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Welcome to  
St. Cloud State University

2006-2009  
**Graduate Bulletin**

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**Important Notice**

Graduate students are expected to become thoroughly familiar with the contents of this bulletin and are to assume responsibility for complying with the provisions that pertain to them. The information contained in this catalog is the most accurate available at the time of publication, but changes may become effective before a new bulletin is printed. It is the student's responsibility to stay abreast of current regulations, curricula, and the status of specific programs being offered.

Although every effort is made to ensure the bulletin's correctness, regulations of the University and its programs change from time to time during the period any student is attending St. Cloud State University. Accordingly, if regulations or program requirements of the University in any way conflict with information contained in this bulletin, the current regulations and program requirements govern. The University reserves the right to change any of its regulations or program requirements effecting operation of the University and its program requirements; such changes will become effective when required by the MnSCU Board, applicable statutes, Graduate Council, University regulations or program requirements. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek information from appropriate offices.

***This bulletin is available in alternate formats such as large print or cassette tape upon request. Contact the School of Graduate Studies at 320.308.2113 or 1.800.627.3529.***

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# The Graduate Programs

## Master of Art and Master of Science Degrees

### (M.A. and M.S.)

Applied Behavior Analysis  
Applied Economics  
Applied Statistics (Currently not accepting applications)  
Biological Sciences - Cell and Molecular  
Biological Sciences - Ecology and Natural Resources  
Child and Family Studies - Early Childhood Special Education  
Child and Family Studies - Early Education  
Child and Family Studies - Family Studies  
Communication Sciences and Disorders  
Community Education  
Computer Science  
College Counseling and Student Development  
Counseling - Community Counseling  
Counseling - Rehabilitation Counseling  
Counseling - School Counseling  
Criminal Justice  
Curriculum and Instruction  
Economics (Applied)  
Educational Administration and Leadership  
Educational Media  
Electrical Engineering  
English  
English - Teaching English as a Second Language  
Environmental and Technological Studies  
Exercise Science  
Geography  
Geography - Geographic Information Science  
Geography - Tourism Planning and Development  
Gerontology  
Higher Education Administration  
History  
History - Public History  
Industrial/Organizational Psychology  
Instructional Design and Training  
Information Media  
Information Technologies  
Marriage and Family Therapy  
Mass Communications  
Mathematics  
Mechanical Engineering  
Physical Education  
Public and Nonprofit Institutions  
Public Safety Executive Leadership  
Social Responsibility  
Special Education  
Sports Management  
Statistics (Applied) (Currently not accepting applications)

## Master of Business Administration (MBA)

## Master of Engineering Management (MEM)

## Master of Music Degrees (M.M.)

Music - Conducting  
Music - Education  
Music - Piano Pedagogy

## Master of Social Work (MSW)

## Licensure Programs

Early Childhood - Special Education  
English - Teaching English as a Second Language (TESL)  
K-12 School Counseling  
Parent Education

## Graduate Certificate Programs

Chemical Dependency  
Design for E-Learning  
Geography - Geographic Information Services  
Gerontology  
Instructional Technology  
School Counseling  
Marriage and Family Therapy  
Special Education:  
    Learning Disabilities  
    Emotional/Behavioral Disorders  
    Developmental Disabilities  
    Physical/Health Disabilities

## Fifth-Year Certificate Program for Teachers

Child and Family Studies

## Sixth-Year Certificate Program

Educational Administration and Leadership

## Specialist Degree

Educational Administration and Leadership



# Special Studies Graduate Program

A special studies program at St. Cloud State University offers a unique opportunity to create a master of arts or a master of science degree when our established programs do not meet specific academic needs of a student. A special studies program generally is interdisciplinary and incorporates at least three different areas of study and two or more academic departments. At least one of these departments must currently offer an M.A., M.S., or specialist degree. In consultation with a committee of graduate faculty and the dean of the School of Graduate Studies, the student can design a special studies program.

## Program Approval Process

An admissions review meeting will be scheduled by the School of Graduate Studies. Each special studies program applicant is interviewed by a four-member admissions committee, chaired by the graduate dean or the director of graduate admissions. Often students will have already contacted faculty members regarding the feasibility of a proposed program of study. As a part of the application process, a student may wish to identify which faculty members are familiar with his/her program proposal. In cases where the student is not familiar with the graduate faculty, the graduate school can recommend graduate faculty for the committee. It is the student's responsibility to meet with the intended committee members and establish the committee. The final committee must be approved by the graduate dean.

