

2011

Graduate Online Bulletin, 2011-2012 (2011)

Minnesota State University Moorhead

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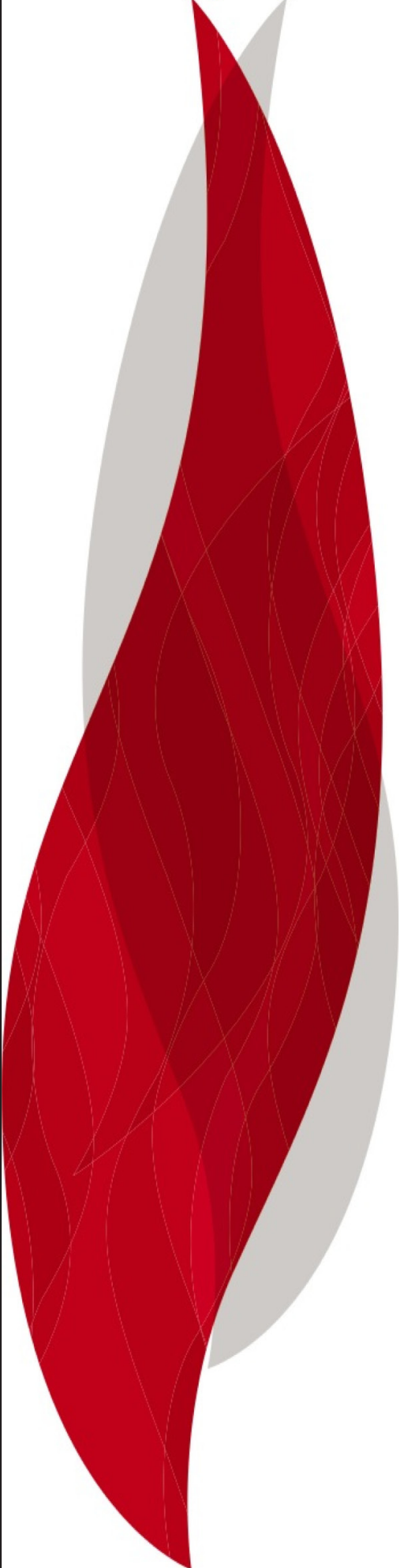
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Graduate Online Bulletin 2011-2012



MINNESOTA STATE UNIVERSITY
MOORHEAD™

Acknowledgements

This Graduate Bulletin was designed and compiled by

Leslie Wood, Honors Apprentice

Major in Mass Communications; Advertising Emphasis

The MSUM Honors Apprentice program is the largest scholarship program on campus. It is awarded to incoming freshman based on high academic achievement and is renewable through the senior year. Recipients are required to maintain a 3.5 GPA after their first year and complete an approved apprenticeship. The apprenticeship gives valuable hands-on experience in an area of interest and helps students secure internships, employment, and graduate school acceptance. Students can apprentice in just about any academic or administrative department on campus. Some students work in the same area for four years; others switch their apprenticeship every year.

Many Honors Apprentice recipients, including Ms. Wood, also participate in the MSUM Honors Program. The Honor's Program also requires high academic achievement along with special honors courses. It provides an opportunity for deeper learning and critical thinking and strengthens the student's resume or graduate school application.

Table of Contents

General Information	1-14
Access to Information.....	1
The University	3
Accreditation	4
Facilities and Services	6
Financial Information	12
System Campus Administration	14
Graduate Information	15-25
Admission.....	15
General Degree Requirements	17
Policies and Regulations.....	20
Degree Completion Procedures	24
Graduate Programs	26-44
Master of Fine Arts in Creative Writing.....	26
Master of Science in Counseling and Student Affairs.....	28
Master of Science in Curriculum and Instruction.....	31
Master of Science and Specialist in Educational Leadership	33
Master of Science in Nursing	36
Master of Science and Specialist in School Psychology	38
Master of Science in Special Education	41
Master of Science in Speech-Language Pathology	43
Graduate Certificates	45-55
Graduate Certificate in Biochemistry and Biotechnology Industry.....	45
Graduate Certificate in Kodály.....	46
Graduate Certificate in Publishing.....	47
Graduate Certificate in Special Education; Autism Disorder	48
Graduate Certificate in Special Education; Developmental Disabilities	49
Graduate Certificate in Special Education; Early Childhood Special Education	50
Graduate Certificate in Special Education; Emotional Behavior Disorders	51
Graduate Certificate in Special Education; Physical/Health Disabilities	52
Graduate Certificate in Special Education; Specific Learning Disabilities	53
Graduate Certificate in Teaching and Learning with Technology.....	54
Graduate Certificate in Teaching English as a Second Language	55
Graduate Courses	56-90
Graduate Faculty	91-95

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, Records, Scholarship and Financial Aid, and Academic Resources

Emergency Cancellation

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

Non-Discrimination Statement

Minnesota State University Moorhead is committed to a policy of nondiscrimination in employment & education opportunity and is a member of the Minnesota State Colleges and Universities system. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission as defined by law. Inquiries regarding

compliance should be referred to the Affirmative Action Officer/Title IX Coordinator, Owens 214B, 218.477.2229 (Voice). This information will be made available in alternate format, such as Braille, large print or audio cassette tape, upon request by contacting Disability Services at 218-477-4318 (Voice); 218-477-2420 (FAX) or 1-800-627-3529 (MRS/TTY).

Family Education Rights and Privacy Act (FERPA)

The purpose of the Family Education Rights and Privacy Act is to afford certain rights to students concerning their education records. The primary rights afforded are the right to inspect and review the education records, the right to seek to have the records corrected, and the right to have some control over the disclosure of information from the records. The FERPA policy is included in the Student Handbook and additional information is available from the Records Office, and the website http://www.mnstate.edu/records/ferpa_info.

Under State and Federal law, you may withhold either or both of the following categories of information from public use by reporting to the Records Office no later than the 45th class day of each semester. Category I: the student's name, local and permanent (hometown) address, email address, telephone number; Category II: major and minor fields of study, class level, dates of enrollment, full-time/part-time status, awards, honor (including Dean's list), degree(s) conferred (including dates), previous educational institution(s) and dates attended, photographs taken and maintained by the University for various purposes, past and present participation in officially recognized activities and sports, and height and weight of athletes. Because the entire category will be withheld in all circumstances, you are cautioned to consider any possible inconvenience. If Category I is withheld, mail will not be forwarded.

If students do not want their public information printed in the MSUM Directory, they must inform the Records Office by the 10th class day of the Fall term.

Financial Aid

The purpose of financial aid is to assist students with college-related expenses. Financial aid and scholarship information is available at the Office of Scholarship and Financial Aid and the website: <http://www.mnstate.edu/finaid>. Information concerning financial aid policies is included in the Student Handbook.

Student Right to Know Report

The purpose of this information is to disclose annual student completion and graduation rates, including graduation rates for student athletes. This report is available at the offices of Admissions and Athletics.

Public Information or Directory Information includes:

- Name
- Local and Permanent Address
- Email address
- Phone numbers
- Major and minor
- Class level
- Dates of enrollment
- Full-time/part-time status
- Degrees, Honors and Awards
- Previous educational institutions and dates attended
- Past and present participation in sports and activities
- Height and weight of athletes
- Photographs taken and maintained by the University for various purposes (excluding pictures taken for photo ID cards).

Student Alcohol and Other Drug Policy

General Philosophy Statement

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

Minnesota State University Moorhead complies with and supports the Minnesota State Colleges and University Board of Trustees policy governing alcohol and other drugs on campus, the Drug Free Schools and Community Act, the Drug Free Workplace Act, the Campus Security Act and Minnesota State law. Refer to the Student Handbook for a detailed version of the policy.

Drug Free Workplace and Schools

Minnesota State University Moorhead provides information regarding University policies for alcohol and drug use on the campus in the class schedule and the Annual Campus Crime Report. This information is provided in compliance with the Drug Free Workplace Act of 1988 and the Drug Free Schools

and Communities Act Amendments of 1989. The report includes:

- campus policies regarding alcohol and drug use
- campus sanctions for possession/consumption of alcohol or illicit drugs
- legal penalties for possession/consumption of alcohol or illicit drugs
- health risks associated with use of illicit drugs and alcohol

Additional information regarding the Drug Free Schools and Communities Act is available online at www.mnstate.edu/aod/biennial_review.cfm. The Annual Campus Crime Report is available online at www.mnstate.edu/security.

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 on the Internet at www.mnstate.edu/security or through the University's web page at www.mnstate.edu under the Prospective Students, Current Students, Alumni and Friends, and Faculty and Staff sections.

The Report contains

- Statistics for the previous three years of crimes reported on campus; in buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to, the campus and reported to the University and/or the Clay County Sheriff's Department or the Moorhead Police Department.
- Crime prevention tips and campus safety programs.
- Policies and procedures concerning safety and security on the campus of Minnesota State University Moorhead including information required by the Student Right To Know, the Jacob Wetterling Act, Megan's Law, the Violent Crime and Control Law Enforcement Act of 1994, and the Drug Free Schools and Campuses Act.

If you are unable to access this Report and wish a printed copy, or have other concerns about the Report, please contact the Director of Security, Minnesota State University Moorhead, Moorhead, MN 56563 or call (218) 477-5869.

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.

The University 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 Statement

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

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

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

History

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 University

Minnesota State University Moorhead, with an enrollment of more than 8,889 full- and part-time students, offers 76 undergraduate majors with 141 emphases, and 12 graduate degree programs. Included in our majors are 31 areas of teacher licensure preparation. Our professional programs are grounded in the liberal arts, designed to provide a broad base of knowledge and cultural themes. As a part of the higher education system established by the State of Minnesota, the University provides the advantages of a quality education at the lower costs made possible by the support of Minnesota's citizens.

The Campus

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

The Faculty

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

The Community

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Minnesota State University Moorhead, Minnesota State Community and Technical College, and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities support a symphony orchestra, a community band, area youth orchestra, community Jazz Arts Group, community

opera, community theatre, and several art galleries. Minnesota State University Moorhead regularly offers a Performing Arts Series, monthly art exhibits, and a number of dramatic and musical programs.

The character of this metropolitan community of more than 174,000 is also determined by its rural traditions. Situated in the rich farming land of the Red River Valley, Fargo-Moorhead is the hub for wholesale and retail trade, communications, transportation, industry, and medical care in the Upper Midwest. Fargo-Moorhead was named an All-American City in 2000.

Accreditation

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

Commission on Collegiate Nursing Education

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

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

Minnesota State University Moorhead's graduate program in Counseling and Student Affairs has specialized accreditation for its Community Counseling, College Counseling, and Student Affairs Practice in Higher Education programs of study. The specialized accreditation is granted by CACREP which is an accrediting body recognized by the Council for Higher Education Accreditation. The program offers three CACREP accredited tracks in School Counseling (K-12), College Counseling and Student Affairs.

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

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

National Association of School Psychologists

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

National Council for Accreditation of Teacher Education

Minnesota State University Moorhead is accredited by the National Council for Accreditation of Teacher Education as a five-year teacher education institution offering the degrees of Bachelor of Science, Master of Science, and Education Specialist.

North Central Association

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

Academic Resource Office

The Academic Resource Office is located in Flora Frick 154. The ARO has resources for all students and faculty who may have questions or concerns about majors, degree planning, advising, or available campus resources. The office serves as the home for students who have not yet declared a major and may come in for information and advice on exploring majors. The ARO houses programs such as Peer Tutoring, Academic Service-Learning, Graduation with Distinction in Engagement, College Success workshops, Freshman SOS and many others. The Peer Advisor Help Desk provides basic academic and advising information and referrals to other campus resources. The ARO's Testing Center coordinates Accuplacer and Praxis testing. For more information, call (218) 477-4318, or visit the website at www.mnstate.edu/Advising.

Alcohol/Drug Awareness Program

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

Smoking and Tobacco Use/Sale Ban Philosophy

Minnesota State University Moorhead is committed to creating a clean, safe, and healthy living, learning, and working environment, for all students and employees of the University.

Policy: Smoking, tobacco use, and tobacco sales (including the use or sales of smokeless tobacco products) are prohibited on University-owned, -operated, or -leased property, and in University-owned, -leased, or -operated vehicles.

Definitions:

Smoking: The burning of any type of lighted pipe, cigar, cigarette, or any other smoking equipment, whether filled with tobacco or any other type of material.

Smokeless Tobacco Products: Smokeless tobacco consists of the use of snuff, chewing tobacco, smokeless pouches, or other forms of loose leaf tobacco.

Cessation Programs and Services

To support MSUM students and employees who wish to reduce and/or quit using tobacco products, a variety of tobacco cessation resources and services are available. Refer to: www.mnstate.edu/aod/tobacco.cfm.

Policy Enforcement

Enforcement of this policy will depend upon the cooperation of all faculty, staff, and students not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a clean, safe, and healthy environment in which to work, study, and live. The University will provide the campus community with training opportunities designed to assist and prepare students and employees to help one another comply with the policy.

In the case of a violation, the person will be informed of the University Smoking and Tobacco Use Policy. Should that person continue to violate the policy, the aggrieved party should contact the appropriate office: for University employees, the person's immediate supervisor; for students, the Judicial Office of Student Affairs; and for those not associated with the University, Public Safety.

Policy Exceptions

1. An exception for instructional purposes allows for the use of tobacco products in laboratory and classroom instruction/experiments, or artistic purposes. All research, educational, and/or artistic purposes that involve the use of tobacco on campus, must be approved in advance by the President or his/her designee. Such use must be preceded by reasonable advance notice to the public.
2. This policy does not apply to specific activities used in connection with the practice of cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 U.S.C. sections 1996 and 1996a. All ceremonial use exceptions must be approved in advance by the President of the University or his/her designee.

Alumni Foundation

The Minnesota State University Moorhead Alumni Foundation, Inc. is a 501(c) (3) organization, separate from the University that 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.

The Alumni Foundation's roots go back to the first gathering of our alumni more than one hundred years ago. The alumni formalized their gatherings in 1929 by forming the Moorhead State Teachers College Alumni Association. In 1969, the Minnesota State College Foundation was founded to acquire and manage gifts and private funds for the University.

These two organizations merged in 1996 to form the Minnesota State University Alumni Foundation. Governed by a Board of Directors, the Alumni Foundation works closely with all university fundraising and alumni activities, always addressing its mission to "develop relationships and provide funding to advance academic excellence" at MSUM.

Bookstore

The MSUM Bookstore is located in the east wing of MacLean Hall. Required textbooks for classes are located in the lower level. On the first floor of the Bookstore are school supplies, clothing, greeting cards, computers, computer software, and gift items.

Career Development Center

The Career Development Center (CDC) is a full-service center designed to assist you throughout your undergraduate years. As the home of the Exploring Dragon, we coordinate advising resources and offer a variety of major and career exploration services. Once you have found direction, we can assist you with your career development, by providing web resources, workshops, and individual appointments. The CDC sponsors many events to help connect students and employers, including the Alumni Mentorship program, networking sessions, on-campus interviewing, and job and career fairs. We also offer support to students seeking to attend graduate school. Through our web-based DragonCareers system, you may host a resume on line and connect to jobs and employers. We will continue to support you in your professional life by providing services for alumni.

Comstock Memorial Union

The Comstock Memorial Union is the center of campus life. Funding for the Union is, in part, provided by the activity fees students pay each year. The Union is a service organization that is designed to meet the various needs of the campus, as well as provide a place for getting to know and understand one another through an informal association outside

the classroom. In addition to the services that follow, the Union also provides meeting rooms, programming areas, TV lounges, and informal general lounges for meeting friends and studying. Scheduling of the facilities can be done in the Union main office through Event Services.

Services funded and administered by the Union are:

- Copies Plus
- Etcetera Shop (convenience store)
- Main Office Area Services
- Recreation and Outing Center
- The Compass (information)
- The Underground (Non-Alcoholic Nightclub)

Other services located in the Union:

- Affinity Plus Credit Union with ATM
- Campus and U.S. mail drop
- Hot Heads Hair & Tanning
- Notary Public
- Student Paycheck Disbursement
- Subs & Sweets
- Union City Café
- U.S. Bank ATM
- DVD Rental Kiosk

Student Organizations and Administrative Offices are also housed in the Union. They are:

- Activities Resource Center
- Advocate
- Dragon Entertainment Group
- Homecoming
- KMSC Radio
- Multicultural Affairs
- Office of Student Activities
- Orientation and Transition
- Student Senate
- Student Support Services
- Volunteer Visions
- White Earth Program

Building hours of operation are:

7 a.m. – midnight, Monday – Friday

9 a.m. – midnight, Saturday

10 a.m. – midnight, Sunday

Hours are posted on our website for holidays and breaks.

For further details about the Union call (218) 477-2261 or visit our website at www.mnstate.edu/cmu/.

Disability Services

Minnesota State University Moorhead has a commitment to ensure that students with documented

physical, sensory, psychological, or learning disabilities have equal access to programs and services.

Disability Services attempts to address the needs of students with disabilities or other health impairments which may interfere with a successful college experience.

Possible services include, but are not limited, to:

- Alternative testing arrangements
- Note-taking
- Taped textbooks
- Assistive technology
- Interpreting

Questions or requests for services should be addressed to the Director of Disability Services, Flora Frick Hall 154, 218-477-4318 (Voice); 218-477-2420 (FAX) or 1-800-627-3529 (MRS/TTY). For more information, please visit the Disability Services website at www.mnstate.edu/disability/.

Dragon Jobs

The Dragon Jobs is a one-stop resource for student employment. On-campus positions for Work Study and non-Work Study funding are listed. Off-campus employment opportunities are also listed. Students can search for a job and apply online at www.mnstate.edu/dragonjobs/.

Dining Facilities

MSUM offers a complete on-campus dining experience. Students will enjoy a filling and tasty breakfast, lunch, and dinner in the recently remodeled Kise Commons. Housing & Residential Life requires Residence Hall students to purchase a meal plan. Students may choose the meal plan that best suits their eating habits and budget. Students who live off-campus, as well as faculty, visitors and guests can enjoy meals at the dining facilities. Meal-plan contracts run per semester, and include the following options: 10, 14, and 21 meals per week; 120 and 250 meals per semester; and the Dragon Plan (works like a pre-paid credit card to purchase meals at the student's discretion). Freshmen are prohibited from selecting the Dragon Plan. Students may benefit a per meal cost savings depending upon which meal plan they choose. Diners can use Cash, Credit/Check Card, and Dragon Dollars (MSUM Coupons) to purchase single meals. For further information about meal plans contact the Dining Service office located in Kise Commons at (218) 477-2836 and the Housing & Residential Life office located in Ballard Hall at (218) 477-2118. John Neumaier apartment residents, though not required,

can purchase a meal plan at the on-campus rate. Apartment contracts do not automatically include meal plan contracts or Dragon Dollars. Off-campus student meal contracts are available at Housing & Residential Life.

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. If space allows, children of faculty, staff and community may attend. The program also serves as an exemplary inclusive model demonstration site and is based on current theory and research. Early Childhood Education and Elementary Education student teachers are assigned to this lab site to work under the supervision of the center's teachers. Elementary & Early Childhood Education, Special Education, Physical Education, School Psychology, Nursing, Social Work, as well as Speech/Language/Hearing Science majors utilize the center for a variety of purposes such as observations, research and practicum experiences. For further information, call the Director at (218) 477-2214.

