the pervading focus of this course.

### ***[NURS 635] Pathophysiology, Pharmacology, Physical Assessment-Nurse Educator I***

This course is the first of a two-course series that integrates health histories, research-based biopsychosocial assessments, pharmacology, and physiology/pathophysiology. Concepts addressed in this course include cellular function, inflammation, immunity, infections, maladaptive processes, genetics, and fluid/electrolyte regulation. The lifespan approach will (a) strengthen the nurse educator's scientific background; (b) facilitate understanding of nursing and health-related information to teach students, patients, and caregivers; (c) facilitate inter-professional collaboration; and (d) improve nursing care across a wide variety of settings.

### ***[NURS 636 ] Pathophysiology, Pharmacology, Physical Assessment-Nurse Educator II***

This course is the second of a two-course series that integrates health histories, research-based biopsychosocial assessments, pharmacology, and physiology/ pathophysiology. Concepts addressed in this course include neuronal-hormonal-metabolic regulation, ventilation-perfusion, nutrition, elimination, and multi-system organ failure. The lifespan approach will (a) strengthen the nurse educator's scientific background; (b) facilitate understanding of nursing and health-related information to teach students, patients, and caregivers; (c) facilitate inter-professional collaboration; and (d) improve nursing care across a wide variety of settings.

### ***[NURS 638] Health Information Systems***

This course is designed to provide a broad perspective of the field of Health Informatics. Students will learn the history and basic definitions of elements related to health informatics. The course will look at benefits and barriers in adopting health information technology within health care organizations. This course will also look at how data can be leveraged from informatics systems to drive process changes that promote patient safety and quality improvement. This course is appropriate for students in Nursing, Community Health, Social Work, Health Services Administration, Business Administration and Health Ed. The course will focus 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) health information exchanges, (g) using technology to promote patient safety and quality improvement, and (h) healthcare ethics and data confidentiality, privacy and security.

### ***[NURS 639] Curriculum/Course Design and Evaluation***

Curriculum philosophies, methods, and processes provide a framework for planning nursing education that creates a learner-centered environment. Consideration is given to curriculum development and evaluation, and the ethics, standards and regulations guiding nursing curricula. Strategies are examined which assure a relevant curriculum/program informed by current evidence, health profession issues and societal trends.

### ***[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 Capstone I***

Focus on nursing education in academic setting. 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 Capstone II***

Focus on nursing education in healthcare settings. This course provides the student opportunities for application of nursing education knowledge and skills in self-selected healthcare settings. 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. 100 precepted clinical hours included.

***[NURS 644P] NAOSL Practicum Capstone 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.

***[NURS 645P] NAOSL Practicum Capstone 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.

***[NURS 649] Nursing Education Assessment, Testing, and Evaluation Strategies***

This course focuses on assessment and evaluation strategies in nursing education. Approaches to assessment and evaluation will include: (a) appropriateness for each learning domain; (b) relevance to didactic, lab, and clinical courses; and (c) consideration for face-to-face, simulation, and virtual settings will be addressed. Related ethical and legal issues will be summarized.

***[NURS 650] Organizational Strategy and Systems Leadership***

This course will provide participants with an understanding of organizational and systems leadership skills that are culturally-sensitive, data-driven, and critical for improving healthcare systems and enhancing patient outcomes. The course will focus on transformational leadership, innovation, change management, and strategic management of organizations. The business realities of leading within healthcare will be explored.

Students will gain an understanding of how strategic management and innovative leadership are interrelated within health care organizations. Strategic development, execution, and evaluation will be discussed.

***[NURS 689] Thesis/Project Seminar 1***

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/project success. The course must be repeated until the student has completed all the assignments.

***[NURS 690] Topics in Nursing***

Topical seminar in Nursing; may be repeated when the topic changes.

***[NURS 691] Thesis/Project Seminar 2***

Major focus of this course will be on successful completion of proposal meeting, post-proposal thesis/project chapter edits, institutional review board document development for study site and MSUM, and plan for implementation of thesis/project. The course must be repeated until the student has completed the final assignments.

***[NURS 695] Professional Portfolio (Plan B)***

The purpose of the Plan B Professional Portfolio is to create a presentation platform (written and oral) which highlights the student's programmatic achievements, exhibits skills, and displays expertise. The Professional Portfolio has three components including a synthesis paper, personal framework, and exemplars. The student will demonstrate accomplishment of program student outcomes and emphasis-specific learning goals within these components.

***[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.

**Physical Education**

***[PE 553] Assessment and Programming in DAPE***

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.

**Psychology**

***[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 590] 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 in Psychology***

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 769] 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 795] 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 797] Independent Study***

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

***[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.



### ***[STL 590] Topics in STL***

Topical course in School of Teaching and Learning. May be repeated for credit when the topic changes.

### **Special Education**

#### ***[SPED 502] Characteristics of Students with Mild Disabilities***

A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with high-incidence, mild disabilities. The course will specifically focus on the high-incidence disabilities of Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities, and other mild disabilities such as Other Health Impairments and ADHD.

#### ***[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] Best Practices in Teaching I***

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] Best Practices in Teaching II***

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 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 536] Communication Strategies & 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 547] Physical & 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 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] Secondary Practicum: Developmental Disabilities***

Directed practicum experience in secondary level special education resource room setting. Students will spend approximately 15 hours per week in schools.

### ***[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 567M] Middle School Special Education Practicum***

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 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 as relevant to students in Middle School Special Education programs.

### ***[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 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 580] 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 590] Topics in Special Education***

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

***[SPED 601] Advanced Assessment in Special Education: Birth - 21***

This course provides an advanced understanding of the special education assessment process as specified by federal and state guidelines. It reviews the formal, informal, screening, and diagnostic assessment tools that are utilized in the academic and developmental evaluation of infants, young children, and youth with disabilities. This course emphasizes the critical role played by the family throughout the assessment process and it prepares students to conduct professional and sensitive disclosure of results.