At this informal meeting, the faculty members will interview the applicant based on personal and professional goals. The committee reviews the program proposal and makes an admission recommendation based upon the appropriateness of the proposal as a field for graduate study, the availability of adequate curricular and other resources to ensure a strong program, and the qualifications of the individual applicant. After the committee has independently made an admissions decision, an applicant will be asked to solidify specific program goals such as course offerings and semester timelines, title of proposed program and internship possibilities, if required.

Once admitted to SCSU, as with all graduate programs, it is the student's responsibility to keep in touch with their faculty advisors on a regular basis.

The emphasis upon a focus is significant, as the special studies program is not designed as a broad based study program, e.g., a graduate program in liberal studies. The program is particularly appropriate for persons who are well-established in a professional position and who have formulated educational goals designed to further their careers. The special studies format also has proved valuable to recent graduates whose career aspirations are such that a multi-disciplinary program of study having a specific focus seems to be an effective way to achieve these goals.

## Exploring Program Options

A special studies program is student initiated. It begins with a student's review of current program descriptions and requirements in the Graduate Bulletin to establish possible interdisciplinary options. Next, a meeting with a graduate coordinator or one of the graduate faculty would help to identify possible courses.

In addition to the student's application materials, the student should provide a written admission proposal that contains the following elements:

- A proposed title for the multidisciplinary program;
- A summary of contributions of the disciplines which would comprise the program;
- A preliminary list of potentially applicable courses;
- A summary of the student's educational and career objectives, philosophy, and background;
- A list of suggested faculty advisors from the disciplines involved.

When listing the courses, the list should be organized by department and each course listing should include the information shown in this example:

HIST 558                      The American West (4 credits)

## Course Considerations When Planning a Program

Occasionally, a student will be unable to take some intended course work. For this reason, six to eight more credits will need to be listed on the proposed plan than will be needed. Minimum credits are required based on the program plan:

- Plan A—30 credits; includes six thesis credits
- Plan B—32 credits; requires a starred paper
- Plan C—36 credits; requires a portfolio

A culminating project can be a thesis, starred paper or professional portfolio. The choice of which option a student should pursue is a decision made with a graduate advisor.

A master's program requires half of the program credits to be at the 600 level.

## Diploma and Transcript

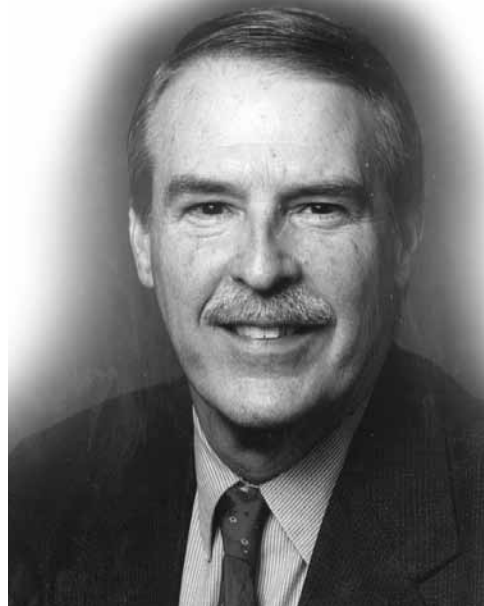
A special studies graduate will earn a degree that indicates either a master of arts or a master of science. The student's transcript will state "Special Studies" followed by the name of the program as recognized by the graduate committee.

# Message from the Graduate Dean

Welcome to St. Cloud State University. Whether you are a prospective student or a student who has already chosen to pursue graduate study at SCSU, I am sure you will find that the University lives up to its tradition of excellence and opportunity. Although preparing teachers was once its primary focus, the University now has five outstanding academic colleges: Business, Education, Fine Arts and Humanities, Science and Engineering, and Social Science. It has become a multi-focused, comprehensive institution encompassing a wide range of undergraduate and graduate programs. The graduate bulletin outlines and provides information for more than 50 graduate programs leading to specialist, master of arts, master of business administration, master of engineering management, master of music, and master of science degrees. In addition, there are fifth and sixth-year programs and several certificate programs.