Hendrix Clinic and Counseling Center

Hendrix Clinic and Counseling Center is located east of the Center for the Arts on 9th Avenue South. Contact Hendrix Clinic and Counseling Center at (218) 477-2211 or www.mnstate.edu/hendrix/

Health Insurance

Minnesota State University Moorhead has adopted a policy that requires all undergraduates registered for six or more on campus credits to have health insurance.

Before students register they will be prompted to complete an online form that will ask them to confirm that they have health insurance and to identify their insurance company.

If a student does not have health insurance they would then be automatically enrolled in the University policy through United Health Care. The cost of the policy would be charged to the student account. The Student Health Insurance Policy can be viewed at www.uhcsr.com/.

Immunization Requirements

Minnesota Law (M.S. 135A.14) requires that all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota be immunized against diphtheria, tetanus, measles,

mumps, and rubella, allowing for certain exemptions. All students are requested to complete the ***Immunization and Health Insurance Record*** form, which can be found at www.mnstate.edu/hendrix/forms.cfm, and is filed in Hendrix Clinic and available for review by the Minnesota Department of Health and the local community health board. **NOTE:** Those graduating from a Minnesota high school after the spring of 1997 will no longer be required to provide immunization records. However, students who transfer may need to verify their graduation from a Minnesota High School in order to satisfy the immunization requirements.

Instructional Media

Instructional Media Services has professional staff to advise and assist in the technical and production aspects of your project or presentation. Our staff provides consultation, design and production services to support teaching, learning, and research activities. Faculty, students, and staff are charged only for material costs, and any applicable service charge for classroom projects.

Services include:

Classroom Services:

- Assistance with classroom presentation needs
- Training and orientation with classroom technologies
- Some checkout equipment

TV Center:

- Video and audio projection
- Streaming media production
- Electronic media conversion and duplication

Interactive Television:

- Videoconferencing support for meetings and classes

Instructional Media Services is located in Livingston Lord Library 108. Contact Instructional Media at (218) 477-2233, media@mnstate.edu, or www.mnstate.edu/media/. Services are generally scheduled by appointment.

Livingston Lord Library

The Livingston Lord library is a four-story facility serving approximately 1,500 students a day with a team of dedicated faculty, staff, and student assistants. The Library includes a computer and instruction lab with 26 computers, and an additional 48 computers in the building and a comfortable Reading Area on the first floor. The Library also features student and regional artwork on a rotating basis. The Library subscribes to numerous electronic databases with many full-text resources, gives access to the Tri-

College University Library and statewide collections, and many services supporting student, faculty, staff, and community information needs.

Special collections include:

- A Curriculum Materials Center with a 28,000-volume children's book collection
- Popular books, current magazines, and newspapers
- Minnesota and U.S. government documents
- Videos, DVD's, and compact discs
- The Northwest Minnesota Historical Center and University Archives

Services of particular interest to students include:

- Extensive interlibrary loan service
- Many hours of reference help from professional librarians
- "Ask a Librarian" email reference (email: refdesk@mnstate.edu) and chat reference
- Quiet and collaborative zones
- Wireless access points
- Electronic Course Reserves
- Service to distance learners

More information, including hours of service, is available on the Library website www.mnstate.edu/Library/ or by calling (218) 477-2922.

Parking and Traffic Regulations

All vehicles parked on MSUM's campus must have a current parking permit or a guest parking permit. Permits are available in the Parking Office, 1616 9th Avenue South, Moorhead (Security Building).

All vehicles on campus grounds must be operated in compliance with the current regulations as printed in the Traffic and Parking Regulations manual. A copy of this manual is available at the Parking Office or on the parking website at www.mnstate.edu/parking/.

Public Safety

The Public Safety Department is located at 1616 9th Avenue South. The Public Safety Department provides safety and security services for students, faculty, staff, and campus visitors as well as protection of property located on the campus. With the exception of the Director, three Public Safety Officers, a Communications Specialist, and Parking Coordinator, the remainder of the positions are filled with university students. Student staff, after completing an interview process and background checks, must complete a 40 hour training program before being assigned to work. The Public Safety Dispatch Center is staffed on a 24-hour basis (2449). Public Safety staff patrol the

university parking lots, academic buildings, residence halls, and the campus grounds 24 hours a day, 7 days a week.

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

The Public Safety Department is responsible for completing the Annual Campus Crime Report. The report also contains policies and procedures concerning safety and security on the campus of Minnesota State University Moorhead. Minnesota State University Moorhead’s Annual Campus Crime Report is available online at www.mnstate.edu/security.

This report contains the statistics for the previous three years of reported crimes that occurred 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, Clay County Sheriff’s Department, or the Moorhead Police Department.

If you are unable to access this report and want a printed copy, or have other concerns about this report, please contact the Director of Security, Minnesota State University Moorhead, 1616 9th Avenue South, Moorhead, MN 56563 or call (218) 477-5869.

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

Regional Science Center

The Regional Science Center provides programs at two sites: The Buffalo River Site, which is a 300-acre outdoor classroom that is part of a 5,000 acre tallgrass prairie field station, 16 miles east of Moorhead on Highway 10, and the Planetarium which is located on the MSUM campus.

The Buffalo River Site provides outreach programs in natural history to area K-12 students. The Buffalo River Site is also used as a field site for university level field science courses and for field-based research. The site is also the location of the Paul P.

Feder Telescope Observatory. The observatory is used by astronomy classes as well as in asteroid research.

The Planetarium located in Bridges Hall 167 and containing a Spitz 512 Projector, provides an environment for observing the appearance and motions of the sky at various seasons and from different locations. In addition to the primary star projector, auxiliary projectors and equipment are used to produce a variety of additional effects leading realism and atmosphere to the presentations. The planetarium is used extensively by astronomy classes. It also provides programs for elementary and secondary school classes and for the general public. University students are involved in the Regional Science Center as Honors Apprentices, part-time employees, and volunteers. Students have an opportunity to develop many skills working with the Center, including working on our natural history projects, teaching K-12 students in an outdoor setting, and/or in delivering planetarium programs.

Residence Halls

MSUM houses nearly 2,000 students in its six residence halls and one apartment building. Student attendants, known as Resident Assistants, play a huge role working with University management to supervise close to 50 students per floor in the residence halls.

Rooms come with some furnishings and amenities such as a bed, cable television and Internet. Students bring personal items, linens, blankets, towels, pillows, and decorations. Facility improvements and maintenance are continuous.

The John Neumaier Hall apartment building houses 144 students. Apartments come with kitchen, dining table and four chairs, dishwasher, two bedrooms (two beds per room), two full bathrooms, four desks with chairs, and electric furnace for air conditioning and heating. John Neumaier residents pay electricity per apartment.

University Area Directors live on campus and supervise facility staff and services full-time. Housing Desk Managers and Resident Assistants, along with the halls’ student government organizations, plan and coordinate social, recreational, and cultural activities.

Student Housing Capacity

Ballard Hall (Built in 1950)	165
Dahl Hall (Built in 1958)	293
Snarr Hall (Built in 1963-1967)	453
Grantham Hall (Built in 1965)	200
Nelson Hall (Built in 1966)	373

John Neumaier Hall (2002)

142

Housing Policies

Once admitted to MSUM, apply for a housing room assignment online at www.mnstate.edu/housing/, or fill out an application form/contract in the Housing & Residential Life office in Ballard Hall 8 a.m.-4:30 p.m. Monday-Friday. For further information call (218) 477-2118.

MSUM requests off-campus students to notify the Records Office of address and telephone number changes.

Russell and Ann Gerdin Wellness Center

The Wellness Center is open to registered MSUM students who have paid their student fees. Wellness activities are coordinated by a certified Fitness Specialist who is available for individual and group training sessions. For more information, please visit the Center website at www.mnstate.edu/hendrix/wellness/.

Speech and Hearing Clinic

The MSUM Speech and Hearing Clinic provides service to students, faculty, and staff members as well as their families, and children and adults from the community and surrounding area. Services include detailed diagnostic evaluations, consultation and therapy, and referrals to other agencies as needed. The clinic serve those who need help with articulation, language, memory and cognitive issues, communication issues related to autism spectrum disorder, fluency, voice, English as a second language, swallowing issues, or assistive technology. Our audiology department provides hearing evaluations and evaluations for auditory processing disorders. Our clinic is located in Murray Hall. For more information, call (218) 477-2286 or email us at slhs@mnstate.edu.

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. Visit www.mnstate.edu/oscar/.

Student Conduct and Resolution information is also published in the annual Student Handbook/Planner. University policies and procedures published include: Alcohol and Other Drug Policy, Student Appeal and

Grievance Procedure, Sexual Violence Policy and Procedure, Smoking and Tobacco Use Policy, Student Conduct System, and the Student Conduct Code including institutional expectations regarding academic integrity is available in the Student Handbook/Planner.

Veterans Resource Center

The Veterans Office provides counseling, GI Bill certifications, and tutorial assistance, and is concerned with recruiting veterans and veterans' dependents. Interested veterans should call (218) 477-2080, or stop by Flora Frick Hall 149 between 8:00 a.m. and 4:30 p.m.

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.

The Women's Center sponsors programs, serves as a resource center where students may obtain information on community resources, and houses a library which holds a large volume of books and periodicals dealing with gender issues. The lounge is open for study, conversation, or group meetings.

The Women's Center is located in Bridges Hall 154. For more information, call (218) 477-4973.

Write Site

The Write Site, located in Lommen Hall 95, is a writing resource center for Minnesota State University Moorhead students. Its mission is:

- To assist students in improving their writing proficiency and independence during the various stages of their writing assignments.
- To facilitate faculty in helping students learn to write and write to learn.
- To provide a supportive environment where writers and readers work efficiently one-to-one.
- To train writing tutors to become effective readers of and responders to texts from various disciplines.

Students may call (218) 477-5937 for an appointment, or walk in without an appointment for first come/first served help. The email address is writectr@mnstate.edu. Visit the Write Site at www.mnstate.edu/write/ for additional information.

Tuition and Fees

Tuition and fees are set by the Minnesota State Colleges and Universities Board and are subject to change. Charges for tuition are based upon the semester credit and vary depending on the graduate program. Off-campus graduate rates differ slightly from on-campus rates. In a few cases, laboratory, studio, and music courses require supply fees or lesson fees. Additional fees may be charged for dropped courses.

Current tuition and fee rates are available from the Business Office, at: <http://web.mnstate.edu/busoff/>

Reciprocity for North Dakota, South Dakota and Wisconsin Residents

North Dakota and Wisconsin students attending Minnesota State University Moorhead may apply for reciprocity online by printing the form and following the directions at the respective web sites.

North Dakota students:

<http://www.ndus.nodak.edu/students/exchange-reciprocity-programs/>

Wisconsin students:

<http://www.heab.state.wi.us/mnwiapp.html>

South Dakota students:

South Dakota students receive reciprocity automatically if you indicated on your admission application that you are a South Dakota resident. Verification of graduation from a South Dakota high school and/or permanent residency status may be requested if you did not graduate from a South Dakota high school within the last year.

Sources of Financial Assistance

Financial Aid and Scholarship Office

107 Owens Hall
(218) 477-2251 (218) 477-2058 (fax)
(800) 59Dragon (800-593-7246) Students who continue their education beyond the first undergraduate degree must assume more financial responsibility than is expected of undergraduates. Financial aid for MSUM graduate students is usually a form of self-help, such as graduate assistantships, employment or loans.

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

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

- Be admitted to a graduate program or be a continuing graduate student in good standing.
- Submit additional documentation such as tax forms and W-2's when requested.

Graduate financial aid awards assume full-time enrollment of eight credits and award budgets are reduced if enrollment is for fewer than eight credits. Undergraduate courses are not included for financial aid payments. A minimum of six graduate credits is required for campus work or loans.

FAFSA on the Web offers students the opportunity to apply for aid electronically. In preparation, students should complete a pre-application worksheet available from the FAFSA website.

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

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

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

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

Graduate student awards may include funding in the following programs:

Graduate Work Internships

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

Graduate Assistantships

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

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

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

Federal Student Loans

Federal Subsidized and Unsubsidized Direct Loans are available (up to a maximum of \$8,500 per year) for students enrolled in graduate degree programs. Additional borrowing is available in the Expanded Unsubsidized Direct Loan program. Enrollment for six or more graduate credits is required. Entrance Loan Counseling must be completed prior to receiving the first loan disbursement at Minnesota State University Moorhead. In-person sessions are available (contact the Financial Aid and Scholarship Office for schedule) and it may be done online.

SELF Loan

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

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

Private Fellowships/Scholarships

Funds may be available through private agencies. Inquire at the Counseling Center or your department for information.

Satisfactory Academic Progress

Federal and state regulations require that all students make satisfactory academic progress toward

completion of degree or certificate requirements to receive student financial aid. All prior terms of attempted graduate enrollment, including summer, are considered in determining satisfactory progress regardless of whether aid was awarded for the term. Students must complete and pass a minimum of 67% of attempted graduate credits. The GPA requirement for continuation in good standing in graduate programs is found on page 18 of the Graduate Bulletin. Failure to meet satisfactory progress standards results in ineligibility for state and federal aid programs (including all loans, the campus Work Program, Vocational Rehabilitation, Indian Scholarships, and University Scholarships). Standards are published yearly. The university reserves the right to withdraw aid if it becomes readily apparent that a student has not maintained satisfactory academic progress.

A complete policy statement on Satisfactory Academic Progress may be obtained from the Office of Scholarship and Financial Aid, 107 Owens Hall.

International Students

International students are required to show evidence of their ability to finance their graduate work and living costs in the United States to obtain the I-20 visa to enter the country. There are no guarantees of financial support or scholarships available through the University. After successful completion of at least one semester's graduate study, students are eligible for consideration in the Graduate Assistantship program. GA work-study, student loans, and the other financial aid described here are, by regulation, not available to international students. Students are expected to be able to support their study through the sources of income indicated in the financial statement on their admission application. International students may apply for the SELF loan with a credit worthy co-signer who is a U.S. citizen.

More information about International Student admission is outlined in the MSU International Programs website.

Minnesota State Colleges and Universities

Steven Rosenstone, Chancellor

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Minnesota State University Moorhead**OFFICE OF THE PRESIDENT****President**

Phone: 477-2243 Owens Hall 203

Human Resources

Phone: 477-2066 Owens Hall 214

OFFICE OF THE PROVOST**Provost/Senior Vice President for Academic Affairs**

Phone: 477-2415 Owens Hall 206F

Vice President for Student Affairs

Phone: 477-2171 Owens Hall 206C

Associate Vice President for Academic Affairs

Phone: 477-2581 Owens Hall 206G

Assistant Vice President for Records and Institutional Effectiveness

Phone: 477-2621 Owens Hall 104

Assistant Vice President for Student Affairs for Diversity/Inclusion and Affirmative Action

Phone: 477-2721 Comstock Memorial Union 114

ACADEMIC AFFAIRS**Academic Resource Office**

Phone: 477-4318 Flora Frick Hall 154

Career Development Center

Phone: 477-4318 Flora Frick Hall 154

College of Arts and Humanities

Phone: 477-2764 Bridges Hall 250A

College of Business and Industry

Phone: 477-4654 Center for Business 100C

College of Education and Human Services

Phone: 477-2096 Lommen Hall 107

College of Social and Natural Sciences

Phone: 477-5892 Hagen Hall 107

Disability Services

Phone: 477-4318 Flora Frick Hall 154

Graduate Studies

Phone: 477-2344 Flora Frick Hall 153

Instructional Resources

Phone: 477-2461 Livingston Lord Library 120A

University College

Phone: 477-2344 Flora Frick Hall 153

STUDENT AFFAIRS**Bookstore and Campus Post Office**

Phone: 477-2111 MacLean Hall 176

Comstock Memorial Union and Student Activities

Phone: 477-2447 Comstock Memorial Union 115B

Hendrix Clinic and Counseling Center

Phone: 477-2211 C Lot Annex Building

Multicultural Student Affairs

Phone: 477-2652 Comstock Memorial Union 114

Russell and Ann Gerdin Wellness Center

Phone: 477-2248 Wellness Center

ENROLLMENT MANAGEMENT**Vice President for Enrollment Management**

Phone: 477-2765 Owens Hall 206

Admissions

Phone: 477-2161 Owens Hall 102

Financial Aid and Scholarships

Phone: 477-2251 Owens Hall 107

Housing and Residential Life

Phone: 477-2118 Ballard Hall 120

International Student Affairs

Phone: 477-2956 Comstock Memorial Union

Office of First Year Programs

Phone: 477-2777 Comstock Memorial Union 222

Student Conduct and Resolution

Phone: 477-2174 Owens Hall 206D

FINANCE AND ADMINISTRATION**Vice President for Finance and Administration**

Phone: 477-2070 Owens Hall 203F

Associate Vice President for Finance and Administration

Phone: 477-2336 Owens Hall 203G

Athletics Director

Phone: 477-2306 Alex Nemzek Hall 106

Chief Information Officer

Phone: 477-2300 Livingston Lord Library 201A

Comptroller/Business Manager

Phone: 477-2062 Owens Hall 106

Physical Plant

Phone: 477-2069 Maintenance Building 100A

Public Safety

Phone: 477-2449 Security Building

ALUMNI FOUNDATION**Vice President for Alumni Foundation**

Phone: 477-2142 Owens Hall 203F

Associate Vice President for Alumni Foundation

Phone: 477-2144 Centennial House

Alumni Relations

Phone: 477-2497 Centennial House

Annual Giving

Phone: 477-2093 Centennial House

Degree Seeking Admission

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

Upon receipt of the completed application including all required materials, the file is forwarded to the program and appropriate college dean for review. A formal letter of acceptance or denial is sent to the applicant by the college dean.

The following admission categories are used:

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

Master's Degree Application Procedures and Materials

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

1. Completed "Application for Admission to Graduate Study" form.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM Graduate Studies Office. Transcripts issued to students are not considered official and may not be substituted for official transcripts. Transcripts from other MnSCU schools do not need to be requested or sent by the applicant.
3. A non-refundable \$20.00 fee for first-time applicants payable to Minnesota State University Moorhead.
4. Test scores, if required by the specific program. The test required could be the Miller Analogies Test (MAT) or the Graduate Record Examination, General Test (GRE). Only official scores no more than five years old are accepted.
5. Other documents as required by specific programs. Such individual requirements are defined under the specific program descriptions.

6. International students must submit additional materials for INS compliance as outlined in the International Students section following.

Specialist Degree Application Procedures and Materials

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

1. Admission requirements for the Specialist Degree in Educational Leadership must be followed.
2. Admission requirements for the Specialist Degree in School Psychology must be followed.

Graduate Certificate Application Procedures & Materials

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

1. Completed "Application for Admission to Graduate Study" form.
2. Official transcripts from ALL colleges and universities attended sent directly from the institution to the MSUM Graduate Studies Office. Transcripts issued to students are not considered official and may not be substituted for official transcripts. Transcripts from other MnSCU schools do not need to be requested or sent by the applicant.
3. A non-refundable \$20.00 fee for first-time applicants payable to Minnesota State University Moorhead.
4. Other documents as required by specific certificate programs. Such individual requirements are defined under the specific graduate certificate descriptions.