***[SPED 604] Intervention Research***

This course is designed to provide students with an overview of the quantitative and qualitative research methods with special emphasis on Action Research. The focus is on understanding the role of research in the practice of early intervention, early childhood special education, and special education. The process of appropriately selecting interventions to support the needs of individuals from birth through high school is central to this course. The overarching goal is to write a research proposal to be implemented when students register in SPED 696.

### ***[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 641] Special Education Methods: ECSE, DCD, and PHD***

This course provides an overview of research-based methodologies effective in teaching learners with a wide variety of disabilities across the continuum of placement settings and options. Emphasis is placed on teaching learners, ages 3-21, with developmental delays (Early Childhood Special Education, ECSE); developmental cognitive disabilities (Developmental/Intellectual Disabilities, DD, DCD, or ID); and physical or health/medical challenges (Physical/Health Disabilities, P/HD). Teacher candidates will understand and experience the process of using relevant assessment data to develop meaningful Individual Education Programs (IEP's) leading to effective instruction and positive outcomes for all learners. The content includes review of and application of multiple instructional strategies designed to promote developmental, functional, and academic learning.

### ***[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 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 668B] Graduate Licensure Practicum: LD***

This graduate field experience is required for completion of the Learning Disabilities license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with learning disabilities. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While they may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

***[SPED 668C] Graduate Licensure Practicum: EBD***

This graduate field experience is required for completion of the Emotional Behavior Disorders license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with emotional behavior disorders. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

***[SPED 668D] Graduate Licensure Practicum: DD***

This graduate field experience is required for completion of the Developmental Disabilities license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with Developmental Cognitive Disabilities. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

***[SPED 668E] Graduate Licensure Practicum: ECSE***

This graduate field experience is required for completion of the Early Childhood Special Education license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with learning disabilities. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

***[SPED 668I] Graduate Licensure Practicum: Infant/Toddler***

This graduate field experience is one of two field experiences students will complete to meet the requirements for the ECSE license. This practicum requires students to complete 120 hours in an early intervention/0-3 placement. The majority of time should involve direct engagement with learners with disabilities, however, students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards the 120 hours.

***[SPED 668P] Graduate Licensure Practicum: PH/D***

This graduate field experience is required for completion of the Physical/Health Disabilities license. During this field experience students are required to complete 120 hours where the majority of time is spent with a teacher licensed in Physical/Health Disabilities. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews,



consultations as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

***[SPED 690] Topics in Special Education***

Topical seminar in Special Education; may be repeated when the topic changes.

***[SPED 695] Portfolio (Plan B)***

Culmination portfolio for capstone projects.

***[SPED 696] Intervention Research Project***

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.

***[SLHS 590] Topics in Speech-Languages-Hearing Sciences***

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

**Speech Language Pathology**

***[SLP 601] Research Design in Speech-Language Pathology***

The study of basic research principles and methods of descriptive, experimental and single-case designs in speech-language pathology and audiology. Emphasis on the development, implementation and evaluation of research. Students will need a statistics course as prerequisite for this course.

***[SLP 621] Seminar: Cleft Palate and Phonological Disorders***

Advanced study of the nature, assessment, and treatment of articulation/phonological disorders, and communication problems associated with cleft palate.

***[SLP 623] Seminar: Voice Disorders***

Advanced study of the nature, assessment and treatment of voice disorders.

***[SLP 624] Seminar: Stuttering and Related Fluency Disorders***

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

***[SLP 627] Communication in Normal Aging and Dementia***

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

***[SLP 630] Adult Neurogenic Language Disorders***

Etiology, diagnosis, assessment, and treatment of acquired speech and language impairments in adults. The emphasis will be on the study of aphasia and related disorders.

***[SLP 631] Pediatric and Adult Motor Speech Disorders***

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

***[SLP 642] Augmentative and Alternative Communication***

Advanced assessment procedures for communication and related areas as they apply to implementing augmentative communication. Development of intervention techniques and experience with augmentive communication devices and other assistive technologies.

***[SLP 646] Clinical Experience***

Supervised clinical experience in speech/language pathology or audiology with children or adults on or off-campus. May be repeated.

***[SLP 647] Diagnostic and Appraisal Procedures***

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

***[SLP 681] Pediatric and Adult Swallowing Disorders***

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

***[SLP 682] Seminar: Social & Cognitive Correlates of Communication Disorders***

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

***[SLP 683] Seminar in Child and Adolescent Language Disorders***

Advanced study of the nature, assessment and treatment of language disorders in children and youth. There is a specific emphasis on service delivery models and multicultural issues.

***[SLP 690] Topics in Speech Language Pathology***

Topical seminar in Speech Language Pathology; may be repeated when the topic changes.

***[SLP 695] Portfolio (Plan B)***

Culmination portfolio for capstone projects.

***[SLP 696] Project/Action Research (Plan B)***

A non-thesis capstone research project.

***[SLP 697] Independent Study***

Selected readings and/or research for individual students under faculty supervision.

***[SLP 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.

***[SLP 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.

**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 573] Teaching science and math to ELs***

This course will look at state guidelines and designated responsibilities of both ESL teachers and teachers of other subjects in the education of ELs and then present readings, discussions, and assignments that help math and science teachers fulfill their designated responsibilities. Students will learn general difficulties faced by ELs in a core subject classroom and the specific challenges presented in the math and science classrooms as well as ways to help these learners overcome these difficulties.

***[TESL 590] Topics in Teaching English as a Second Language***

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 669] 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.

***[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 in Teaching English as a Second Language***

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 590] Topics in Theatre***

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

## **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.