The University has excellent facilities; however, we are most proud of our outstanding faculty. The faculty at St. Cloud State University pride themselves in their commitment to student learning. The University fosters an environment where learning takes precedence over all else. The student's academic program will provide a mix of research, theory, and application with a focus upon teaching and learning. The majority of our graduate programs are professionally oriented, allowing the students to prepare themselves for career advancement or career change.

In this changing world with increasing demands for life-long learning and educational attainment, St. Cloud State University offers the opportunity for you to meet the challenges and reap the rewards associated with your participation in one of our excellent graduate programs. We, in the School of Graduate Studies, will assist you in any way we can to help you achieve your educational goals. We will be happy to meet with you or direct you to faculty or staff who can assist you. We invite you to be a part of our tradition of excellence and opportunity.



A handwritten signature in black ink that reads "Dennis Nunes". The signature is written in a cursive style with a large, sweeping initial "D".

Dennis Nunes, Dean  
*School of Graduate Studies*

# Section 1

## St. Cloud State University

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# General Information

## The University

St. Cloud State University (SCSU) opened its doors to students in 1869, under the name Third State Normal School. The school consisted of one building, the Stearns House, a renovated hotel purchased by the State Legislature for \$3,000. Classrooms were on the first floor, the "model school" was on second floor and a women's dormitory was housed on the third floor.

The five-member faculty was headed by Principal Ira Moore. Of the 53 original students, 43 were women. From this modest beginning, St. Cloud State has evolved into a university with a national reputation for excellence, a faculty of more than 700 and a student body of more than 15,000 full- and part-time students. SCSU is now the largest of the 35 campuses of the Minnesota State Colleges and Universities System.

In 1898, the school began offering a junior college curriculum. In 1914 the school dropped its secondary education program entirely. The legislature authorized a name change in 1921, allowing the school to adopt the name St. Cloud State Teachers College (the word "teachers" was deleted in 1957). In 1975, St. Cloud State became a university, comprised of five colleges and a graduate school.

The first bachelor's degrees were awarded in 1925, with master's degrees beginning in 1953. SCSU now confers degrees from its Colleges of Business, Education, Fine Arts and Humanities, Science and Engineering, Social Sciences, and the School of Graduate Studies.

Building on its rich history as a teacher preparatory college, SCSU has built strong academic programs in other areas. The G.R. Herberger College of Business, for example, is recognized as one of the top business colleges in the country and is one of only three in the state that is nationally accredited. Within the past decade, the College of Science and Engineering established and gained full accreditation for its electrical engineering program.

The University also has international studies centers in England, Czech Republic, France, Germany, China, Japan and Costa Rica. Students and faculty from SCSU study at these centers and international exchanges are fostered. Currently, more than 900 students from at least 80 countries study at SCSU.

The University serves regional businesses and industries through its applied research centers. Priority areas of research at SCSU are computer control of manufacturing technologies, material analysis, biotechnology, microelectronics, and software development and design. University life includes thriving and enriching recreation programs, arts and performance areas, athletic teams, lectures and student organizations.

Today, SCSU is a comprehensive university with more than 80,000 alumni. Recognized as a national leader in education, St. Cloud State University is educating citizens for the entire world.

## University Mission

St. Cloud State University is committed to excellence in teaching, learning, and service, fostering scholarship and enhancing collaborative relationships in a global community.

## University Vision

St. Cloud State University will be a leader in scholarship and education for excellence and opportunity in a global community. *Approved by the Minnesota State Colleges and Universities Board of Trustees October 16, 2002.*

## The St. Cloud Area

The University is located 75 miles northwest of the large Minneapolis and St. Paul urban area, popularly called the Twin Cities, where, in addition to an international airport, and the Mall of America, numerous cultural and educational opportunities are available. The population of the St. Cloud area is roughly 90,000, and the city lies along the scenic Mississippi River. Several parks are within walking distance, with a variety of outdoor recreational opportunities open to all in the community.

Located in central Minnesota, St. Cloud has varying temperatures and climates. Many Minnesotans are outdoor-loving people; they are active in sports year-round, from swimming in the summer to cross-country skiing in the winter.