International Students

1. The non-refundable fee for international students who are first-time applicants is U.S. \$20.00.
2. Completed Financial Statement listing the availability of adequate monetary support for the duration of graduate study and a certified bank letter. The current requirement is at least U.S. \$18,500.00 per year.
3. Signed and notarized affidavit of support.
4. Signed International Student Agreement form.
5. For those whose native language is not English, an official TOEFL examination score of 550 (paperbased) or 213 (computer-based) must be provided. A TOEFL score of 570 (paper-based) or 230 (computer-based) is required to be

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

Application Deadlines for Degree Seeking Students

Applications must be completed by April 15 for Fall Semester or at least six (6) weeks before the start of Spring Semester or Summer Session to ensure admission by the beginning of the term. Admissions to most programs are continuous; however, the Counseling and Student Affairs, Master of Fine Arts in Creative Writing, Nursing, School Psychology, and Speech-Language Pathology have limited enrollments and have specific deadlines as follows.

Counseling and Student Affairs

Fall Semester: February 1
Spring Semester: September 15

MFA in Creative Writing

Fall Semester: February 1
Spring Semester: October 15

School Psychology

Fall Semester: February 15
International Students: January 15

Speech-Language Pathology

Fall Semester: February 1

Non-Degree Seeking Admission as a Graduate Special Student

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

1. Students who later wish to be admitted to a graduate degree program must submit a new application and meet all admission criteria for the specific program.
2. Credits earned as a Graduate Special student may later be applied to a degree program with advisor approval, but cannot exceed nine (9) semester credits.

3. Graduate Special students are not eligible for most types of financial aid.
4. Students who are denied admission to a degree program may not register as Graduate Special students.
5. Application Process
 - a. Application for Admission to Graduate Study form; check graduate special
 - b. Proof of baccalaureate degree (unofficial transcripts accepted)
 - c. \$20 non-refundable application fee is charged for first-time MSUM students.

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

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

Graduate Courses Taken by Undergraduate Students

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

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. Specific program requirements are given in the "Graduate Programs" section of this Bulletin. 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 Minnesota State University Moorhead 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 MSU Moorhead 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 MSU Moorhead Certificate program upon the approval of the Graduate Certificate program coordinator.
 - b. If more than one graduate institution was attended previously to admission to MSU Moorhead, the student, along with the advisor, will determine which credits will be transferable but no more than 1/2 of the minimum course credits will be allowed.
- c. An official transcript from each graduate institution from which the student wishes to transfer credits must be given to the records Office; the advisor will notify the records office which transfer credits are approved by the program and they will be added to the MSU Moorhead transcript. This will apply to credits transferred upon initial admission to MSU Moorhead 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.
- d. The Records Office monitors degree requirements and will certify that all graduate degree requirements are met before commencement.
4. **Transfer from Tri-College University.** Courses approved for registration through the Tri-College University are transferred upon approval of individual programs. A 600 course from NDSU cannot be transferred to an MSU Moorhead 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 MSU Moorhead 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 MSU Moorhead may be counted towards the master's or specialist degree or graduate certificate requirements. These will be reviewed on a case-by-case basis by the program coordinator and the College Dean. Any course transferred from other institutions (within, or outside of, the Minnesota State Colleges and Universities System) must meet the seven year time limit (or five years for Counseling and Student Affairs) for completion of the degree.

GPA Requirement for Continuation in Good Standing in Graduate Programs Master's and Specialist Students

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

A student may appeal any of the decisions if the outcome(s) affect the student's academic or financial aid status. Graduate students follow procedures for Programmatic Appeal as outlined on p. 22.

Time Limitation

Master's and Specialist Students

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

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

Comprehensive and Oral Examinations and Research

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

Comprehensive Examination

Master of Science: Candidates in some MS programs and the Specialist in School Psychology must demonstrate competence in the major field in a comprehensive examination. The exam is normally taken at the completion of the course work and prior to undertaking the research component of the degree program. The major department or program will determine the nature of the examination which must be satisfactorily completed and reported to the Graduate Studies Office on Form 3 before the oral examination on the research component can be scheduled. A student who fails the comprehensive examination may appeal through the appropriate department to repeat it during a subsequent term. A second failure will result in termination of degree program enrollment.

Oral Examinations

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

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

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

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

Research Components**Thesis Research (Plan A):**

Master of Science, Master of Arts Degrees

A part of the program of every Master of Science or Master of Arts degree candidate under Plan A is the demonstration of ability to do individual, independent work of a creative or investigative kind in an area related to the major field through the preparation of a thesis. The thesis will be supported by the work represented in 4 hours of registration in Thesis 699. No more than 4 hours of 699 may be counted in satisfying the minimum requirements for an advanced degree under Plan A. Credit hour registration in a given term may vary with the nature of the study, according to the department or area, and on the previous agreement between the student and the advisor for expected research effort and adequate supervision.

Project (Plan B):

Master of Science, Master of Arts, Specialist Degrees

Students enrolled in a Master of Science or Master of Arts degree program under Plan B complete a 2-4 credit project which will integrate the studies included in the individual's program. The project must be approved by the major advisor and department.

Research Involving Human Subjects

If research is to involve human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. Research of this type may not be initiated until it has been approved by a thesis or project examining committee and the Institutional Review Board (IRB). Forms are available online on the IRB website:

<http://web.mnstate.edu/irb/>. Allow at least four (4) weeks during the academic year for IRB approval.

Course Registration

Registration for classes is done via the web by logging into web registration at web.mnstate.edu clicking on **ESERVICES** and **LOGIN** with your Dragon ID and PIN.

Registration begins in roughly the middle of the previous term and continues through the fifth day of the term being enrolled in. Once a student's registration "Window" opens the web may be used to add and drop through the fifth day of the term. After the fifth day of the term students can no longer add courses via the web. Courses dropped after the fifth day are considered "withdrawals". Withdrawals via the web can be processed through roughly the twelfth week of a term. See the semester calendar for exact dates.

If a course requires an override by an instructor, it is important to note that the override **DOES NOT REGISTER THE STUDENT** in the course, the student must also register via the web.

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

Questions regarding the registration process may be directed to 218-477-2565.

Course Load

The normal course load for a graduate student is usually twelve (12) credits. Eight (8) graduate credits of enrollment are required for full-time status for students receiving financial aid, including the graduate assistant or work-study awards. Permission of the appropriate graduate program and college dean is required for registration in excess of fifteen (15) graduate credits in any academic term.

Graduate Courses

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

600 or 700 level courses (exclusive of Plan A Thesis or Plan B Project).

Auditing Courses

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

Credit for Non-Academic Experience

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

Grading System

Grades and Grade Points

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

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

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

A+ 4.00 Grade points per credit

A 4.00 Grade points per credit

A- 3.67 Grade points per credit

B+ 3.33 Grade points per credit

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

Grade Point Average

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

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

Incomplete Credits

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

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

Continuing/Continuous Registration

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

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

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

Continuous registration is required by the programs listed below:

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

Change of Graduate Program

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

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

Dual Graduate Majors/Degrees

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

Appeals

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

online. The graduate student is responsible for following the designated procedures and filing the forms with the appropriate university offices.

Course Grade Appeal

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

Appeal of University Regulations

Retroactive withdrawal from courses or other appeals of University regulations follow this sequence: Graduate Program Coordinator, the college dean, and Vice President of Academic Affairs. The student may end the appeal process at any level by signing off on the Graduate Appeals Form and returning it to the Graduate Studies Office.

Programmatic Appeal

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

Appeal Timelines

The graduate student must begin the appeal process within a year of the occurrence for any type of appeal except for course grade appeals which must be initiated within 6 weeks of the close of the semester in which the student received the grade.

Certification/Licensure

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

Background Checks

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

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

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. Form 1 is available at: <http://web.mnstate.edu/graduate/forms.cfm>

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

Form 2: Part A: Thesis/Project Committee & 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. A current list of Graduate Faculty can be accessed at <http://web.mnstate.edu/graduate/faculty.cfm>

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 it to the Graduate Studies Office. Form 2 is available at: <http://web.mnstate.edu/graduate/forms.cfm>

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. Form 3 is available at:

<http://web.mnstate.edu/graduate/forms.cfm>

Timeline for submission: Six (6) weeks prior to commencement.

Form 4: Application for Graduate Degree

Prior to the oral defense, complete the top half of page 1 as well as the course work section on page 2. You should next make a visit to the Records Office to make sure all Official Transcripts are on record for any transfer credits you are listing for program requirements on Form 4. Bring Form 4 with you to the oral defense so you can obtain the final signatures of the thesis/project committee members as well as your advisor. The Program Coordinator will sign page 2 after certifying that the courses fulfill the requirements for the degree. Then submit your thesis or project to the library at least 1 week prior to commencement. Return the completed Form 4 to the Graduate Studies Office. Form 4 is available at:

<http://web.mnstate.edu/graduate/forms.cfm>

Timeline for submission: One (1) week prior to commencement.

Final Form for Thesis or Project Paper

Standards for the preparation of a research paper must conform to the manual of style required by the discipline in which the degree is taken. Students must work closely with their advisors and committees in the preparation of their research paper. MSUM requires a uniform title page to be used for all papers submitted. Please see Final Form for Thesis or Project:

<http://web.mnstate.edu/graduate/generalreqs/degreccompletion.cfm>

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

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

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

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

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

Commencement

Notify the Graduate Studies Office (submit Form 3) of your intent to graduate as soon as possible but no later than six (6) weeks prior to commencement.

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

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

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

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

Master of Fine Arts in Creative Writing

**Program Coordinator: Thomas Tammaro, Ph. Weld 223, (218) 477-2199
tammaro@mnstate.edu**

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

STUDENT LEARNING OUTCOMES

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

ADMISSION REQUIREMENTS

Application Deadline: February 1 for Fall Semester and October 15 for Spring Semester

1. Baccalaureate degree from a regionally accredited institution.
2. GPA of 2.75, or at least 3.25 for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Submission of a representative manuscript sample of creative work: 20-25 pages of original writing in fiction, 10-20 pages of poetry, or a similar amount of material in the student's preferred genre.
7. Submission of three letters of reference from those who can speak to the student's potential and/or experience as a creative writer, and a

cover letter summarizing the student's background, primary interests in the program, and hoped-for plan of study.

8. Gifted writers may study in the program as special students without declaring specific degree intentions.
9. Applicants who earned their undergraduate degrees more than 10 years before the time of application must be interviewed by the MFA Program Coordinator or his/her designee before admission.
10. The Graduate Record Examination is not required for admission.

DEGREE REQUIREMENTS

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

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

COURSE REQUIREMENTS

MFA 699 Thesis (4 credits)

Students must complete a thesis. Students must also present oral discourse to the thesis committee following completion of the thesis, based on the thesis and the student's program of study. Students must complete a public reading of his or her thesis work.

MFA 688 Workshop (18-21 credits)

Students must earn a minimum of 18 workshop credits in MFA 688.

Electives (18-21 credits)

Students need to earn at least 18 credits in graduate-level literature and/or seminar courses. These courses

are to be chosen in close consultation with a faculty advisor. Graduate level courses in MFA, English, MLA or other graduate level courses may be used to satisfy this requirement with the permission of the Coordinator of the Creative Writing program and the student's MFA advisor. With the approval of the Coordinator and an internship committee composed of MFA faculty, candidates who wish to strengthen a professional expertise may substitute MFA 669 Internship (1-6 credits) for part of the above elective credits.

With the approval of instructors and graduate coordinator, up to six credits of MFA 669, 677, and MFA 688 may be taken on a pass/fail basis.

Master of Science in Counseling and Student Affairs

Program Coordinator: Brian Smith, Ph. D
Lommen 214G, (218) 477-2470
brian.smith@mnstate.edu

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

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

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

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

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

addition, students have an outstanding record of excelling on standardized national counselor examinations, which are necessary for certification and licensure. Many of the courses are offered in the evenings to accommodate part-time students.

STUDENT LEARNING OUTCOMES

This program prepares students for human service professions. The essence of the school counseling, college counseling, and student affairs professions is the ability to relate to another person in a way that is helpful and which facilitates growth. The basic knowledge and core skills required are essentially the same for all three programs. Therefore, the objectives of this program are to develop students who:

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

ADMISSION REQUIREMENTS

Application Priority Deadlines: September 15 and February 15

1. Baccalaureate degree from a regionally accredited institution. No specific major is required.
2. 3.0 grade point average, or at least 3.25 for the last 30 semester credits of graded coursework.
3. Completed "Application for Admission to Graduate Study" form.
4. Official transcripts from ALL colleges and universities attended.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Score from the Miller Analogies Test (MAT) or from the Graduate Record Examination, General Test (GRE). Only official scores are accepted; no more than five years old. No specific minimum score is required.
7. Counseling and Student Affairs Application.
8. 350 word statement of personal career goals.
9. Three current or recent letters of recommendation from people who have been your professors, employers, supervisors, counselors, or have known you in other professional capacities (use forms provided).
10. An interview with the faculty in order to assess your communication skills and readiness to enter the counseling and student affairs professions.
11. Criminal background check through Asset Control Inc. Submit release form and \$25.00 check made payable to MSUM to the Graduate Studies Office.
12. Evidence of strong interpersonal skills.

DEGREE REQUIREMENTS

1. A core of 33 credits is required of all candidates. An additional 15-18 credits specific to each of the emphases are also required.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section for further information.
3. Continued improvement in interpersonal competence and counseling skill development. Students are reviewed each semester to determine their satisfactory progress.

4. A 3.0 grade point average is required for courses submitted for the degree and a grade of B or better in all required courses.
5. Successful four-or six-credit internship.
6. Comprehensive examination passed.
7. Master's thesis, or Project satisfied through Plans A or B.
8. 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 and Student Affairs Graduate Program Coordinator. Further information on degree requirements is found in "General Degree Requirements" at the front of the Graduate Bulletin.

COURSE REQUIREMENTS***Core Requirements (33 Required Credits)***

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

CNSA 600 Introduction to Counseling Research (1 credit)
 CNSA 610 Foundations of Counseling (2 credits)
 CNSA 611 Theories of Individual and Family Counseling (3 credits)
 CNSA 612 Individual Appraisal (3 credits)
 CNSA 613 Career Development (3 credits)
 CNSA 614 Human Growth and Development for Counselors (3 credits)
 CNSA 615 Social and Cultural Foundations of Counseling (3 credits)
 CNSA 620 Counseling Skills I (3 credits)
 CNSA 630 Group Counseling (3 credits)
 CNSA 640 Ethical and Legal Issues in Counseling (1 credits)
 ED 602 Statistics in Educational Research (2 credits)
 ED 603 Methods of Research (2 credits)
 CNSA 699 Master's Thesis (4 credits)

COLLEGE COUNSELING OPTION (18 Credits)

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

STUDENT AFFAIRS OPTION (15 Credits)

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

SCHOOL COUNSELING OPTION (15 Credits)

- CNSA 650 Organization/Administration of Guidance Services (3 credits)
- CNSA 691A Practicum in Counseling (3 credits)
- CNSA 692A Internship in School Counseling (6 credits)
- CNSA 655 Counseling Children, Adolescents, and their Families (3 credits)

Master of Science in Curriculum and Instruction

Program Coordinator: Boyd Bradbury, Ph. D
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bradbury@mnstate.edu

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

ADMISSION REQUIREMENTS

1. Baccalaureate degree in Education or equivalent from a regionally accredited institution.
2. Minimum one year documented and successful teaching, or comparable human service experience.
3. Undergraduate GPA of 2.75, or at least 3.0 on the last 30 semester hours of graded course work.
4. Completed "[Application for Admission to Graduate Study](#)" form.
5. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. 250-300 word essay on professional goals and philosophy of education.
8. Transfer courses evaluated and approved by the Coordinator of the Curriculum and Instruction Program.

DEGREE REQUIREMENTS

1. Minimum of 32 credits.
2. Students wishing to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the [Residence and Transfer of Credit](#) section for further information.
3. 3.0 grade point average required for courses submitted for the degree.
4. Action Research Project/Integrated Paper.

5. Written Comprehensive Examination.

Detailed information on these requirements and department policies and procedures may be obtained from the Curriculum and Instruction Graduate Program Coordinator. Further information on degree requirements may be found in "[General Degree Requirements](#)" at the front of the Graduate Bulletin.

COURSE REQUIREMENTS

Core Requirements (19 credits)

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

Kodály Emphasis (13 Credits)

- MUS 634 Kodály Method for Training Teachers Level I (3)
- MUS 635 Kodály Method for Training Teachers Level II (3)
- MUS 636 Kodály Method for Training Teachers Level III (3)

Kodály Electives (4 Credits)

- MUS 532 Voice Pedagogy (2)
- MUS 540-546: Music Literature (2)
- MUS 554-559: Music Performance (Applied Lessons) (1-3)
- MUS 595 Special Topics (1-2)
- MUS 596 Workshop in Music Education (1-2)
- MUS 620 Instrumental Ensemble (1)
- MUS 621 Vocal Ensemble (1)
- MUS 637 Orff-Schulwerk Level (3)
- MUS 654-659: Music Performance (Applied Lessons) (1-3)

Literacy Emphasis (13 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 691 Administration and Supervision of Reading Programs (2)

Special Education Emphasis (13 Credits)

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

Technology Emphasis (13 Credits)

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

Technology Electives (5 credits)

- ED 522 Electronic Resources: Issues and Practice (2)
ED 525 Methods of Computer-Mediated Communication in Education (2)
ED 527 Emerging Technologies (2)
ED 535 Infusing Technology into Mathematics (2)
ED 539 Infusing Technology into Literacy Instruction (2)
ED 542 Infusing Technology into the Science Curriculum (2)
ED 590 Topics in Education (1)

TESL Emphasis (13 Credits)

- LANG 557 Second Language Acquisition and Language Teaching (3)
TESL 625 Social, Cultural, and Political Contexts of Language and Literacy (3)
TESL 690 Special Topics (1)
OR ED 694v Internship (1)

TESL Electives (6 Credits)

- TESL 551 English Structures (3)
TESL 654 Pedagogical Grammar (3)
LANG 670 Designing ESL Courses (3)
TESL 675 Assessment in TESL (3)
ED 694v Internship (3)

Master of Science and Specialist in Educational Leadership

Program Coordinator: Boyd Bradbury, Ph. D
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The principal purpose of the Educational Leadership Program is to provide professional/academic education for individuals preparing for leadership and mid-management administrative positions (i.e., elementary school principal, secondary school principal, community education director), staff administrative positions (i.e., school district business managers, technology coordinators, curriculum coordinators), and upper-echelon administrative positions (i.e., superintendent of schools).

STUDENT LEARNING OUTCOMES

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

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision 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.

MASTER'S DEGREE

ADMISSION REQUIREMENTS

*Application Priority Deadlines: **November 15** and **April 15***

1. Baccalaureate degree from a regionally accredited institution. No specific major is required.

2. 3.0 grade point average, or at least 3.25 for the last 30 semester credits of graded coursework.
3. Completed "Application for Admission to Graduate Study" form.
4. Official transcripts from ALL colleges and universities attended.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. 500 word essay on leadership philosophy and professional goals.
7. Two letters of recommendation

DEGREE REQUIREMENTS

1. Minimum of 32 credits.
2. Students wishing to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the Residence and Transfer of Credit section for further information.
3. 3.0 grade point average required for courses submitted for the degree.
4. Written Comprehensive Examination.
5. A thesis or individual study/portfolio option and subsequent oral examination.

COURSE REQUIREMENTS

CORE REQUIREMENTS (18 Credits)

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

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

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

ED 633 Technology and Information Systems (2)

ED 632 Curriculum, Instruction & Learning Theory (4)

ED 635 Personnel, Supervision & Staff Development (4)

ED 636 Policy and Educational Finance (2)

GENERALIST OPTION (19-20 Credits)

ED 601 Psychological Foundations of Education (2)

ED 603 Methods of Research (2)

ED 608 Educational Research (2)

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

ED 694 Internship (2)

ED 697 Paper/Individual Study (2)

CNSA 610 Foundations of Counseling (2)

K-12 ADMINISTRATION OPTION (16-18 Credits)

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

TECHNOLOGY OPTION (18-10 Credits)

- ED 519 Creating Web-Based Curriculum Materials (2)
- ED 522 Electronic Resources: Issues and Practice (2)
- ED 525 Methods of Computer-Mediated Communication in Education (2)
- ED 528 Effective Use of Multimedia (2)
- ED 534 Assessment Strategies for Technology-Enhanced Curricula (2)
- ED 535 Infusing Technology into Mathematics (2)
- ED 539 Infusing Technology into Literacy Instruction (2)
- ED 542 Infusing Technology into the Science Curriculum (2)
- ED 590 Topics in Education (1-4)
- ED 601 Psychological Foundations of Education (2)
- ED 602 Statistics in Educational Research (2)
- ED 603 Methods of Research (2)
- ED 697 Paper/Individual Study (2)
- CNSA 612 Individual Appraisal (3)

HIGHER EDUCATION ADMINISTRATION OPTION (17-18 Credits)

- ED 603 Methods of Research (2)
- ED 634 Personal Communications and Ethics (3)
- ED 717 Adult Learning (2)
- ED 727 Higher Education Law (3)
- ED 740 Financing Higher Education (3)
- ED 767 Organization & Administration of Higher Education (3)
- ED 780 Instructional Models (2)
- ED 782 Supervisory and Administrative Theory (4)
- ED 794 Practicum: Budget and Business Management (2)
- ED 794 Practicum: Community Education Leadership (2 credits)
- ED 794 Practicum: Elementary School Principalship (2)
- ED 794 Practicum: General Leadership (2)
- ED 794 Practicum: Secondary School Principalship (2)
- ED 794 Practicum: Superintendentcy (2)
- ED 794 Practicum: Supervision (2)
- CNSA 610 Foundations of Counseling (2)
- CNSA 612 Individual Appraisal (3)

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

SPECIALIST DEGREE**ADMISSION REQUIREMENTS**

Application Priority Deadlines: November 15 and April 15

1. Master's degree from a regionally accredited institution.
2. 3.25 cumulative GPA in all graduate level coursework
3. Completed "Application for Admission to Graduate Study" form.
4. Official transcripts from all colleges and universities attended.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. Essay on leadership philosophy and professional goals.
7. Two letters of recommendation.

DEGREE REQUIREMENTS

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

Students pursuing a TCU specialist degree in educational leadership have six role specialty options to choose from, depending on their ultimate career goals: general administration, elementary principal, secondary principal, k-12 principal, special education director, and superintendent. Students entering the specialist program are required to conduct a needs assessment of their current competence in six performance dimensions to determine a profile of their current knowledge, skill, and dispositions. When this has been established, a Plan of Study in developed to fit the individual's needs and course requirements for the degree and/or license. Modifications in course requirements may occur as a result of a student competence in a specific block of area only with the approval of the student's adviser and the program chair.

COURSE REQUIREMENTS

Specialist degree students are required to have completed all of the coursework prescribed for the TCU master's degree in the same specialty option area. Students may complete deficiency work while enrolled in the specialist degree, but credit earned in

coursework taken to remove deficiencies may not count in the minimum number of credits required for the specialist degree.

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

ELECTIVES

Ed 640 Education and Society (2)
Ed 748 Collective Bargaining (2)
Ed 777 Tort Liability (2)
Ed 769 Politics and Policy Analysis I Education (2)
Ed 785 Organization & Administration of Vocational/Technical (2)
Ed 715 Superintendency (2)
Ed 790 Seminar in School Administration & Supervision (1-3)
Ed 793 Individual Study/Tutorial (1-5)
Ed 795 Field Experiences (1-15)
Ed 794 Practica courses:
Select three (3 credits) depending upon specialty role or position sought:

- Practicum: Budget & Finance (2)
- Practicum: Elementary Principal (2)
- Practicum: General Administration (2)
- Practicum: Secondary Principal (2)
- Practicum: Superintendency (2)
- Practicum: Supervision (2)
- Disquisition (Field Study/required for the specialist degree)

Ed 798s (4)

Master of Science in Nursing

Program Coordinator: Tracy Wright, Ph. D
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wrighttr@mnstate.edu

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

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

The MSUM Nursing Program offers a Master of Science (MS) with a major in nursing. This degree prepares registered nurses for practice as nursing educators or adult health clinical nurse specialists. The program builds upon the general baccalaureate nursing competencies and provides the specialty education necessary to meet the education needs of nursing students and practicing nurses, providing skills for the expanded nursing care for adults with complex health care needs. Graduates will be better able to contribute to the advancement of nursing practice and to collaborate for clinical practice and research partnerships in education and service settings.

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

ACCREDITATION

The graduate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Guidelines from national and specialty organizations were used to develop a curriculum that

prepares graduates for certification examinations. MSU Moorhead is accredited by the Higher Learning Commission of the North Central Association of College and Schools at the Master's degree level.

CURRICULUM COMPONENTS

The curriculum includes graduate nursing core courses, specialty track advanced practice courses, clinical practica, and thesis. Students collaborate with their advisors to select practica that fit their particular areas or populations of interest. Clinical practica may take place in the student's home area if appropriate. The program includes a choice of two specialty emphases:

- Adult-Gerontological Clinical Nurse Specialist
- Nurse Educator

ADMISSION REQUIREMENTS

1. BS or BA in Nursing from NLN or CCNE accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Complete "Nursing Application" form.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
5. Official transcripts from ALL colleges and universities attended.
6. A minimum of 3.0 cumulative grade point average.
7. Proof of RN (photocopy acceptable).
8. 500 word essay describing professional experience and future professional goals.
9. 3 letters of recommendation (2 from professional colleagues, 1 personal; use provided nursing forms).

****International Student Policy****

The Homeland Security Act of 2002

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

DEGREE REQUIREMENTS

The curriculum includes graduate core courses, specialty track advanced practice courses, other nursing and support courses, clinical practica, and either a master's project or thesis. Students collaborate with their advisors to select practica that fit their particular areas or populations of interest. Clinical practica may take place in the students' home area if appropriate. The focus of the program is advanced nursing practice with a choice of two specialty emphases:

- Clinical Nurse Specialist in Adult Health
- Nurse Educator

All students must complete the program within 7 years.

Students may progress either full- or part-time, depending on the area of study. Full-time students may complete the MS degree in 2 years.

A maximum of 12 graduate semester credits, all of which must be related to the program, may be transferred from other appropriately accredited colleges or universities with the consent of the Chair of the Graduate Nursing Program. The transfer credits must be no older than seven years by the time of curriculum completion and carry a grade of B or better.

A cumulative GPA of 3.0 is required to continue and graduate from the program. If the GPA falls below 3.0, the student is placed on probation for the next semester in which courses are taken. If the GPA remains below 3.0 at the end of the next semester, the student is withdrawn from the program. No more than two courses with a grade of C (including C+ and C-) may be applied to the program of study.

A Thesis or classroom-based research project is required. An oral examination by the candidate's committee is conducted following completion of the thesis or classroom-based research and a majority of required coursework.

COURSE REQUIREMENTS

NURS 600 Theoretical Perspectives of the Discipline (3)
 NURS 604 Advanced Nursing Research (3)
 NURS 606 Health Care Delivery Systems, Policy and Financing (3)
 NURS 608 Transcultural and Social Perspectives (3)
 NURS 610 Health Promotion and Disease Prevention (2)
 NURS 612 Advanced Health Assessment (3)

NURS 614 Advanced Pathophysiology I: Concepts (2)
 NURS 616 Advanced Pathophysiology II: Systems (2)
 NURS 618 Family Theory in Nursing Practice (2)
 NURS 621 Integrative Health Practice (3)
 NURS 622 Teaching: Technology and Information Management (3)
 NURS 623 The Nurse As Educator (3)
 NURS 627 Program/Curriculum Design and Evaluation (3)
 NURS 631 Pharmacology I (2)
 NURS 632 Pharmacology II (2)
 NURS 640 Adult Nursing I (3)
 NURS 640P Advanced Practicum I (3-6)
 NURS 641 Adult Nursing II (3)
 NURS 641P Advanced Practicum II (3-6)
 NURS 690 Special Topics (1-3)
 NURS 696 Master's Project (2)
 NURS 697 Independent Study (1-4)
 NURS 698 Continuing Registration (1)
 NURS 699 Thesis for Nursing (4)

Master of Science and Specialist in School Psychology

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

The School Psychology program requires 65 semester credits taken over three years. The program consists of two years of full-time on-campus course work and a one-year internship. A non-terminal, thesis-based Master's degree is awarded after the first 30 semester credits with the terminal Specialist degree awarded after the remaining 35 credits. It is expected that students will earn both the Master's and the Specialist degrees. Continuous registration from enrollment to completion of Specialist degree (excluding summers) in coursework at MSUM or PSY 698/798: Continuing Registration is required. Students are admitted only on a full-time basis with attendance beginning in the fall semester. Admission is limited and competitive. The application deadline is February 15 for both degree programs. Late applications will be considered if space is available.

STUDENT LEARNING OUTCOMES

Students who complete the Master of Science and Specialist in School Psychology will show evidence of knowledge and skills in:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive skills
- Socialization and development of life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation

- School psychology practice and development
- Information resources

ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE

Application Priority Deadlines: February 15

1. Baccalaureate degree from an accredited institution. No specific undergraduate major required, however, preparation must include a minimum of 12 semester hours of course work in psychology including one developmental psychology course. At least one course should be at an upper-level. One statistics course also is required. A research methods course is highly recommended.
2. 3.0 grade point average or at least 3.25 grade point average for the last 30 semester credits of graded course work.
3. Completed "Application for Admission to Graduate Study" form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
5. Official transcripts from ALL colleges and universities attended.
6. Combined score of 1,000 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE). Only official scores are accepted; no more than five years old.
7. Letter of intent specifying career goals and research interests.
8. Three letters of recommendation. At least one letter should be from someone who can speak to the candidate's academic skills (use forms provided). A minimum of two letters from academic sources (including someone from the candidate's major) is highly recommended.
9. A personal or telephone interview is highly recommended. Interviews are to be done as part of the application process before the application deadline. It is up to the applicant to schedule the interview by contacting the Program Director.

ADMISSION REQUIREMENTS FOR THE SPECIALIST DEGREE

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

1. A completed "Application for Admission to Graduate Study" (submit to the Graduate Studies Office).
2. M.S. in School Psychology from MSUM*

3. A letter of interest and intent submitted to the Graduate Studies Office with a copy to the Coordinator of the School Psychology Program.

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

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

*Applicants who have *not* been enrolled in the MSUM School Psychology program must submit evidence of satisfactory completion of a substantially equivalent Master's degree. In addition, all of the requirements for admission to the Master's degree program, as described earlier, must be met. If the student is admitted directly to the Specialist degree program, any MSUM Master's degree requirements not met as part of the student's previous degree program must be completed as part of the Specialist degree program. For more information, contact the Program Coordinator.

DEGREE REQUIREMENTS FOR THE MASTER'S DEGREE

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

1. Minimum of 30 credits.
2. Students who wish to transfer credits from other institutions or have taken courses before admission to the graduate program should refer to the "Residence and Transfer of Credit" section in the Graduate Bulletin for further information.
3. 3.0 grade point average required for courses submitted for the degree. A grade of "B-" is the minimum allowed in core school psychology classes and a "C-" is the minimum grade allowed in non-core classes.
4. Written comprehensive examination.
5. Thesis.
6. Oral examination in defense of the thesis.

DEGREE REQUIREMENTS FOR THE SPECIALIST DEGREE

Degree completed under Plan B

1. Minimum of 35 credits (to total 65 for combined Master's and Specialist program).
2. National School Psychology exam.
3. 3.0 grade point average required for courses submitted for the degree. A grade of "B-" is the minimum allowed in core school psychology classes and a "C-" is the minimum grade allowed in non-core classes.
4. Portfolio demonstrating mastery of program objectives.
5. Final oral examination based on portfolio materials.

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

COURSE REQUIREMENTS

Master's and Specialist Degrees combined (65 semester credits). Courses not completed as part of the Master's degree are completed for the Specialist Degree.

- PSY 517 Developmental Psychopathology (3)
- PSY 601 Foundations of School Psychology (2)
- PSY 611 Children's Thinking (2)
- PSY 613 Biopsychology (2)
- PSY 620 Measurement Theory (3)
- PSY 621 Assessment/Intervention I: Basic Processes (4)
- PSY 622 Assessment/Intervention II: Special Populations (4)
- PSY 633 Statistics/Methods for School Psychologists (2)
- PSY 634 Applied Research for School Psychologists (3)
- PSY 635 Research Seminar in School Psychology (1)
- PSY 641 Practicum in School Psychology I (1)
- PSY 642 Practicum in School Psychology II (1)
- PSY 699 Thesis in Psychology (4)
- PSY 701 Issues in the Practice of School Psychology (2)
- PSY 723 Assessment/Intervention III: Early Childhood (3)
- PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)
- PSY 728 Systems Intervention (2)
- PSY 744 Practicum in School Psychology III (1)
- PSY 760 Internship in School Psychology (3)
- PSY 796 Specialist Portfolio in School Psychology (2)
- CNSA 520 Basic Counseling Skills (3)
- ED 664 Theory and Process of Consultation (2)

SPED 606 Research & Application in Behavior
Analysis (3)

SPED 620 Perspectives and Policies in Special
Education (3)

SPED 545 Remedial and Corrective Reading (3)

OR SPED 561 Learning Disabilities (3)

OR SPED 570 Transitional Planning (3)

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

The course descriptions available in the online
University [Course Descriptions](#) are current. Choose
PSY as the subject heading.

Master of Science in Special Education

Program Coordinator: Deanne Borgeson, Ph. D
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The Master of Science in Special Education is designed to further professional skills in the areas of Special Education and related research. The program focus is to understand advanced concepts, critically review research, and apply these concepts and research to the professional practice through ongoing, systematic professional development. Within the Master's Degree, a student may choose to study a specific area of disability in one of the following areas: Specific Learning Disabilities, Emotional/Behavioral Disorders, Developmental Disabilities, Physical and Health Disabilities, Autism or Early Childhood Special Education.

ADMISSION REQUIREMENTS

Application Priority Deadlines: November 15 and April 15

1. Baccalaureate degree from a regionally accredited institution.
2. Baccalaureate in Education OR a Minimum of one year documented, successful PreK-Grade 12 experience as a licensed teacher.
3. Undergraduate GPA of 3.0 overall or 3.25 in the last 30 semester credits of course work.
4. Completed Application for Admission to Graduate Study form.
5. Official transcripts from all colleges and universities attended.
6. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
7. Score on the Miller Analogies Test (MAT) of 380 or above or combined score of 800 or above on the Graduate Record Exam (GRE). Only official scores are accepted; no more than five years old.

DEGREE REQUIREMENTS

The degree is offered with an action research project. You will be guided through this process in your ED 603 and ED 609 coursework. Successful completions of written comprehensive exams are required as is a leadership/emphasis implementation project as part of your SPED 695 coursework.

Additional Requirements:

1. 3.0 grade point average required for courses submitted for the degree.

2. Written comprehensive examination.
3. Oral examination of thesis or project by committee.

COURSE REQUIREMENTS

CORE REQUIREMENTS (18 Credits)

- SpEd 613 Diagnostic Strategies (3)
- SpEd 620 Perspectives and Policies in Special Education (3)
- SpEd 664 Theory and Process of Consultation and Collaboration (3)
- SpEd 695 Special Problems (1)
- ED 603 Methods of Research (2)
- ED 609 Action Research (2)
- ED 632 Curriculum, Instruction and Learning Theory (4)

Autism Emphasis (15 Credits)

- SpEd 531 Survey of Autism Spectrum Disorders (2)
- SpEd 532 Identification and Assessment of Autism Spectrum Disorders (3)
- SpEd 534 Instructional Strategies for Learners with Autism Spectrum Disorders (3)
- SpEd 535 Asperger's Disorder: Instructional Strategies (2)
- SpEd 536 Communication Strategies and Social Skills for students with ASD (2)
- SpEd 606 Research and Applications in Behavior Analysis (3)

Developmental Disabilities Emphasis (15 Credits)

- SpEd 519 Biomedical Aspects of Physical and Health Disabilities (3)
- SpEd 517 Educating Student with Severe Disabilities (3)
- SpEd 559 Communication Programming for Persons with Severe Disabilities (3)
- SpEd 670 Career Education/Transition Planning for Secondary Students (3)
- SpEd 606 Research and Applications in Behavior Analysis (3)

Early Childhood Special Education Emphasis (15 Credits)

- SpEd 517 Educating Student with Severe Disabilities (3)
- SpEd 519 Biomedical Aspects of Physical and Health Disabilities (3)
- SpEd 523 Young Children with Disabilities and Their Families (3)
- SpEd 526 Infant Strategies (3)
- SpEd 527 Instructional Strategies: Preschool (3)

Emotional/Behavior Disorder (16 Credits)

- SpEd 555 Characteristics of Students with Learning and Behavior Problems (4)
- SpEd 563 Assessment Strategies (3)
- SpEd 578 Educational Interventions: Emotional/Behavioral Disorders (3)
- SpEd 670 Career Education/Transition Planning for Secondary Students (3)
- SpEd 606 Research and Applications in Behavior Analysis (3)

Physical/Health Disabilities Emphasis (15 Credits)

- SpEd 517 Educating Student with Severe Disabilities (3)
- SpEd 519 Biomedical Aspects of Physical and Health Disabilities (3)
- SpEd 547 Physical and Health Disabilities (3)
- SpEd 559 Communication Programming for Persons with Severe Disabilities (3)
- SpEd 670 Career Education/Transition Planning for Secondary Students (3)

Specific Learning Disabilities Emphasis (16 Credits)

- SpEd 555 Characteristics of Students with Learning and Behavior Problems (4)
- SpEd 563 Assessment Strategies (3)
- SpEd 575 Informal Assessment/Teaching Strategies: Students with Learning Disabilities (3)
- SpEd 606 Research and Applications in Behavior Analysis (3)
- SpEd 670 Career Education/Transition Planning for Secondary Students (3)

Master of Science in Speech-Language Pathology

Program Coordinator: Nancy Paul, Ph. D
Grier 108, (218) 477-4642
paulnan@mnstate.edu

The master's degree offered by this department is a professional degree. Its title, Speech-Language Pathology, indicates that it is the entry-level clinical degree in the field of Speech-Language Pathology. Students completing this program are qualified for clinical positions in communication disorders throughout the nation. Those who excel in the master's program are encouraged to seek the doctoral degree at another university. See [Course Descriptions](#) for a listing of courses offered.