## School of Graduate Studies

### Mission

The School of Graduate Studies at St. Cloud State University has the mission of providing high quality, accessible graduate degree programs that are responsive to the need for professional development and educational enrichment. The offerings reflect a wide range of master's programs as well as a selected number of specialist and other post-master's programs that serve students and practitioners throughout the state and upper Midwest. The graduate programs should be integrated with the research and development functions of the University.

The goals of graduate study at this University are:

- To increase the professional skills and academic competence of students who show promise of making important contributions to their profession.
- To prepare students for further graduate study.
- To meet the specialized needs of students whose educational or career goals can best be served by programs that provide advanced study in two or more related disciplines.
- To foster an attitude of intellectual inquiry and to develop research skills that may be applied in a professional context.

### Administration of the Graduate Program

Administration of the graduate program is delegated by the president of the University to the graduate dean who meets with the Faculty Association Graduate Committee to consider all policy matters affecting the programs of graduate study at SCSU. The Faculty Association Graduate Committee consists of members from the Colleges of Business, Education, Fine Arts and Humanities, Science and Engineering, and Social Sciences. The Faculty Association Graduate Committee has the responsibility to discuss and recommend policy changes within the broad context of graduate education.

## Accreditation and Memberships

St. Cloud State University is a member of many academic and professional associations, including:

- Accredited - The Higher Learning Commission; Member - North Central Association (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800.621.7440, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org))
- American Association of State Colleges and Universities
- American Association of Colleges for Teacher Education and Council of Graduate Schools in the United States
- The National Council for Accreditation of Teacher Education

## Department and Program Accreditations

- AAAHC - Health Services is accredited by the Accreditation Association for Ambulatory Health Care, Inc.
- AACSB - The G.R. Herberger College of Business is accredited by the Association to Advance Collegiate Schools of Business.
- ABA - The Applied Behavior Analysis program is accredited by the Association for Behavior Analysis.
- ABET - The Electrical and Manufacturing Engineering programs are accredited by the Accreditation Board for Engineering and Technology.
- ACEJMC - The Mass Communications department is accredited by the Accrediting Council on Education in Journalism and Mass Communications.
- ASHA - The Communication Sciences and Disorders program is accredited by the Council on Academic Accreditation of the American Speech, Language and Hearing Association.
- CACREP - The Counselor Education and Educational Psychology department is accredited by the Accreditation of Counseling and Related Educational Programs.
- CEC - The Special Education programs are approved by the Council for Exceptional Children.
- CORE - The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education.
- CTTE - The Technology Education department is accredited by the Council of Technology Teacher Education.
- EAC - The Electrical and Manufacturing Engineering programs are accredited by the Engineering Accreditation Commission.
- IACS - Counseling and Related Services are accredited by the International Association of Counseling Services, Inc.
- ITEA - The Technology Education department is accredited by the International Technology Education Association
- NAEYC - The Early Childhood and Early Childhood Special Education programs are approved by the National Association for the Education of Young Children.
- NASM - The Music department is accredited by the National Association of Schools of Music.
- NASPE - The Physical Education teaching major is approved by the National Association of Sport and Physical Education.
- NCATE - The following programs and departments are accredited by the National Council for Accreditation of Teacher Education and by the Minnesota Board of Teaching:
  - All teaching licensure programs;
  - The Counselor Education and Educational Psychology department;
  - The Technology Education department;
  - The Mathematics department

# Section 2

## Admission Information

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Admission

# Graduate Admissions for U.S. Students

## What are the admission requirements?

To be eligible for consideration for admission to the School of Graduate Studies, a candidate must meet at a minimum one of the following criteria:

1. Possess at least an overall 2.75 GPA in your previous undergraduate and graduate records.
2. Possess a GPA of at least 2.75 in the last half of your undergraduate work.
3. Achieve a 480 or higher verbal score on the GRE examination.
4. Achieve a 520 or higher quantitative score on the GRE examination.
5. Achieve a 470 or higher on the GMAT examination. (The GMAT is required of all MBA applicants.)