The Speech-Language Pathology graduate program at Minnesota State University Moorhead (MSUM) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Candidates for the master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence (CCC). The master's degree program requires two years of study.

MISSION STATEMENT

The mission of the Speech/Language/Hearing Sciences Department is to impart knowledge about human communication and its disorders; to foster the necessary skills to practice speech language pathology competently; to extend the knowledge of human communication and its disorders to the general public; practicing professionals, and students; and to serve individuals affected by communication disorders.

ADMISSION REQUIREMENTS

Application Priority Deadlines: February 15

1. Baccalaureate degree in Speech/Language Hearing Sciences or Communication Disorders from a regionally accredited institution.
2. Completed "Application for Admission to Graduate Study" form.
3. Completed "Speech-Language Pathology Application" form.
4. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
5. Official transcripts from ALL colleges and universities attended.
6. 3.0 cumulative GPA or 3.25 for last 30 semester hours of graded coursework.

7. Graduate Record Exam (GRE). Only official scores are accepted; no more than five years old.

DEGREE REQUIREMENTS

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.

COURSE REQUIREMENTS (53 Credits)

Research Requirements (5-6 Credits)

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

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 696 or SLP 699. All students are required to earn at least 53 credits to accomplish the degree.

SLP 621 Phonological Disorders and Cleft Palate (2)

SLP 623 Seminar: Voice Disorders (3)

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

SLP 627 Communication in Normal Aging and Dementia (2)

SLP 630 Adult Neurogenic Language Disorders (3)

SLP 631 Pediatric and Adult Motor Speech Disorders (2)

SLP 642 Augmentative and Alternative Communication (3)

SLP 647 Diagnostic and Appraisal Procedures (3)

SLP 681 Pediatric and Adult Swallowing Disorders (3)

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

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

Additional Graduate Courses

SLP 690 Topical Seminar in SLP (1-3)

SLP 697 Individual Study (1-3)

SLP 698 Continuing Registration (1)

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

SLHS 573 Rehabilitation Audiology (4)

Graduate Certificate in Biochemistry and Biotechnology Industry

**College of Social and Natural Sciences
(218) 477-5892**

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

ADMISSION REQUIREMENTS

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

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

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

Certificate Requirements (19 Credits)

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

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

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

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

BCBT 540: Biochemistry and Biotechnology Internship (4)

Graduate Certificate in Kodály

Music Department

Chair: Jenny Dufault

CA 137, (218) 477-4607

default@mnstate.edu

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.

ADMISSION REQUIREMENTS

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

Certificate Requirements (9 Credits)

MUS 634, Kodály Method for Training Teachers
Level I (3)

MUS 635, Kodály Method for Training Teachers
Level II (3)

MUS 636, Kodály Method for Training Teachers
Level III (3)

Graduate Certificate in Publishing

MFA in Creative Writing Graduate Program

Chair: Wayne Gudmundson

Flora Frick 253H, (218) 477-2296

gudmund@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (12 Credits)

ENGL 502: Introduction to Publishing (3)

MFA 669: Internship (3)

Core classes in either Communications or Writing

(6 credits):

MFA 688: Creative Writing (3, repeatable)

ENGL 590: Craft of Prose or Poetry (1-3)

MFA 677: Writing-related tutorials (1-3)

Graduate Certificate in Special Education; Autism Disorder (ASD)

Special Education Department

Chair: Camille Brandt

Lommen 216F, (218) 477-2558

brantca@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (15 credits)

SpEd 531 Survey of Autism Spectrum Disorder* (2)

SpEd 532 Identification and Assessment of Autism Spectrum Disorders** (3)

SpEd 534 Instructional Strategies for Learners with Autism Spectrum Disorder (3)

SpEd 535 Asperger's Disorder: Instructional Strategies (2)

SpEd 536 Communication Strategies and Social Skills for Students with ASD (2)

SpEd 606 Research and Application in Behavior Analysis (3)

**SpEd 531 is a prerequisite for all other courses in the certificate*

***SpEd 532 requires prior approved assessment coursework and instructor consent*

Graduate Certificate in Special Education; Developmental Disabilities (DD)

Special Education Department
 Chair: Deanne Borgeson, Ph. D
 Lommen 214D, (218) 477-2002
 borgeson@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (27 credits)

Required coursework may vary from student to student based on previous degree, teaching license(s) and coursework on transcript.

- SpEd 517: Educating Students with Severe Disabilities (3)
- SpEd 519: Biomedical Aspects of Students with Disabilities (3)
- SpEd 545: Remedial & Corrective Reading (3)
- SpEd 556: Functional Curriculum (3)
- SpEd 559: Communication Programming: Severe Disabilities (3)
- SpEd 563: Assessment Strategies (3)
- SpEd 570/670: Transition Planning
- SpEd 567D: Practicum: Developmental Disabilities (3)
- SpEd 568D: Student Teaching II: DD (4)
- SpEd 664: Theory and Process of Consultation/Collaboration (3)
- SpEd 620: Perspectives and Policies in Special Education (3)
- SpEd 606: Research and Application in Behavior Analysis (3)

Graduate Certificate in Special Education; Early Childhood Special Education

Special Education Department
 Chair: Deanne Borgeson, Ph. D
 Lommen 214D, (218) 477-2002
 borgeson@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (25 credits)

Required coursework may vary from student to student based on previous degree, teaching license(s) and coursework on transcript.

- SpEd 517: Educating Students with Severe Disabilities (3)
- SpEd 519: Biomedical Aspects of Students with Disabilities (3)
- SpEd 523: Young Children with Disabilities and Their Families (3)
- SpEd 524: Assessment in ECSE (3)
- SpEd 526: Infant Strategies (3)
- SpEd 527: Instructional Strategies: Preschool (3)
- SpEd 559: Communication Programming: Severe Disabilities (3)
- SpEd 567E: Practicum: Young Children with Disabilities (2)
- SpEd 567I: Practicum: Infant/Interagency Services (2)
- SpEd 568E: Student Teaching II: ECSE (4)
- SpEd 664: Theory and Process of Consultation/Collaboration (3)
- SpEd 620: Perspectives and Policies in Special Education (3)
- SpEd 606: Research and Application in Behavior Analysis (3)

Graduate Certificate in Special Education; Emotional Behavior Disorders

Special Education Department
 Chair: Deanne Borgeson, Ph. D
 Lommen 214D, (218) 477-2002
 borgeson@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (25 credits)

Required coursework may vary from student to student based on previous degree, teaching license(s) and coursework on transcript.

- SpEd 613: Diagnostic Teaching (3)
- SpEd 545: Remedial & Corrective Reading (3)
- SpEd 555: Characteristics of Students with Behavior Problems (3)
- SpEd 563: Assessment Strategies (3)
- SpEd 564: Educational Planning and Adaptation (3)
- SpEd 567A: Secondary Practicum: Mild Disabilities (3)
- SpEd 570/670: Transition Planning (3)
- SpEd 578: Educational Interventions: EBD (3)
- SpEd 568C: Student Teaching II: EBD (4)
- SpEd 664: Theory and Process of Consultation/Collaboration (3)
- SpEd 620: Policies and Perspectives in Special Education (3)
- SpEd 606: Research and Application in Behavior Analysis (3)

Graduate Certificate in Special Education; Physical/Health Disabilities

Special Education Department
 Chair: Deanne Borgeson, Ph. D
 Lommen 214D, (218) 477-2002
 borgeson@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (30 credits)

Required coursework may vary from student to student based on previous degree, teaching license(s) and coursework on transcript.

- SpEd 613: Diagnostic Teaching (3)
- SpEd 517: Educating Students with Severe Disabilities (3)
- SpEd 519: Biomedical Aspects of Students with Disabilities (3)
- SpEd 523: Young Children with Disabilities and Their Families (3)
- SpEd 545: Remedial & Corrective Reading (3)
- SpEd 547: Physical and Health Disabilities (3)
- SpEd 559: Communication Programming: Severe Disabilities (3)
- SpEd 563: Assessment Strategies (3)
- SpEd 570/670: Transition Planning (3)
- SpEd 567P: Practicum: Physical/Health Disabilities (3)
- SpEd 568P: Student Teaching II: P/HD (4)
- SpEd 664: Theory and Process of Consultation/Collaboration (3)
- SpEd 620: Perspectives and Policies in Special Education (3)
- SpEd 606: Research and Application in Behavior Analysis (3)

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

Special Education Department
 Chair: Deanne Borgeson, Ph. D
 Lommen 214D, (218) 477-2002
 borgeson@mnstate.edu

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (25 credits)

Required coursework may vary from student to student based on previous degree, teaching license(s) and coursework on transcript.

- SpEd 613: Diagnostic Teaching (3)
- SpEd 545: Remedial & Corrective Reading (3)
- SpEd 555: Characteristics of Students with & Behavior Problems (3)
- SpEd 563: Assessment Strategies (3)
- SpEd 564: Educational Planning & Adaptation (3)
- SpEd 567A: Secondary Practicum: Mild Disabilities (3)
- SpEd 570/670: Transition Planning (3)
- SpEd 575: Informal Assessment Strategies: LD (3)
- SpEd 568B: Student Teaching II: SLD (4)
- SpEd 664: Theory and Process of Consultation/Collaboration (3)
- SpEd 620: Perspectives and Policies in Special Education (3)
- SpEd 606: Research and Application in Behavior Analysis (3)

Graduate Certificate in Teaching and Learning with Technology

Chair: Rhonda Ficek, Ph. D
Livingston Lord 114D, (218) 477-2339
ficek@mnstate.edu

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

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

ADMISSION REQUIREMENTS

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

Certificate Requirements (18 Credits)

- ED 519: Creating Web-Based Curriculum Materials (2)
- ED 522: Electronic Resources: Issues and Practice (2)
- ED 525: Methods of Computer-Mediated Communication in Education (2)
- ED 528: Effective Use of Multimedia (2)
- ED 531: Technology Troubleshooting for Macintosh (1)
- ED 532: Technology Troubleshooting for Windows (1)
- ED 534: Assessment Strategies for Technology-Enhanced Curriculum (2)
- ED 633: Technology and Information Systems (2)

Electives (choose 2 of the following)

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

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

Chair: Linda Houts-Smith
MacLean 279B, (218) 477-4059
houtsli@mnstate.edu

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.

ADMISSION REQUIREMENTS

1. Baccalaureate degree from a regionally accredited institution.
2. Completed "Application for Admission to Graduate Study" form indicating Graduate Special under "Program Admission Requested".
3. Completed TEXL Certificate Application form.
4. Undergraduate and other transcripts sent directly from the institution to the Graduate Studies Office.
5. Non-refundable \$20.00 fee for first-time applicants to Minnesota State University Moorhead.
6. GPA requirement for entrance is 2.75 on a 4.0 scale

Certificate Requirements (20 Credits)

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

Licensure Requirements (optional)

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

Electives (optional)

TESL 690 Special topics (1-4)

Accounting [ACCT]**ACCT 590 Topics in Accounting (1-3)**

May be taken more than once since content will vary.

Anthropology [ANTH]**ANTH 545 Seminar in Anthropology (3)**

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

ANTH 597 Research in Anthropology (1-5)

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

Art [ART]**ART 520 Renaissance Art (4)**

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

Prerequisite: ART 233, ART 234

ART 531 Twentieth-Century Art and Architecture (4)

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

Prerequisite: ART 234

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

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

Prerequisite: ART 233, ART 234

ART 590 Topics in Art (1-3)

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

Biochemistry-Biotechnology [BCBT]**BCBT 520 Intro to Working in a Regulated Biochemistry and Biotechnology Industry (4)**

This course will cover the basic structure of the regulated workplace; introduction to regulatory affairs, introduction to regulatory language: FDA and USDA; an overview of good practices: good laboratory practices (GLP), good manufacturing practices (GMP) and good clinical practices (GCP);

introduction to quality systems: quality control, quality assurance, ISO9000, and six sigma; introduction to validation.

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

This course provides an overview of validation in the biochemistry and biotechnology industry including biopharma, biomanufacturing, and basic and clinical research. Topics will include: 1) The science of validation; 2) Qualification, calibration, and certification of equipment; 3) Validation of biological assays; 4) Creation and Application of Validation Programs.

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

This course covers the origins, history of quality and the major concepts, theories, principles and founders; quality planning, assurance and improvement; the roles and responsibilities of quality assurance and quality control. Student must be in junior standing in a bioscience or chemistry major.

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

This course will cover ethical issues in the Biochemistry and Biotechnology Industry ranging from legal requirements for notebooks, issues with data falsification and misrepresentation, and issues of genetic manipulation and cloning among others.

BCBT 569 Internship (1-12)

This course is the required capstone experience for the Biochemistry and Biotechnology Certificate Program. An internship or work experience is required to complete the Biochemistry and Biotechnology Certificate. The experience can be a paid or volunteer experience. The experience needs to be approved by a faculty advisor in the Biochemistry and Biotechnology Certificate Program. Following the internship or work experience the student will be required to write a paper pertaining to the experience. Student must be in junior standing in a bioscience or chemistry major.

Biology [BIOL]**BIOL 590 Topic in Biology (1-4)**

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

Chemistry [CHEM]

CHEM 500 Biochemistry I (3)

A survey of the chemistry and metabolism of living systems. Topics include structure, function and chemistry of biomolecules, and introduction to metabolism and metabolic pathways.

Prerequisite: CHEM 350

CHEM 505 Biochemistry Laboratory I (1)

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

Prerequisite: CHEM 380

CHEM 510 Biochemistry II (3)

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

Prerequisite: CHEM 400

CHEM 515 Biochemistry Laboratory II (1)

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

Prerequisite: CHEM 505

Communication Studies [CMST]

CMST 516 Special Projects: Speech (1-3)

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

CMST 590 Topics in Communication (1-3)

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

Counseling & Student Affairs [CNSA]

CNSA 510 Introduction to Counseling (3)

Basic concepts and principles of counseling.

CNSA 520 Basic Counseling Skills (3)

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

CNSA 590 Topics in Counseling and Student Affairs (1-3)

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

CNSA 600 Introduction to Counseling Research (1)

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

CNSA 610 Foundations of Counseling (2)

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

CNSA 611 Theories of Individual and Family Counseling (3)

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

CNSA 612 Individual Appraisal (3)

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

Prerequisite: ED 602

CNSA 613 Career Development (3)

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

CNSA 614 Human Growth and Development for Counselors (3)

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

CNSA 615 Social and Cultural Foundations of Counseling (3)

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

CNSA 620 Counseling Skills I (3)

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

(Majors only)

Prerequisite: CNSA 610

CNSA 630 Group Counseling (3)

Group dynamics in theory and practice.

Prerequisite: CNSA 620

CNSA 631 Advanced Group Counseling (1-3)

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

Prerequisite: CNSA 630

CNSA 640 Ethical and Legal Issues in Counseling (1)

Ethical and legal issues related to counseling. Ethical codes, ethical decision making, and common ethical and legal issues in counseling are examined.

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

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

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

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

CNSA 660 Introduction to Student Affairs (2)

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

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

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

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

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

CNSA 663 The College Student (1)

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

CNSA 670 Community Counseling (3)

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

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

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

CNSA 690 Topics (1-4)

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

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

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

Prerequisite: CNSA 621

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

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

Prerequisite: CNSA 621

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

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

Prerequisite: CNSA 621

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

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

Prerequisite: CNSA 621

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

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

Prerequisite: CNSA 691A

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

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

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

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

Prerequisite: CNSA 691C

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

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

Prerequisite: CNSA 691D

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

Culmination portfolio for capstone projects.

CNSA 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

CNSA 697 Independent Study (1-4)

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

CNSA 698 Continuing Registration (1)

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) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Education [ED]

ED 508 Human Relations for Educators (3)

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

ED 511 Technology for Teachers (1)

Educational technology for classroom teachers. Covers knowledge of office and web design software,

national technology standards, online learning, technology-enhanced teaching, internet resources, internet ethics, and critical perspectives on technology. This course does not count toward the Teaching and Learning with Technology certificate or the Educational Leadership program.

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

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

Prerequisite: ED 511

ED 513 Psychology of Teaching and Learning (4)

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

Prerequisite: ED 511

ED 519 Creating Web-Based Curriculum Materials (2)

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

ED 522 Electronic Resources: Issues and Practice (2)

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

ED 523 Design of Online Instruction (2)

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 (2)

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

ED 527 Emerging Technologies (2)

Participants in this course will explore emerging technologies and ways to effectively integrate them into the teaching and learning environment. As technologies continue to evolve, it is important for educators to stay abreast of the new developments. For instance, the web has rapidly transformed from the first generation (mostly read only) to the second generation (often called the Web 2.0 or the Read/Write web) to the current generation (the Web 3.0). As the web has undergone these transformations, the corresponding innovations in technologies have had a significant impact on the teaching and learning environment. Participants will develop skills that support digital age learners. Participants will develop activities and lessons for classes they teach and learn to use these applications effectively for instruction.

ED 528 Effective Use of Multimedia (2)

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

Prerequisite: ED 519

ED 533 Technology Troubleshooting for your Computer (2)

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

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

This course explores issues, strategies, methods, and techniques of assessment in technology-based curricula.

Prerequisite: ED 525, ED 528

ED 535 Infusing Technology into Mathematics (2)

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

Prerequisite: ED 519

ED 539 Infusing Technology into Literacy Instruction (2)

This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction.

Prerequisite: ED 519

ED 542 Infusing Technology into the Science Curriculum (2)

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

Prerequisite: ED 519

ED 551 Middle School Philosophy (2)

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

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

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

ED 553 Interdisciplinary Instructional Strategies (2)

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

ED 570 Educational Alternatives for Learning (1-2)

Construction of both established and innovative educational programs.

ED 571 Issues in Education (1-2)

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

ED 582 Information Technology and Teachers (2)

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

Prerequisite: CSIS 103

ED 590 Topics in Education (1-4)

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

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

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

ED 597 Readings in Education (1-3)

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

ED 601 Psychological Foundations of Education (2)

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

ED 602 Statistics in Educational Research (2)

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

ED 603 Methods of Research (2)

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

ED 604 Education and Society (3)

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

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

Introduction to research on single subjects and small groups, with application to problems in education and related areas.

ED 608 Educational Research I (3)

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

ED 609 Action Research (2)

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

Prerequisite: ED 603

ED 610 Philosophy of Education (2)

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

ED 612 Study of the Individual (2)

Case study methods, laboratory experience and practicum where applicable.

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

This course provides school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education to the degree that they can apply their understandings to professional decisions. Students are expected to apply political concepts and strategies and approaches to collaboration in involving the community in decision making, building community support for school priorities. Throughout the

course, students' work will be expected to manifest a sensitivity to issues of diversity in a pluralistic society.

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

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

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

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

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

This course investigates curricular decision-making and program evaluation strategies as they affect the educational program. Problem solving skills are presented through theory and simulation.

ED 633 Technology and Information Systems (2)

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

ED 634 Personal Communications and Ethics (3)

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

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

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision.

Prerequisite: ED 630

ED 636 Policy and Educational Finance (2)

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

ED 637 Curriculum Theory and Principles (2)

Examination of principles, contemporary theories and change process alternatives as they impact the school education program.

ED 638 Administration of the Elementary School (2)

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

ED 639 Administration of the Secondary School (2)

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

Prerequisite: EECE 642, ED 630

ED 643 Secondary School Curriculum (2)

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

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

Organization and administration of educational programs for young adolescents.

Prerequisite: EECE 642, ED 630

ED 645 Portfolio Option Pre-Assessment (1)

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

ED 646 Portfolio Option Post-Assessment (1)

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

ED 664 Theory and Process of Consultation (2)

Advanced practical aspects of professional consultation and collaboration through transdisciplinary approaches using case studies and professional reflection for increased efficacy in

assessment, intervention, and evaluation of special needs students/clients and their caregivers.

ED 670 Educational Alternatives for Learning (2)

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

ED 671 Issues in Education (2)

Seminar to examine current issues and trends in education.

ED 690 Topics (1-4)

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

ED 694V Internship (1-10)

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 695 Portfolio (Plan B) (1-4)

Culmination portfolio for capstone projects.

ED 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

ED 697 Independent Study (1-4)

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

ED 698 Continuing Registration (1)

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) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

ED 717 Adult Learning (2)

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

ED 727 Higher Education Law (3)

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

ED 740 Financing Higher Education (3)

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

ED 767 Organization and Administration of Higher Education (3)

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

ED 780 Instructional Models (2)

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

ED 782 Supervisory and Administrative Theories (4)

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

ED 783 Computer Data Management and Decision Making (2)

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

ED 784 School Personnel Administration (2)

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

ED 786 School Facility Planning (2)

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

ED 788 School Finance and Business Management (4)

School business administration of insurance, transportation, food services, purchasing, inventory control, budgeting procedures, state and federal accounting, and personnel.

ED 789 School Community Relations (2)

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

ED 790 Topics in Education (1-3)

Special topics in graduate education.

ED 794 Practicum in Administration (1-6)

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

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

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

ED 797 Individual Study in Education (2)

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

ED 799 Thesis or Field Research (1-4)

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

Elementary and Early Childhood Education [EECE]

EECE 522 Curriculum and Methods for the Gifted (2)

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

Prerequisite: EECE 521

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

Assist preservice and inservice teachers in identifying and practicing teacher skills and strategies needed to

effectively utilize reading and successfully integrate the language arts modes in the classroom.

Prerequisite: EECE 341, SPED 320

EECE 536 Administration of Early Childhood Education Programs (3)

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

EECE 539 Infusing Technology into Literacy Instruction (2)

This course is designed to help K-12 teachers thoughtfully integrate technology into their literacy instruction.

Prerequisite: ED 519

EECE 545 Remedial and Corrective Reading (3)

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

EECE 546 Remedial and Corrective Reading Clinic (1)**EECE 548 Reading Study Skills in the Content Areas (3)**

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

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

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

EECE 577 Early Childhood Education Workshop (1-2)

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

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

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

discussion, written and oral presentations, and advocacy skills.

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

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

EECE 594 Educational Alternative for Learning (1-2)

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

EECE 596 Issues in Education (1-2)

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

EECE 597 Readings in Education (1-2)

Readings and supervised study of topics in depth.

EECE 599 Topical Workshop (1-3)

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

EECE 604 Education and Society (3)

History and development of social structures in America: the relationship between social structures and formal education. (Same as ED 604)

EECE 612 Literacy in Society (2)

Designed to examine the impact a changed society has on the need for reading as well as examining the motivation to read. Readings and topics explore the continued importance of a print society and the impact this has on how reading is taught.

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

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

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

The study and analysis of literacy learning theories as the basis for examining current instructional programs and practices.

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

EECE 614 Literacy in the Content Areas (3)

Development of content-area literacy competencies, K-12. Emphasizes strategies for word identification, comprehension, and metacomprehension, in a variety of subject areas.

Prerequisite: Teaching experience, EECE 613 and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

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

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

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

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

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

EECE 623 Special Topics in Literature for Young Readers (3)

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

Prerequisite: EECE 441

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

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

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

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

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

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

Prerequisite: EECE 630

EECE 633 Technology and Information Systems (2)

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

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

Specific techniques and systems to supervise instruction. Interpersonal communication and group process skills are applied to administrative supervision. (Same as ED 635 and NDSU 635)

Prerequisite: EECE 630

EECE 637 Curriculum Theory and Principles (2)

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

EECE 639 Administration of the Elementary and Secondary Schools (4)

The common elements of leadership as they apply to the principalship. Practical applications in an elementary or secondary school setting will be considered. (Same as NDSU 739)

Prerequisite: ED 630, EECE 630, EECE 642

EECE 640 Elementary Children and Learning (1-2)

Recent trends and research in educational foundations and effect upon elementary curriculum and/or practice. Topics vary each semester.

EECE 642 Elementary School Curriculum (2)

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

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

Organization and administration of educational programs for young adolescents. Same as ED 644 and NDSU 644)

Prerequisite: EECE 630

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

The study of informal and formal individual and group reading assessments, and the analysis and use of data from those assessments to make reading curricular and instructional decisions. Practical application through the tutoring of a K-12 student.

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

EECE 646 Reading Clinic: Diagnosis (2)

Knowledge and application of methods of individual and group assessment, analysis of assessment data, and development of instruction for students with a wide range of reading backgrounds and skills. Practicum experience with individual students and groups of students required.

Prerequisite: EECE/SPED 645 and licensed teaching experience or consent of instructor.

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

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

EECE 690 Topics (1-4)

Topical seminar in Elementary and Early Childhood Education; may be repeated when the topic changes.

EECE 691 Administration and Supervision of Reading Programs (2)

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

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

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

Culmination portfolio for capstone projects.

EECE 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

EECE 697 Independent Study (1-4)

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

EECE 698 Continuing Registration (1)

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

EECE 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

EECE 782 Supervisory and Administrative Theories (4)

A study of management models and techniques, needs assessment, goal setting, planning and evaluation systems, and decision-making problems as they relate to the school improvement process. (Same as ED 782 and NDSU 782)

Prerequisite: ED 630

EECE 783 Computer Data Management and Decision Making (2)

An understanding of effective computer applications in order to use the computer as a decision-making and planning tool for school financial and managerial functions relating to the field of school business and administration and school district superintendency. (Same as ED 783 and NDSU 783)

EECE 784 School Personnel Administration (2)

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

Prerequisite: ED 635

EECE 786 School Facility Planning (2)

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

Prerequisite: ED 635

EECE 788 School Finance and Business Management (4)

School business administration of insurance, transportation, food services, purchasing, inventory

control, budgeting procedures, state and federal accounting and personnel. (Same as ED 788 and NDSU 788)

EECE 789 School Community Relations (2)

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

Prerequisite: EECE 639

EECE 794 Practicum in Administration (1-6)

Supervised field experiences in various areas in education administration. Seminar and projects required.

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

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

EECE 799 Thesis or Field Research (1-4)

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

English [ENGL]

ENGL 502 Introduction to Publishing (3)

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

ENGL 509 Studies in American Literature (3)

Study of selected topics, movements, or genres.

Prerequisite: ENGL 102

ENGL 510 Studies in British Literature (3)

Study of selected topics, movements, or genres.

Prerequisite: ENGL 101, ENGL 102

ENGL 511 Chaucer (3)

Study of selected major works and their background.

ENGL 513 Writing About Art (3)

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

edit for the purposes of developing plans for revision of the writing.

ENGL 517 Issues of Death & Grief: Creative Non-Fiction of Life & Loss (3)

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 (3)

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

ENGL 530 Individual Authors (3)

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

ENGL 535 Ecocriticism (3)

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 552 Craft Seminar (3)

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 562 Practicum in Publishing (3)

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

ENGL 563 History of the English Language (3)

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

ENGL 580 Advanced World Literature (3)

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

ENGL 585 Topics: Authors (1-2)

Prerequisite: ENGL 102, ENGL 101

ENGL 588 Advanced Creative Writing (3)

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

ENGL 591 Teaching English in Secondary Schools (3)

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

ENGL 593 Grammars of English (3)

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

ENGL 594 Teaching English in Middle/Junior High (3)

Review of current trends in adolescent and young adult literature. Approaches and techniques for teaching reading and for studying literature in junior

and senior high school. May be repeated after five years with consent of instructor.

Prerequisite: ENGL 101, ENGL 102

ENGL 595 Advanced Studies in Language or Literature (1-3)

Study of selected topics, individual authors, genres or movements in linguistics or in American, British or world literature. The course may be offered as a seminar, as an independent study, or as an adjunct to another class taught by the same instructor. Repeatable when subject matter varies.

ENGL 596 Capstone Seminar (4)

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

ENGL 597 Independent Study (1-3)

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

ENGL 674 Teaching Composition and Literature (3)

Students will study varied approaches to teaching composition, including composition history, course design, assignment planning, assignment sequencing, response to and evaluation of student writing.

Film [FILM]

FILM 590 Topics in Film (1-3)

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

Graphic Communication [GCOM]

GCOM 590 Topics in Graphic Communication (1-3)

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

Geoscience [GEOS]

GEOS 590 Topics in Geosciences (1-3)

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

History [HIST]

HIST 501 Seminar (3-4)

Problems in history for the advanced student.

HIST 590 Topics in History (1-3)

This is a Graduate level topics course and may be repeated as topic varies.

Health [HLTH]

HLTH 518 Medical and Health Care Law (3)

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

HLTH 519 Financial Management of Health Care Organizations (3)

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

HLTH 574 Workshop in Health Education (1)

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

HLTH 599 Topical Workshop (1-4)

Health Services Administration [HSAD]

HSAD 514 Health Services Planning and Evaluation (3)

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

HSAD 516 Health Services Management (3)

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

International Studies [INTL]

INTL 590 Topics in International Studies (1-4)

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

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

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

LANG 557 Second Language Acquisition & Language Teaching (3)

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

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

Theory and practice of teaching foreign languages (K-12). This course is required for students who plan to teach at the elementary level. Students who plan to teach at the secondary level will need to take this course and LANG 572. The course examines current and historical trends, methods and techniques. Microteaching, materials preparation, and assessment will be part of the structure of the course. Completion of the PPST is required prior to enrolling in this course.

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

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

LANG 575 Second Language Assessment (3)

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.

Prerequisite: LANG 471, LANG 457

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

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

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

The internship is designed to improve the writing ability of a student on the job, to integrate writing skills acquired in the MFA Program into a workplace environment, and to provide additional writing experience for selected students.

MFA 674 Teaching Composition and Literature (3)

Students will study varied approaches to teaching composition, including composition history, course design, assignment planning, assignment sequencing, response to and evaluation of student writing.

MFA 677 MFA Tutorial (1-3)

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

MFA 688 M.F.A. Workshop (3)

The writing poetry, fiction, plays, film or creative nonfiction. Partly a graduate-level dialogue on contemporary writing, but mainly a workshop. Students may repeat this course.

MFA 690 Topics (1-4)

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

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

Culmination portfolio for capstone projects.

MFA 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

MFA 697 Independent Study (1-4)

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

MFA 698 Continuing Registration (1)

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.

MFA 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Master of Liberal Arts [MLA]

MLA 590 Topics (1-3)

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

MLA 613 Human Spirit in Art (3)

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

MLA 619 God, Nature and Human Nature (3)

An examination of some of the ways human beings have conceived of and theorized about the existence and nature of God, and about the nature and value of individualized human beings in relation to those conceptions of the divine.

MLA 621 Existentialism and Literature (3)

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

MLA 627 Imagination, Reform, and the Urban Transformation of America (3)

This course will investigate the imaginative response to cultural change with its focus on the period 1880-1920 in the United States. Background in the historical forces of change and the philosophical value system of the 19th century will provide the context of the course. The central focus will be the themes inherent in the imaginative response to rapid change in an urban environment as seen in literature, art, architecture, and the activities of the social reform group.

MLA 630 Masterpieces of Spanish Literature (3)

Study of the great works of Spanish literature in translation. Class discussion in English. Cross-listed as Spanish 630 for those who are pursuing an MLA degree with a Hispanic Studies emphasis. Those who

take the class as Spanish 630 will read the works in Spanish and turn in all written work in Spanish. The course may be repeated for credit as the works that are studied vary.

MLA 631 Dimensions of Drama (3)

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

MLA 636 Technology and the Arts (3)

An examination of competing ideas about both art and technology, and about the sometimes conflicting, sometimes complementary relationships between art and technology. Emphasis on 19th and 20th Centuries. The course will include perspectives on film, architecture, music, and photography. Students will be encouraged to extend their research to other areas of interest.

MLA 645 Classical Roots of Modern Culture (3)

A multi-disciplinary study of the classical ideal as it appears in ancient Greece and influences other periods of Western Civilization, especially the Twentieth Century, and analysis of its continuing dialogue with romanticism. A connecting theme present in the materials studied will be the nature of the hero.

MLA 651 Autobiographical Writing (3)

Through a 'workshop' approach, participants investigate and practice writing in the various forms of autobiographical essay from diary and journal to reminiscence and memoir to autobiographically-based fiction. Students implement aspects of narrative and descriptive techniques, structure, tone, and point of view, as well as explore a variety of subjects from early memory to defining the self in relation to others, places, events, and history itself.

MLA 653 American Folklore (3)

A survey of American folklore as a field, its methods and materials. Concentration on several topics including, but not limited to, children's folklore, urban legends, family folklore, and vernacular music.

Students will collect, annotate and analyze items of folklore, and then present their work both orally and in writing.

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

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

MLA 690 Topics (1-4)

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

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

Culmination portfolio for capstone projects.

MLA 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

MLA 697 Independent Study (1-4)

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

MLA 698 Continuing Registration (1)

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.

MLA 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Music [MUS]

MUS 523 Accompanying (1)

Preparation and performance of both instrumental and vocal accompaniment repertoire. May be repeated for credit.

MUS 524 Chamber Music Performance: Voice (1)

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

MUS 527 Chamber Music Performance: Woodwind (1)

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

MUS 531A Keyboard Pedagogy I (2)

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

MUS 531B Keyboard Pedagogy II (1)

Practical application of teaching techniques, skills, and procedures studied in Mus 531A.

Prerequisite: MUS 531A

MUS 545 Music Literature: Wind Band (2)

Study of wind band literature. Intended for majors and minors in music.

Prerequisite: MUS 201

MUS 550 Student Recital (1-3)

Special supplemental applied study in preparation for public recital appearance. May be repeated once for credit.

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

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

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

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

MUS 572 Instrumental Arranging (2)

Arranging for both small and large ensembles.

Prerequisite: MUS 202, MUS 201

MUS 574 Advanced Theory and Analysis (2)

Continuation of the study of music through the use of advanced theoretical and analytical techniques. May be repeated for credit.

Prerequisite: MUS 202, MUS 201

MUS 582 Digital Audio II (2)

Equipment and techniques of electronic music synthesis, including modular and integrated systems, analog and digital synthesis, MIDI and electronic audio effects.

Prerequisite: MUS 381

MUS 595 Special Topics in Music (1-2)

MUS 596 Workshop in Music Education (1-2)

Special topics in music. May be repeated for credit if topic varies.

MUS 620 Instrumental Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the

responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance.

MUS 621 Vocal Ensemble (1)

Ensemble experience is required of all graduate music students. Although the graduate student will be assigned to one of the undergraduate ensembles, the responsibilities will include serving as assistant conductor with assignments to lead sectional rehearsals, full rehearsals, and possibly to prepare and conduct the ensemble during performance.

MUS 632 Advanced Studies in Teaching Elementary School General Music (2)

Advanced study of music methods and materials for teaching music in elementary schools.

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

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 (3)

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 (3)

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 (3)

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

MUS 650 Graduate Recital (1-2)

On demand. May be repeated for credit.

MUS 654 Music Performance: Voice (1-3)

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

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

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

MUS 658 Music Performance: Strings (1-3)

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

MUS 670 Composition - Level V (1-3)

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

MUS 674 Directed Study in Music Theory (2)

Varied projects in the field of music theory. Course may be repeated for credit.

MUS 682 Computer Music (2)

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

Prerequisite: Music 482/582, MUS 482, MUS 582

MUS 685 Digital Audio Production (2)

Advanced Digital Audio Production studies including Compact Disc production and Tonmeister techniques.

Prerequisite: Music 481/581, MUS 481, MUS 581

MUS 686 Projects in Computer Music (2)

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

Prerequisite: MUS 682, MUS 682

MUS 690 Topics (1-2)

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

MUS 695 Portfolio (Plan B) (1-2)

Culmination portfolio for capstone projects.

MUS 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

MUS 697 Independent Study (1-4)

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

MUS 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Nursing [NURS]

NURS 590 Special Topics (1-4)

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

NURS 600 Theoretical Perspectives of the Discipline (3)

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

NURS 604 Advanced Nursing Research (4)

Research in Nursing includes an exploration of the research process and the methodologies appropriate to nursing. The analysis and critique of research studies and reports is a primary method for developing the knowledge and skills relevant to application and implementation of research studies. An introduction to the concepts and process of Evidence-based practice is included. The course includes development of a draft of the research proposal.

Prerequisite: Required upper division inferential statistics course within the three (3) years prior to NURS 604 enrollment. Recommended Prerequisite: An undergraduate nursing research specific course is strongly recommended as NURS 604 builds on knowledge of the basic research process.

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

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

NURS 608 Transcultural and Social Perspectives (3)

Core course that broadens understanding of diversities in races, cultures, individuals, families,

communities, populations, lifestyles, gender, and age groups. Explores changing demographics, major health needs, health promotion and disease prevention, and mental health issues in all cultures.

NURS 610 Health Promotion and Disease Prevention (3)

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 612 Advanced Health Assessment (3)

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

NURS 614 Advanced Pathophysiology I (2)

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

NURS 616 Advanced Pathophysiology II (2)

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

Prerequisite: NURS 614

NURS 622 Teaching Technology and Information Management (3)

Theoretical basis for information systems, teaching, and learning enhanced through the use of technology. Emphasis is on selecting databases for health professions, examining environmental, social, political and financial factors influencing current technology in the delivery of nursing education.

NURS 623 Nurse as Educator (3)

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

social, and political issues influencing nursing education.

NURS 627 Program/Curriculum Design and Evaluation (3)

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

Prerequisite: NURS 623

NURS 631 Pharmacology I (2)

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

NURS 632 Pharmacology II (2)

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

Prerequisite: NURS 631

NURS 640 Adult Nursing I (3)

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

Prerequisite: NURS 610, NURS 612, NURS 616

NURS 640P Advanced Nursing Practicum I (2-6)

Application of knowledge and skills in self-selected settings. Precepted clinical experience in academic or clinical speciality area. Focus on expanded role expectations for speciality practice.

Prerequisite: NURS 640, NURS 623

NURS 641 Adult Nursing II (3)

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

Prerequisite: NURS 640

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

Provides opportunities for a capstone experience in a client care setting. Extended practicum in the student's area of specialization allows a chance to more fully integrate skills and knowledge learned throughout the program. Emphasis is on consultation, program planning, education, health promotion, and prevention of disease. Course requires concurrent registration in NURS 620, and NURS 641 or NURS 697.