## Graduate Program Admission Deadlines

U.S. Citizens & Residents. - Postmarked Deadlines for Application Materials

*All materials must be mailed by this POSTMARKED DATE*

	Fall Semester	Spring Semester
<b>Master of Arts</b>		
Biology: Cell & Molecular	June 1	Oct. 1
Biology: Ecology & Natural Resources	June 1	Oct. 1
English	June 1	Oct. 1
English-TESL	June 1	Oct. 1
History	June 1	Oct. 1
History-Public History	June 1	Oct. 1
<b>Master of Business Administration</b>		
Master of Business Administration	Rolling	Rolling
<b>Master of Engineering Management</b>		
Master of Engineering Management	June 1	Oct. 1
<b>Master of Music</b>		
Music: Conducting	June 1	Oct. 1
Music: Education	June 1	Oct. 1
Music: Piano Pedagogy	June 1	Oct. 1
<b>Master of Science</b>		
Applied Behavior Analysis	March 1	NA
Applied Economics	June 1	Oct. 1
Applied Statistics - <i>Currently not accepting applications</i>		
Biology	June 1	Oct. 1
Child & Family Studies	June 1	Oct. 1
College Counseling and Student Development	March 1	NA
Communication Disorders	Feb. 1	NA
Community Education	June 1	Oct. 1
Counseling-Community	March 1	NA
Counseling - School	March 1	NA
Counseling-Rehabilitation	March 1	NA
Computer Science	March 1	Oct. 1
Criminal Justice	June 1	Oct. 1
Curriculum and Instruction	June 1	Oct. 1
Educational Administration & Leadership	June 1	Oct. 1
Electrical Engineering	June 1	Oct. 1
English	June 1	Oct. 1
Environmental & Technological Studies	June 1	Oct. 1
Exercise Science	June 1	Oct. 1
Geography	June 1	Oct. 1
Gerontology	June 1	Oct. 1
Higher Education Administration	June 1	Oct. 1
History	June 1	Oct. 1
Industrial Organizational Psychology	March 1	NA
Information Media-Education Media	June 1	Oct. 1
Information Media-Instructional Design & Training	June 1	Oct. 1
Information Technologies	June 1	Oct. 1

**The GRE is required of all applicants except for those applying to the MBA program.**

**The GMAT is required of all MBA applicants.**

Some programs have additional admission requirements that are detailed at the beginning of each program description in this bulletin.

## When do I apply?

If you intend to start classes in September, you should begin the application process in the fall or early winter of the preceding year. Spring semester begins in mid-January and the application process should begin in the preceding spring. Whether you plan to attend full-time, part-time, or as a non-degree student, you should apply at least two semesters before you plan to begin at SCSU.

Make sure to check the deadlines established by your program detailed below. A substantial number, but not all of SCSU's graduate programs, will start new students both fall and spring semester and during the summer sessions.

Time is needed to carefully complete the many steps of the application process - to collect letters of recommendation, to complete the application, to request all previous transcripts, to complete program interviews if required, to take competency examinations (GRE, GMAT, TOEFL), and in some cases to meet with faculty of your intended department.

## To Apply

Prospective students may apply online or may download all application materials from our Web site and mail them to the School of Graduate Studies.

- Apply online at <https://www.applyweb.com/apply/cloud/menu.html>
- Download application materials
- If you would like materials mailed to you, please e-mail [graduatestudies@stcloudstate.edu](mailto:graduatestudies@stcloudstate.edu)

## What do I need to submit?

A completed application consists of the following:

- Graduate admission application and a \$35.00 non-refundable application fee payable to SCSU.
- Three reference forms from individuals who are able to address your academic qualifications and ability to succeed in your chosen program and profession.
- One copy of all official undergraduate and graduate transcripts. Transcripts must be submitted directly by each institution to the School of Graduate Studies. Transcripts submitted by students cannot be accepted. Transcripts of SCSU course work do not need to be submitted. Applicants who apply before receiving their baccalaureate degree will be required to submit an additional transcript once their degree is conferred.
- GRE scores are required for all degree programs but the MBA.
- GMAT scores are required for the MBA program.
- A test of English proficiency is required of all applicants whose first language is other than English.
- Additional admission materials required by the program to which you are applying. See program descriptions to determine if additional materials or interviews are needed.
- NOTE: The School of Graduate Studies and the individual programs within it reserve the right to request additional information when they believe it is necessary.

When all official materials have been received at the School of Graduate Studies, your admission file will be sent to the department for review. An admission recommendation will be made at the departmental level and will then be returned to the School of Graduate Studies' dean for final review. A letter will be mailed to you after the admission decision has been made.

## Admission Test Information

All applicants for admission to a graduate degree program are required to take the appropriate admission examination. The GRE and GMAT examinations are primarily available through a computerized testing format.

The Graduate Management Admission Test (GMAT) is required for admission to the Master of Business Administration program. The Graduate Record Examination (GRE) general test is required for all other specialist, master of arts, master of engineering management, master of music, master of science degree, sixth-year programs, and the GIS certificate.

Acceptance of GRE scores more than five years old requires a review by the graduate dean and the department chairperson. Substitution of any graduate entrance examination for the GRE is subject to approval of the graduate dean and department. Substitutions may be given for applicants who hold an advanced degree from an accredited graduate institution.

All materials must be mailed by this POSTMARKED DATE

	Fall Semester	Spring Semester
Marriage and Family Therapy	March 1	NA
Mass Communications	June 1	Oct. 1
Mathematics	June 1	Oct. 1
Mechanical Engineering	June 1	Oct. 1
Physical Education	June 1	Oct. 1
Public & Nonprofit Institutions	June 1	Oct. 1
Public Safety Executive Leadership	June 1	Oct. 1
Social Responsibility	June 1	Oct. 1
Special Education Instruction	June 1	Oct. 1
Sports Management	June 1	Oct. 1
Special Studies - Individualized master's	June 1	Oct. 1
<b>Master of Social Work</b>	March 1	NA
<b>Specialist Degree</b>		
Educational Administration and Leadership	June 1	Oct. 1
<b>5th Year Certificate Program for Teachers</b>		
Child and Family Studies	June 1	Oct. 1
<b>6th Year Program</b>		
Educational Administration and Leadership	June 1	Oct. 1
<b>Graduate Certificate</b>		
Chemical Dependency Graduate Certificate	March 1	Oct. 1
Design for E-Learning Certificate	June 1	Oct. 1
GIS Graduate Certificate	June 1	Oct. 1
Gerontology Graduate Certificate	June 1	Oct. 1
Instructional Technology Certificate	June 1	Oct. 1
Marriage & Family Therapy Certificate	March 1	Oct. 1
School Counseling Graduate Certificate	March 1	Oct. 1
Special Education - Learning Disabilities	June 1	Oct. 1
Special Education - Emotional/Behavioral	June 1	Oct. 1
Special Education - Developmental Disabilities	June 1	Oct. 1
Special Education - Physical Health Disabilities	June 1	Oct. 1



**The GRE is offered at the SCSU Testing Center**

SCSU has a Testing Center located on the SCSU campus in Atwood Memorial Center. The Testing Center administers the GRE examination. A student may schedule a date to take the computerized examinations. Telephone: 320.308.5456 or e-mail: cbbtesting@stcloudstate.edu.

For other locations in the United States visit:

**GRE**

P.O. Box 6000  
Princeton, NJ, USA 08541-6000  
Phone : 609.771.7675  
Fax: 609.771.7906  
Toll free: 1.800.GRE.CALL  
E-mail: gre-info@ets.org  
Web: www.gre.org

**GRE Fee Waiver**

The GRE Board makes available a limited number of GRE fee waivers for college seniors and unenrolled college graduates who meet eligibility requirements. Fee waivers may be used for one general test and one subject test.

To be eligible, you must be:

a U.S. citizen or resident alien,

**and**

a college senior receiving financial aid through an undergraduate college in the U.S., a U.S. territory, or Puerto Rico, or a returning unenrolled college graduate who has applied for financial aid,

**and either**

a dependent college senior whose Free Application for Federal Student Aid report shows a parental contribution of not more than \$1,200 for the senior year,

**or**

an independent college senior whose FAFSA shows a contribution of not more than \$1,600 for the senior year, or an unenrolled college graduate whose FAFSA indicates independent status and a contribution of not more than \$1,600.

**To apply for a GRE fee waiver**

If you meet these eligibility requirements and want to apply for a fee waiver, please contact your financial aid office to see if you qualify. Once your eligibility is established, the financial aid office will issue a fee waiver and a copy of your FAFSA. When using a fee waiver certificate, the applicant is required to register for the GRE by mail through ETS, using the appropriate registration form found in the GRE Information and Registration Bulletin. If you are registering for more than one test, all registration materials must be received together with the fee waiver and FAFSA or your registration form will be returned to you unprocessed. Letter requests, photocopies, and faxes of fee waivers will not be accepted. Fee waivers are not retroactive and cannot be replaced if lost or stolen.