Prerequisite: NURS 641

NURS 690 Topics (1-4)

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

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

Culmination portfolio for capstone projects.

NURS 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

NURS 697 Independent Study (1-4)

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

NURS 698 Continuing Registration (1)

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.

Prerequisite: NURS 696, NURS 699

NURS 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Prerequisite: NURS 604

NURS 700 Theoretical Foundations for Nursing Practice (4)

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

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

This course focuses on analysis of approaches for conduct of clinical scholarship building on core research methods and statistical courses.

Prerequisite: NURS 700

NURS 704 Clinical Prevention and Population Health (4)

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

Prerequisite: NURS 700, NURS 740

NURS 706 Organizational and Systems Leadership (4)

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

Prerequisite: NURS 704, NURS 750

NURS 740 Clinical Scholarship I (3)

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

Prerequisite: NURS 700

NURS 750 Clinical Scholarship II (3)

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

NURS 760 Clinical Scholarship III (3)

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

Prerequisite: NURS 704, NURS 750

NURS 770 Clinical Scholarship IV (3)

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

Prerequisite: NURS 706, NURS 760

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

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

NURS 798 Continuing Registration (1)

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

Physical Education [PE]**PE 521 Physiology of Exercise (3)**

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

Prerequisite: PE 321

PE 552 Adapted Physical Education (3)

This course provides the student with an introductory study to adapted physical education and includes strategies for meeting the needs of student with impairments in the least restrictive environment.

PE 553 Assessment and Programming in D/APE (3)

A study of instructional/administrative methods and activities for the physical education program as related to the needs, interests and abilities of persons with physical and/or mental handicaps.

PE 554 Curriculum in Developmental/Adapted Physical Education (3)

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

Prerequisite: PE 452

PE 595 Administration of Physical Education (3)

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

Philosophy [PHIL]

PHIL 590 Topics in Philosophy (1-3)

Study of a selected philosophical problem or philosophical movement. Students may register more than once when topic varies. Specific topics will be announced in class schedules.

PHIL 595 Topics in Feminist Theory (3)

Courses offered under this title will focus on feminist theories as frameworks for work on feminist issues. For specific topic see class schedule. Topics may include Knowledge, Ethics, Ecology, Reproductive Rights and Issues, Self-images and Identity, and Sexuality. Students may register more than once when content varies, but may not repeat the course for more than 6 credits.

Prerequisite: PHIL 101, PHIL 105, PHIL 314

Public, Human Service and Health Administration [PHSA]

PHSA 611 Survey of Public and Human Service Administration (4)

An overview of the development of the field and the political context of administration, plus discussion of conceptual and theoretical issues related to the practical skills involved in administering public and human service organizations.

PHSA 612 Research Methods for Public and Human Service Administration (3)

This course will provide the student with an understanding of how to structure research topics,

gather and use appropriate data, employ valid statistical tests, and understand various qualitative and quantitative methodologies used in making managerial decisions.

PHSA 621 Marketing Non-Profit and Public Organizations (3)

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

PHSA 650 Topics in Public and Human Service Administration (1-3)

Topics focusing on various issues and developments in the field of public and human service administration. May be repeated for credit under different topics.

PHSA 653 Human Resource Development (2)

Management and development needs of employees and volunteers. Covers ways adults learn, motivation of volunteers, interviewing skills and the needs analysis, design, implementation evaluation, administration, and cost effectiveness of personnel issues.

PHSA 655 Public and Non-Profit Financial Management (3)

Principles of budgeting, financial controls, accounting systems, income determination, and investment management in public and non-profit organizations. This course is designed to aid managers to facilitate preparation, to understand and to use financial information in making administrative decisions.

PHSA 665 Legal Issues of Nonprofit Organizations (3)

A study of nonprofit organizations with emphasis on their legal nature, tax status, and major concepts that determine rights, duties and liabilities of such organizations' employees and boards of directors.

PHSA 671 Leadership in the Public and Non-Profit Sectors (2)

Theoretical and practical analysis of supervision, organizational innovation, creative policy development, fund-raising issues, work-place design, and the ethical dimensions of leadership in public and human service organizations.

PHSA 681 Policy Analysis in Public and Human Service Administration (3)

Capstone course in the PHSA program, focusing on policy selection, estimation, implementation and evaluation with the emphasis on problem solving

within dynamic conditions in public and non-profit contexts.

PHSA 690 Topics (1-4)

This is a topical seminar in Public, Health and Human Service Administration; may be repeated when the topic changes.

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

Culmination portfolio for capstone projects.

PHSA 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

PHSA 697 Independent Study (1-4)

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

PHSA 698 Continuing Registration (1)

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.

PHSA 699 Thesis (Plan A) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Physics [PHYS]

PHYS 590 Special Topics in Physics (1-3)

Students may register more than once when topics varies.

Psychology [PSY]

PSY 503 Adulthood and Aging (3)

Discussion of some of the major theoretical approaches and current issues in human development from young adulthood through old age and death.

PSY 517 Child Psychopathology (3)

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

Prerequisite: 9 credits of Psychology courses

PSY 563 Abnormal Psychology (3)

Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior.

PSY 565 Clinical Psychology (3)

Discussion of techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding.

PSY 570 History and Systems of Psychology (3)

An overview of the development of psychology from associationism to the present. Schools, fields and areas of psychology are emphasized.

PSY 590 Special Topics in Psychology (1-3)

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

PSY 601 Foundations of School Psychology (2)

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Historical foundations and current status of education, introduction to special education, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members are addressed.

PSY 611 Children's Thinking (2)

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

PSY 613 Biopsychology (2)

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

PSY 620 Measurement Theory (3)

Theory and principles involved in test construction and interpretation. Issues associated with testing practices and various categories of tests are reviewed. Laboratory in administration of educational tests required.

PSY 620L Measurement Theory Lab (0)

Laboratory in administration of educational tests.

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

Basic theories and processes of school psychological assessment and interventions in a data-based problem

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

PSY 621L Assessment/Intervention I Lab (0)
Assessment/Intervention I: Basic Processes Lab

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

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

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

Assessment/Intervention II: Special Populations Lab

PSY 633 Statistics/Methods for School Psychologists (2)

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

Prerequisite: One course in statistics.

PSY 634 Applied Research for School Psychologists (3)

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

Prerequisite: Psy 633 PSY 633

PSY 635 Research Seminar in School Psychology (1)

Seminar in applications and procedures when conducting psychological research. Discussion of current issues in research. Students are expected to be

concurrently involved in thesis research.

Prerequisite: PSY 634 PSY 634

PSY 641 Practicum in School Psychology I (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention I. 100 clock hours.

PSY 642 Practicum in School Psychology II (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention II. 100 clock hours.

PSY 690 Topics (1-4)

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

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

Culmination portfolio for capstone projects.

PSY 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

PSY 697 Independent Study (1-4)

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

PSY 698 Continuing Registration (1)

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) (1-4)

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 (2)

Seminar to discuss relevant issues in school psychology. Includes discussion of ethical, multicultural, and professional practice issues, as well as other specific topics relevant to students' concurrent internship. Also includes opportunities for discussion of internship experiences.

PSY 723 Assessment/Intervention III: Early Childhood Handicaps (3)

This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children.

Prerequisite: PSY 622

PSY 724 Assessment/Intervention IV: Psychosocial Problems (4)

This course will expand on skills and concepts of psychological assessment learned in Assessment/Intervention I/II/III. It will focus on assessment and intervention for students with psychosocial difficulties, such as attention deficit, autism, and disruptive behavior disorders. Topics covered include the theory and practice of counseling children and adolescents, crisis in the schools and competence in serving students from diverse backgrounds.

Prerequisite: PSY 517, PSY 622, CNSA 520, SPED 606

PSY 728 Systems Intervention (2)

A seminar for advanced graduate students in school psychology. Systems level and organizational interventions will be the focus of study. Topics include organizational development, primary intervention, child advocacy, consultation, and intervention for classes of children.

PSY 744 Practicum in School Psychology III (1)

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention IV. 100 clock hours.

PSY 760 Internship in School Psychology (1-3)

Supervised experience as a school psychology intern in an approved setting for one year full time (at least 33 hours per week) or two years half time (at least 17 hours per week). A minimum of 1200 hours total. One credit is available for each 200 clock hours of internship. Must be repeated to a total of six credits for the Specialist degree.

PSY 791 Independent Study (1-3)

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

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

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

PSY 798 Continuing Registration (1-3)

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

Speech, Language & Hearing Science [SLHS]

SLHS 573 Rehabilitation Audiology (4)

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

Prerequisite: SLHS 271

SLHS 590 Topical Seminar in Speech-Languages-Hearing Sciences (1-3)

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

SLHS 599 Topical Workshop (1-3)

Speech & Language Pathology [SLP]

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

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 (2)

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

Prerequisite: SLHS 201, SLHS 321

SLP 623 Seminar: Voice Disorders (3)

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

Prerequisite: SLHS 202

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

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

Prerequisite: SLHS 424

SLP 627 Communication in Normal Aging and Dementia (2)

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

SLP 630 Adult Neurogenic Language Disorders (3)

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

Prerequisite: SLHS 402

SLP 631 Pediatric and Adult Motor Speech Disorders (2)

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 (3)

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

Prerequisite: SLHS 347

SLP 646 Clinical Experience (1-4)

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

SLP 647 Diagnostic and Appraisal Procedures (3)

Students will apply principles of evidence-based assessment practice to the use of diagnostic tools. They will select, administer, score and interpret

assessment procedures for all individuals including those from culturally or linguistically diverse backgrounds.

SLP 681 Pediatric and Adult Swallowing Disorders (3)

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

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

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

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

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.

Prerequisite: SLHS 322

SLP 690 Topics (1-4)

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

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

Culmination portfolio for capstone projects.

SLP 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

SLP 697 Independent Study (1-4)

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

SLP 698 Continuing Registration (1)

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) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

Sociology [SOC]**SOC 512 Sociology of Complex Organizations (2)**

Analyzes large-scale bureaucratic organizations. Topics include: the characteristics of bureaucracy; the uses of power by organizations; the effectiveness of organizations; and the impact of organizations on societal change.

Prerequisite: SOC 110

SOC 518 Sociology of Education (2)

Examines societal factors and school structures that affect learning in primary and secondary schools and in higher education. Focuses on the effects of social class, sex differences, individual abilities, and the structure of the classroom and the school.

Examination of inequality in education as it applies to specific ethnic groups and social classes will also be considered.

Prerequisite: SOC 110

Spanish [SPAN]**SPAN 512 Periods and Authors of Iberian /Latin American Literature (3)**

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

Prerequisite: SPAN 311

SPAN 521 Advanced Iberian Culture and Civilization (4)

In-depth analysis and discussion of Iberian culture and civilization. Students must inform the professor, during the first week of class, whether or not they intend to use this course as the elective in which they will complete the project or paper that is required of all majors.

SPAN 522 Advanced Latin American Culture and Civilization (4)

Coursework helps students develop awareness and understanding of the cultures of Latin America through the study of historical and geographical facts, art, political life, and general customs of the people of Latin America.

Prerequisite: SPAN 321, SPAN 322

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

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

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

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

SPAN 551 Survey of Spanish Linguistics (4)

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

SPAN 561 Introduction to Spanish Translation I (4)

Theoretical foundations and introductory exercises. The course includes Spanish to English and English to Spanish translation.

Prerequisite: SPAN 401

SPAN 590 Special Topics in Spanish Language, Literature or Culture (3)

In-depth study of a selected topic in Spanish. May be repeated for credit. Counts toward the Spanish major or minor.

Prerequisite: SPAN 311

SPAN 597 Independent Study in Spanish - Advanced Level (1-2)

Selected project as agreed upon by student and instructor. May be repeated for a total of 4 credits. Requires approval by department chair upon presentation of proposal.

Prerequisite: SPAN 301, SPAN 311

SPAN 630 Masterpieces of Spanish Literature (3)

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

Special Education [SPED]**SPED 513 Instructional Strategies (3)**

Curriculum planning and classroom teaching techniques for students with disabilities will be examined. Topics will include adaptation of instruction, assessment and designing individualized educational plans, as well as various content and learning problems.

Prerequisite: SPED 320

SPED 514 IEP Policies and Methods (2)

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

SPED 517 Educating Student with Severe Disabilities (3)

Examination of the definitions, characteristics, instructional methods/techniques, and educational programming for learners with severe disabilities. Also explored are typical and atypical motor development with mobility techniques and prosthetic and technical devices.

Prerequisite: SPED 419

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

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

SPED 523 Young Children with Disabilities and Their Families (3)

Examination of the program models and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 320

SPED 524 Assessment in Early Childhood Special Education (3)

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

Prerequisite: SPED 523

SPED 526 Infant Strategies (3)

This course overviews knowledge and skills necessary to be effective professionals in working with families and infants and toddlers with disabilities and those at risk for disabilities. Emphasis is placed on parent-professional collaboration, interagency and interdisciplinary planning, and design of effective individual family service plans. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 523

SPED 527 Instructional Strategies: Preschool (3)

The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 523

SPED 531 Survey of Autism Spectrum Disorders (2)

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 (3)

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 (3)

This course will focus on identifying and meeting the educational needs of students with Autism Spectrum Disorders across educational environments. Participants will learn to develop effective instructional and transitional strategies based upon a student's individual strengths and needs. Curriculum

content will address social, communication, academic and functional skills domains.

SPED 535 Asperger's Disorder: Instructional Strategies (2)

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

SPED 536 Communication Strategies and Social Skills for Students with ASD (2)

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 (3)

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers.

SPED 545 Remedial and Corrective Reading (3)

The causes, assessment, and correction of reading difficulties are analyzed. Specific strategies poor readers can use to read better are described. Explicit instructional methods are presented. Prerequisite substitutions require instructor consent.

Prerequisite: EECE 341, SPED 320

SPED 546 Remedial and Corrective Reading Clinic (1)

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

Prerequisite: SPED 545

SPED 547 Physical and Health Disabilities (3)

This course is designed to provide you with up-to-date information on the needs of the students in your school who have experienced periods of poor health or physical adversity. This course provides you an understanding of how students' illnesses or disabling

conditions affect their everyday lives. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 519

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

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 Assessment and Curriculum (3)

The purpose of this course is to develop an understanding of individuals with developmental disabilities as well as a functional, life-skills orientation to assessment and curriculum. Students will perform both informal and formal assessment, write an assessment report, and develop curriculum which allows for integration of students with identified cognitive impairments. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 513, SPED 519, SPED 571

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

This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies.

Prerequisite substitutions require instructor consent.

Prerequisite: SPED 519

SPED 563 Assessment Strategies (3)

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts.

Prerequisite: SPED 320

SPED 564 Educational Planning and Adaptation for Students with Learning Problems (3)

Educational and transitional adaptations for learning disabled or emotional/behavioral disordered secondary students based on individual cognitive, affective, and behavioral characteristics. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 563

SPED 567A Secondary Practicum: Mild Disabilities (3)

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

SPED 567D DD Middle/Secondary (Mild) Competency Based Field Experience (4)

Directed student teaching at the secondary level in special education DD Program for students with mild developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

SPED 567E Practicum: Young Child Disabilities (2)

Advanced practicum with children with disabilities (4-6 years) in public school classroom. 200-225 hours field experience. SPED 527 must be taken concurrently. Concurrent course substitutions require instructor consent.

Prerequisite: SPED 523

SPED 567I Infant/Interagency Practicum (2)

Advanced practicum with infants and toddlers with disabilities from education, health, and social services perspectives in home and clinical settings. Concurrent registration in SPED 527 is required. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 424, SPED 524

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

Directed practicum in a public school elementary or secondary setting for pupils with physical/health disabilities. Students will spend 225 hours in schools. Concurrent registration in SPED 547 is required. Prerequisite substitutions require instructor consent.

SPED 568B SLD Middle/Secondary Competency Based Field Experience (4)

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.

Prerequisite: SPED 564, SPED 575

SPED 568C E/BD Middle/Secondary Competency Based Field Experience (4)

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.

Prerequisite: SPED 564, SPED 578

SPED 568D DD Middle/Secondary (Severe) Competency Based Field Experience (4)

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.

Prerequisite: SPED 556, SPED 563, SPED 567D

SPED 568E Student Teaching II: ECSE (4)

Directed student teaching experience in an ECSE program. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the ECSE licensure coordinator.

Prerequisite: SPED 524, SPED 526, SPED 527

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

A second student teaching experience in a public school elementary or secondary setting for pupils with physical and health disabilities. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the P/HD licensure coordinator.

Prerequisite: SPED 547, SPED 567P

SPED 570 Secondary Services & Transitional Planning (4)

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 (3)

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics

are included. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 320

SPED 573 Emotional/Behavioral Disorders (3)

Identification, assessment, and programming for students with Emotional/Behavioral Disorders. Course includes operation of program models of educational and other treatment agents. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 320

SPED 574 Management of Challenging Behavior (2)

Student will demonstrate an understanding on how nonaversive intervention strategies can be used to deal with challenging behavior. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 571

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

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

Prerequisite: SPED 561, SPED 563, SPED 545

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

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

Prerequisite: SPED 573

SPED 590 Special Topics (1-3)

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

Prerequisite: SPED 320

SPED 594 Legal/Social Foundations of Special Education (3)

This course overviews the educational sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environmental professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed. Prerequisite substitutions require instructor consent.

Prerequisite: SPED 320

SPED 595 Special Problems (1-3)

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

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

Introduction to research on single subjects and small groups, with application to problems in education and related areas. Prerequisite substitutions require instructor consent.

SPED 606 Research and Applications in Behavior Analysis (3)

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

SPED 613 Diagnostic Teaching (3)

This course is about the need for education to be responsive to all learners. This course addresses evaluation of the IEP for soundness in due process requirements. Course content explores the effectiveness of curriculum implementation across content areas and social/emotional development. Learning objectives address criterion based assessments, instructional strategies, and appropriate data collection methodology to document the effectiveness of their teaching. Skills for designing a unit of instruction which synthesizing elements of best practice are analyzed and implemented. This course supports learners engaging with diverse perspectives in inclusive education while developing perspectives on what constitutes good inclusive practice.

SPED 620 Perspectives and Policies in Special Education (3)

This course is designed for graduate students, especially those in School Psychology, and Speech, Language and Hearing, and Special Education. Historical, legal, social and political frameworks for special education within schools and communities will be examined. Emphasis will be on the relationship between special and general education, inclusionary practices, family-focused interventions and collaborative teaming.

SPED 624 Advanced Assessment in Early Childhood (2)

Advanced instruction in measurement, assessment and interpretation of developmental status of infants, toddlers and preschoolers with mild to severe disabilities. Emphasis on family-focused assessment and individual child and family goal setting.

Prerequisite substitutions require instructor consent.

Prerequisite: SPED 524

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

The study of informal and formal individual and group reading assessments, and the analysis and use of data from those assessments to make reading curricular and instructional decisions. Practical application through the tutoring of a K-12 student.

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

SPED 646 Reading Clinic: Diagnosis (2)

Knowledge and application of methods of individual and group assessment, analysis of assessment data, and development of instruction for students with a wide range of reading backgrounds and skills. Practicum experience with individual students and groups of students required.