**Types of Admission Status**

Students are admitted based on the strength of their undergraduate record and admission materials. An applicant may be unconditionally admitted, conditionally admitted, provisionally admitted, or receive a language admission.

**Unconditional Admission** - This status is granted to applicants who have fully satisfied the admission requirements of the School of Graduate Studies. The unconditional admission status does not guarantee approval of a student's admission to candidacy for a degree program.

**Conditional** - This status is granted to applicants who do not satisfy the minimum GPA or the minimum GRE score requirements, or who have deficiencies in their undergraduate preparation. The offer of a conditional admission is recommended at the program level. An applicant who has been admitted conditionally will complete an educational plan with his or her department and the graduate dean, that specifies a minimum of nine credits to be completed with a grade point average of 3.25 or higher. Upon completion of this requirement, the student's academic record will be reviewed for consideration to be granted unconditional admission.

**Provisional** - This status is granted, at a department's request, to academi-

cally strong applicants whose application files are missing an item. A provisional admission status allows the applicant to start classes, but within the first semester the applicant must submit the missing materials. Applicants will not be allowed to continue as a provisionally admitted student beyond one term.

### **Denial of Admission**

This determination means that a student has been denied admission to a degree program and may not earn a master's degree from St. Cloud State University even if he or she has successfully completed advanced courses. Reapplication does not guarantee admission to the School of Graduate Studies.

### **Readmission**

SCSU recognizes the need of students who, because of family obligations, health concerns, employment or other concerns, must "stop out" from their graduate education plans. Please provide written notification to your adviser and the School of Graduate Studies if you need to "stop out" from your program and include a date when we may anticipate your return.

However slowly or rapidly a student may be able to return to SCSU, the maximum time limit for valid course work is seven years. If you are returning to SCSU we encourage you to immediately contact your graduate adviser to review changes in curriculum, licensure requirements, and departmental updates. Your graduate plan will need to be updated and may need new approval.

An extended absence from SCSU may require readmission. This circumstance varies greatly by department as licensing rules and curricula may progress with industry needs. Most application files are maintained for five years. If your application or departmental file no longer exists, it may be necessary to submit new admission materials, to be reconsidered for admission.

### **MnSCU Board Policy - 3.4 Admissions, Part 5, Subpart G**

Students who have been suspended or expelled for disciplinary reasons from any post-secondary institution may be denied admission to a MnSCU college or university.

**Additional Information** - The School of Graduate Studies and the individual programs within it reserve the right to request additional information when they believe it is necessary.

### **The GMAT is offered at the following Minnesota sites:**

Pearson Professional Center  
5601 Green Valley Drive, Suite 150  
Bloomington, MN 55437  
Telephone: 952.831.0640

Pearson Professional Center  
7101 Northland Circle  
Triad Bldg, Suite 102  
Brooklyn Park, MN 55428  
Telephone: 763.531.2026

Pearson Professional Center  
Washington Dr. Executive Center  
3459 Washington Drive  
Eagan, MN 55122-1347  
Telephone: 651.994.0650

Pearson Professional Center  
North Shore Bank Place  
4815 West Arrowhead Road, Suite 100  
Hermantown, MN 55811  
Telephone: 218.279.3084

Pearson Professional Center  
Greenview Office Building  
1544 Greenview Drive SW, Suite 200  
Rochester, MN 55902  
Telephone: 507.285.3277

For other locations in the United States visit:

### **GMAT**

PO Box 6103  
Princeton, NJ, USA 08541-6103  
Phone: 609.771.7330  
Fax: 609.883.4349  
Toll free: 1.800.462.8669  
E-mail: [gmtat@ets.org](mailto:gmtat@ets.org)  
Web: [www.mba.org](http://www.mba.org)

***The GMAT examination does not offer a fee waiver program.***

## IELTS

Visit [www.ielts.org](http://www.ielts.org)

General information, practice questions, and testing site information will provide preparation for the test.

## Michigan Placement Test

Visit [www.lsa.umich.edu/eli/melab.htm](http://www.lsa.umich.edu/eli/melab.htm)

This test is an objective, multiple-choice examination that tests listening comprehension, grammar, and reading/vocabulary.

### How is the TOEFL Scored?

For the computer-based test, you will receive three section scaled scores:

- Listening (0 to 30)
- Structure/Writing (0 to 30)
- Reading (0 to 30)
- Total score (0 to 300).