Prerequisite: EECE/SPED 645 and licensed teaching experience or consent of instructor.

SPED 663 Advanced Measurement/assessment (2)

Advanced coverage of measurement and assessment in special education as applied to learners with mild disabilities, including measurement concepts; use of standardized and nonstandardized assessment procedures; rating scales and observational techniques; and interpretation of assessment results.

Prerequisite substitutions require instructor consent.

Prerequisite: SPED 563

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

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

SPED 665 Educational Program Development (2)

Selected topics in SPED program development.

SPED 669 Advanced Practicum in Special Education (2)

Advanced practicum experience in indicated area of special education, includes assessment, formulation of treatment program, and supervision of others. 100-200 hours field experience. Prerequisite substitutions require instructor consent.

SPED 670 Transitional/Career Education for Secondary Students (3)

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

SPED 690 Topics (1-4)

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

SPED 691 Administration and Supervision of Reading Programs (2)

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

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

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

Culmination portfolio for capstone projects.

SPED 696 Project/Action Research (Plan B) (1-4)

A non-thesis capstone research project.

SPED 697 Independent Study (1-4)

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

SPED 698 Continuing Registration (1)

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) (1-4)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Maximum 4 credits allowed.

**School of Teaching & Learning
[STL]**

STL 513 Effective Teaching (3)

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 (3)

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 (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 (3)

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 (3)

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 (3)

Content, philosophy, and organization of social studies program; methods of instruction and curricular issues. Recommended Co-requisite STL 574.

Social Work [SW]

SW 502 Child Welfare Services (3)

Problems, policies, and practices in the area of child welfare. Content includes: children's guardianship, the juvenile court system, children's out-of-home care, child protection services, foster care and adoption.

Prerequisite: SW 250

SW 511 Chemical Dependency (3)

Exploration of chemical use, abuse, and addiction, with emphasis on alcohol as the drug of choice. Prevention, intervention, special problems of women,

youth, elderly, and minority populations are examined.

Prerequisite: SW 250

SW 540 Generalist Practice: Groups (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with groups.

SW 550 Generalist Practice: Communities and Organizations (3)

Generalist social work practice utilizing the problem solving model with focus on the knowledge, values and skills for working with organizations and communities.

SW 560 Social Policy (3)

Development of social welfare policies, political and economic perspectives, policy analysis/change process, policy evaluation, and the relationship of social policy to social work practice.

SW 590 Topical Seminar in Social Welfare (1-3)

Selected topics of concern to social work students and human service professionals. May be repeated to 6 credits.

SW 597 Independent Study (2-3)

Individual study, project, or research of special interest. Repeatable to 6 credits. May apply to the social work elective requirement for the major.

SW 599 Social Work Workshops (1-3)

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

Teaching English as a Second Language [TESL]

TESL 551 English Structures (3)

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

TESL 555 Oral Discourse Structures (3)

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.

Prerequisite: TESL 551

TESL 556 Written Discourse Structures (3)

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.

Prerequisite: TESL 551

TESL 590 Special Topics (1-4)

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

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

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

TESL 627 Cultures in the Schools (3)

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 (3)

In-depth study of English syntax with strategies and techniques for teaching English structures in the classroom.

Prerequisite: TESL 551

TESL 670 Designing ESL Courses (3)

Planning and teaching language classes. Topics include making daily lesson plans, developing course

curricula, and structuring programs. Also included are strategies and techniques for teaching the four skills and grammar as well as strategies for managing classroom and administrative tasks.

TESL 672 Content-based Language Instruction (3)

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 (3)

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

Prerequisite: TESL 670

TESL 690 Topics (1-4)

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

TESL 697 Independent Study (1-4)

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

Theater Arts [THTR]

THTR 525 Contemporary Playwrights (3)

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

THTR 530 Advanced Acting (3)

Prerequisite: THTR 333, THTR 334

THTR 534 Special Projects: Theatre (1-3)

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

THTR 560 Dramatic Production II (1-4)

Play production techniques (acting and directing, technical theatre) through the process of staging weekly productions for summer theatre audience.

May be repeated by undergraduate. Offered summer only.

Prerequisite: THTR 360

THTR 590 Topics in Theatre (1-3)

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

Women's Studies

WS 512 Seminar in Women's Studies (3)

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.

Anthony Adah, 2009. Assistant Professor of Film Studies. B.A., M.A., University of Ibadan; Ph.D., University of Toronto.

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

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

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

Philip R. Baumann, 1989. Professor of Political Science. B.A., M.A., Iowa State University; M.A., Ph.D., Michigan State University.

John Benson, 1994. Professor of Elementary and Early Childhood Education. B.A., Gustavus Adolphus College; B.S., Minnesota State University Mankato; M.A., Ph.D., University of Minnesota.

Jane Bergland, 1999. Professor of Nursing. B.A., Jamestown College; M.A., University of Minnesota; Ph.D., University of North Dakota. (Sabbatical Leave 2011-2012).

Rochelle Bergstrom, 2005. Associate Professor of Psychology. B.S., North Dakota State University; M.S., Eastern Michigan University; Ph.D., North Dakota State University. (Sabbatical Leave Fall 2011).

Laurie K. Blunsom, 2001. Professor of Music. B.A., Nebraska Wesleyan University; M.M., New England Conservatory; M.F.A., Ph.D., Brandeis University. (Sabbatical Leave 2011-2012).

Steven R. Bolduc, 2000. Assistant Professor of Economics. B.S., University of Massachusetts-Amherst; M.A., Ph.D., University of Nebraska-Lincoln.

Yurii E. Boreisha, 2003. Professor of Computer Science and Information Systems. B.S., M.S., Ph.D., Kiev State University.

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

Boyd Bradbury, 2007. Coordinator of Curriculum & Instruction and Educational Leadership Graduate Programs and Professor of Educational Leadership.

B.A., Bemidji State University; E.D.S., Minnesota State University Mankato.

Thomas S. Brandau, 2004. Associate Professor of Film Studies. B.S., M.F.A., Towson State University.

Donna L. Brown, 2007. Assistant Vice President for Student Affairs and Diversity, Affirmative Action Officer, and Assistant Professor of Counseling and Student Affairs. B.S.E.D, M.A, Ed.D., University of North Dakota.

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

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

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

Layna L. Cole, 2001. Associate Professor of Elementary and Early Childhood Education. B.A., Bemidji State University; M.S., St. Cloud State University; Ph.D., University of North Dakota. (Sabbatical Leave 2011-2012).

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

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

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

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

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

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

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

Mary Drake, 2005. Associate Professor of Speech/Language/Hearing Sciences. B.S., Minnesota State University Moorhead; M.A., University of Minnesota; Au.D., University of Florida. (Sabbatical Leave Spring 2012).

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

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

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

Sheri Erickson, 1998. Co-Chair School of Business and Professor of Accounting. B.S., M.B.A., Minnesota State University Moorhead; Ph.D., North Dakota State University. (Sabbatical Leave Fall 2011).

Laura Fasick, 1990. Professor of English. B.A., University of Toronto; M.A., Ph.D., Indiana University. (Sabbatical Leave 2011-2012).

Rhonda K. Ficek, 1987. Director of Instructional Technology and Professor of Computer Science and Information Systems. B.S., Dickinson State College; M.S., Ph.D., North Dakota State University.

Wendy L. Frappier, 1999. Chair of Health and Physical Education and Professor of Physical Education. B.S., Minnesota State University Moorhead; M.S., North Dakota State University; Ph.D., University of North Dakota.

Linda Fuselier, 2004. Director of Women's and Gender Studies and Associate Professor of Biosciences. B.A., Southwestern College; M.S., Emporia State University; Ph.D., University of Kentucky.

Jarilyn K. Gess, 1999. Professor. B.S., M.S., North Dakota State University; Ph.D., University of North Dakota.

Erin Gillett, 2000. Co-chair School of Teaching & Learning and Associate Professor of Elementary and Early Childhood Education. B.A., Concordia College; M.S., Minnesota State University Moorhead; Ph.D., University of North Dakota.

Ann Goldade, 2007. Coordinator of Special Education Graduate Program and Assistant Professor of Special Education. B.S., M.S., Minnesota State University Moorhead.

Brittney Goodman, 1997. Dean of Instructional Resources. B.A., Kentucky Wesleyan College; M.A., Western Illinois University; M.S., University of Illinois at Urbana-Champaign.

Theodore A. Gracyk, 1986. Chair and Professor of Philosophy. B.A., Saint Mary's College; M.A., Ph.D., University of California-Davis.

Steven Grineski, 1984. Professor of Education. B.S., Bemidji State University; M.A., Minnesota State University Mankato; Ed.D., University of North Dakota.

Ashish Gupta, 2006. Associate Professor of Management. B.S., Marathwada University; M.S., Ph.D., Oklahoma State University. (Sabbatical Leave 2011-2012).

John Hall, 1990. Professor of Spanish. B.A., M.A., Brigham Young University; Ph.D., University of Minnesota.

Ernest W. Hallford, 1984. Professor of Psychology. B.A., University of Alabama; B.A., University of New Orleans; M.A., Ph.D., Ohio State University.

Stephen Hamrick, 2003. Associate Professor of English. B.A., Kenyon College; M.A., University of Chicago; M.A., University of Memphis; Ph.D., University of Illinois at Urbana-Champaign.

Bruce R. Hanson, 1979. Chair and Associate Professor Speech/Language/Hearing Sciences. B.S., M.S., Minnesota State University Moorhead.

Tim Harms, 1996. Assistant Professor of Mathematics. B.S., North Dakota State University; M.A.T., Minot State University; Ph.D., University of North Dakota.

Paul Harris, 1986. Professor of History. B.A., State University of New York-Binghamton; M.A., Ph.D., University of Michigan.

Barbara Headrick, 1996. Professor of Political Science. B.A., University of Missouri-Columbia; M.A., Ph.D., State University of New York-Stony Brook.

Chang-Seong Hong, 1999. Professor of Philosophy. B.A., M.A., Seoul National University; M. Litt., University of Cambridge; Ph.D., Brown University. (Sabbatical Leave 2011-2012).

Linda Houts-Smith, 2006. Associate Professor Languages and Cultures. B.A., St. Olaf College; M.A.T., School for International Training; Ph.D., University of North Dakota.

Rajiv Kalra, 1989. Professor of Finance. B.S., M.S., Agra University (India); LL.B., Delhi University (India); M.B.A., Loyola University of Chicago; Ph.D., University of Cincinnati. CFA, CFP. (Retiring August 2012).

Lisa Karch, 2010. Assistant Professor of Counseling and Student Affairs. B.A., Concordia College; M.Ed., North Dakota State University; Ph.D., North Dakota State University.

Suzanne Kelley, 2009. Managing Editor, New Rivers Press; Instructor. B.S., University of Texas; M.A., University of Central Oklahoma; Ph.D., North Dakota State University.

Kyja Kristjansson-Nelson, 2006. Chair of Cinema Arts and Digital Technologies and Associate Professor of Film Studies. B.I.S., University of Minnesota; M.F.A., University of Wisconsin-Milwaukee. (Sabbatical Leave 2011-2012).

Han Li, 2009. Assistant Professor of Technology. B.E., Sinkiang Petroleum Institute; M.S., M.S., Ph.D., Oklahoma State University.

Cecilia Mafla-Bustamante, 2002. Professor of Spanish. B.A., University of California-Berkeley; M.A., University of Birmingham (UK); Ph.D., Universidad San Francisco De Quito; Ph.D., Arizona State University.

Christine Malone, 2003. Associate Professor of Psychology. B.A., Jamestown College; M.A., Ph.D., University of Nevada-Reno.

Barbara J. Matthees, 1989. Chair School of Nursing and Healthcare Leadership and Professor of Nursing. B.A., College of St. Catherine; M.P.H., Ph.D., University of Minnesota.

Phyllis M. May-Machunda, 1989. Professor of American Multicultural Studies. B.M., University of Iowa; A.M., Indiana University.

Olivia Melroe, 1995. Coordinator of School Psychology Graduate Program and Professor of Psychology. B.F.A., Minneapolis College of Art and Design; M.S., Minnesota State University Moorhead; Ed.D., University of South Dakota.

Michael Michlovic, 1975. Professor of Anthropology and Earth Science. B.A., University of Pittsburgh; M.A., Ph.D., University of Illinois-Urbana-Champaign.

Bette G. Midgarden, 1979. Professor of Mathematics. B.A., Concordia College; M.A., Ph.D., University of Nebraska-Lincoln.

Annette K. Morrow, 2005. Chair and Associate Professor of History. B.A., Texas Tech University; M.A., Ph.D., University of Arkansas. (Sabbatical Leave 2011-2012)

Kirk Moss, 2005. Associate Professor of Music. B.M., University of Michigan; M.M., Cincinnati College Conservatory; Ph.D., University of Florida.

Elizabeth S. Nawrot, 1997. Professor of Psychology. B.S., Carnegie Mellon University; M.A., Ph.D., University of California-Berkeley.

Gary Nickell, 1982. Professor of Psychology. B.S., University of Southern Colorado; M.S., Ph.D., Oklahoma State University.

Carol Okigbo, 2002. Associate Professor of Mathematics Education. B.S., University of Nigeria; M. Ed., University of Lagos; M.A., Daystar University; Ph.D., North Dakota State University. (Sabbatical Leave 2011-2012).

Nancy Paul, 2002. Coordinator of Speech-Language Pathology Graduate Program and Associate Professor of Speech/Language/Hearing Sciences. B.S., Minnesota State University Moorhead; M.S., University of Wisconsin-Eau Claire.

Timothy Peil, 1990. Professor of Mathematics. B.A., Augustana College; M.S., Kearney State College; M.A., Ph.D., University of Nebraska-Lincoln.

Cynthia Phillips, 1979. Professor of Accounting. B.S.P.A., M.A., J.D., University of North Dakota. (Sabbatical Leave 2011-2012).

Margaret L. Potter, 1987. Professor of School Psychology. B.A., University of North Dakota; M.A., Ph.D., University of Minnesota.

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

Raymond Rea, 2008. Assistant Professor of Film Studies. B.F.A., San Francisco Art Institute; M.F.A., San Francisco State University.

Peggy Rittenhouse, 2000. Associate Professor of Elementary and Early Childhood Education. B.M.E., West Texas A & M University; M.S., Minnesota State University Moorhead; Ph.D., Michigan State University.

Bruce D. Roberts, 1999. Co-Coordinator of International Studies and Professor of Anthropology. B.S., Towson State University; M.A., University of Denver; Ph.D., University of Pittsburgh.

Rodney Rothlisberger, 1995. Professor of Music. B.A., St. Olaf College; M.A., Eastman School of Music, University of Rochester; D.M.A., University of Colorado-Boulder.

Elizabeth I. Rowse, 2001. Associate Professor of English Foundations. B.A., M.A., University of South Dakota; Ph.D., University of Kansas.

Olgun Sahin, 2002. Co-chair School of Business and Professor of Finance. B.S., Uludag University; M.B.A., Illinois Institute of Technology; Ph.D., Saint Louis University.

Margaret Sankey, 2002. Professor of Political Science. B.A., M.A., Boise State University; Ph.D., Auburn University.

Sharon M. Scapple, 2001. Professor of English. B.A., University of Wisconsin-Eau Claire; M.S., Winona State University; Ph.D., University of Minnesota. (Sabbatical Leave Spring 2012).

Deborah J. Seaburg, 1996. Counselor and Associate Professor. B.A., Concordia College; Ph.D., University of Minnesota.

Elizabeth Severn, 1997. Associate Professor of English. B.A., M.F.A. Minnesota State University Moorhead.

Susan Severson, 1988. Professor of Special Education. B.S., M.S., Minnesota State University Moorhead; Ed.D., University of North Dakota.

Terry L. Shoptaugh, 1986. Archivist and Professor. B.A., Central Methodist College; M.L.S., University of Wisconsin; M.A., Ph.D., University of New Hampshire.

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

Carol H. Sibley, 1981. Curriculum Librarian and Professor. B.A., University of Wisconsin-Eau Claire; M.A., University of Wisconsin-Madison; M.A., Eastern Michigan University.

Walter Sizer, 1980. Professor of Mathematics. A.B., Dartmouth College; M.A., University of Massachusetts; Ph.D., University of London.

Benjamin T. Smith, 2000. Chair of Languages and Cultures and Professor of Spanish. B.A., M.A., Brigham Young University; Ph.D., University of Pennsylvania. (Sabbatical Leave Fall 2011).

Brian G. Smith, 1999. Associate Professor of Education. B.S., Northern Arizona University; M.A.T., School for International Training; Ph.D., Washington State University.

Lisa H. Stewart, 1999. Professor of Psychology. B.A., Gustavus Adolphus College; Ph.D., University of Oregon.

Donna M. Bruns Stockrahm, 1989. Professor of Biosciences. B.S., Marian College; M.S., University of North Dakota; Ph.D., Ohio State University.

Thomas Strait, 2003. Chair and Professor of Music. B.M.E., Henderson State University; M.M., University of Texas at Austin; D.A., University of Northern Colorado.

David Tack, 2010. Assistant Professor of Education. B.S., Minnesota State University Moorhead. M.S., Minnesota State University Moorhead; Ph.D., University of North Dakota.

Thomas M. Tammaro, 1983. Professor of English. B.S., Edinboro State College; M.A., Pittsburgh State University; Ph.D., Ball State University.

Sean Taylor, 2000. Associate Professor of History. M.A., Ph.D., Northern Illinois University. (Sabbatical Leave 2011-2012).

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

Lee G. Vigilant, 2001. Associate Professor of Sociology. B.A., California State University-Bakersfield; M.A., Ph.D., Boston College.

Stacy Voeller, 1996. University Writing Director, Academic Advisor and Associate Professor. B.A., Minnesota State University Moorhead; M.S., University of Kentucky; M.S., Minnesota State University Moorhead.

Kristi Vossler, 2008. Assistant Professor of Speech/Language/Hearing Sciences. B.S., M.S., Minnesota State University Moorhead.

Mark Wallert, 1990. Professor of Biosciences. B.A., Southwest State University; Ph.D., Emory University.

Marsha Weber, 1989. Dean of Business and Industry and Professor of Finance. B.S., Valley City State University; M.B.A., Minnesota State University Moorhead; Ph.D., University of Nebraska-Lincoln.

Pam Werre, 2000. Librarian and Professor. B.S., Minot State University; M.A., University of Wisconsin-Madison; M.S., Illinois State University.

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

Deborah White, 2000. Chair of Sociology and Criminal Justice and Professor of Sociology. B.A., Ph.D., State University of New York-Albany.

Camilla J. Wilson, 2001. Professor of Mass Communications. B.S., M.S., Mississippi State University; M.S., Columbia University. (Sabbatical Leave 2011-2012).

Brian D. Wisenden, 1998. Professor of Biosciences. B.S., University of Guelph; M.S., Lakehead University; Ph.D., University of Western Ontario.

Tracy Wright, 2008. Associate Professor of Nursing. B.S.N., M.S., Ph.D., University of North Dakota.

Richard Zinober, 1985. Professor of English. B.A., Pomona College; M.S., Boston University; M.A., Windsor University; M.F.A., Columbia University.