The highest possible total score (300) is ten times the highest possible score for each of the test's three section scores (30).

- Composition (0 to 6): this is a separate score.

### How Can I Prepare?

Visit: [www.scoreitnow.org](http://www.scoreitnow.org)

ScoreItNow! – Online writing practice

Visit: [www.toefl.org/testprep/cbtutprq.html](http://www.toefl.org/testprep/cbtutprq.html)

Free! View tutorials and questions.

- Respond to authentic retired essay topics.
- Get immediate score feedback within seconds from e-rater™, ETS's patented automated scoring technology.
- Receive general suggestions for improving essay writing skills.

### Schedule an Appointment

The computer-based TOEFL test is offered at test centers and institutional testing sites throughout the world. For a site near you, visit [www.toefl.org](http://www.toefl.org). Appointments are available throughout the year but centers fill quickly, so it is best to schedule your appointment early. You may take the TOEFL test more than once per calendar month.

Cost: \$130 U.S. dollars

# Graduate Admissions for International Students

## What are the admission requirements?

To be eligible for consideration for admission to the School of Graduate Studies, a candidate must meet at a minimum one of the following criteria:

1. Possess at least an overall 2.75 GPA in your previous undergraduate and graduate records.
2. Possess a GPA of at least 2.75 in the last half of your undergraduate work.
3. Achieve a 480 or higher verbal score on the GRE examination.
4. Achieve a 520 or higher quantitative score on the GRE examination.
5. Achieve a 470 or higher on the GMAT examination. (The GMAT is required of all MBA applicants.)

**The GRE is required of all applicants except for those applying to the MBA program.**

**The GMAT is required of all MBA applicants.**

Some programs have additional admission requirements that are detailed at the beginning of each program description in this bulletin.

## English Proficiency

An English proficiency test is required of international applicants whose native language is not English. There are two exceptions:

- Students who hold a baccalaureate degree with a 2.75 cumulative GPA or higher, from an English-speaking university will be exempt from having to submit an English proficiency test score. These students will still need to take the SCSU English Placement Test upon arrival.
- International students who have completed SCSU's Intensive English Center Level 5 program will be exempt.

**For all other international applicants, SCSU requires that one of the following language admission requirements be met:**

- A Test of English as a Foreign Language (TOEFL) score of 550 paper-based, 213 computer-based or 79 Internet-based with no subscore below 17.
- A score of 80 on the Michigan Placement Test with a cover letter from the testing institution.
- A score of 6.5 on the International English Language Testing System (IELTS).
- Graduation from an English-speaking university with a 2.75 cumulative GPA or higher.
- Successful completion of the Intensive English Center Level 5 program at SCSU with a letter from the IEC director confirming that the student is ready to do graduate-level academic work. Access the Intensive English Center on the Web at <http://www.stcloudstate.edu/iec>.

## TOEFL

**The majority of international students seeking admission to SCSU will take the TOEFL examination.**

### What is the TOEFL?

The Test of English as a Foreign Language is an English proficiency testing service for international students planning to study in the United States, Canada, or other countries where English is the language of instruction.

Section	Time Limit	No. of Questions
Tutorials	no time limit	
Listening	40-60 minutes	30-50
Structure	15-20 minutes	20-25
Break	5 minutes	
Reading	70-90 minutes	44-55
Writing	30 minutes	1 topic

### What Skills Does the TOEFL Measure?

- Listening: measures ability to comprehend spoken North American English.
- Structure: measures ability to recognize language appropriate for standard written English.
- Reading: measures ability to read and understand short passages.
- Writing: measures ability to write in English. You are given 30 minutes to compose one required essay on an assigned topic. Writing focuses on the command of English vocabulary, grammar, spelling, and syntax, all fundamental writing skills.

Most of the questions are multiple-choice. However, there are questions that require selecting a visual (or part of a visual), answering questions with more than one response, ordering items, and matching objects or text to categories.

### For testing in the United States, Canada, and U.S. territories

- Call 1.800.468.6335 and use a credit card for payment.
- SCSU hosts a test center on our campus. Call 320.308.5456, or email [cbttesting@stcloudstate.edu](mailto:cbttesting@stcloudstate.edu)
- Mail a Voucher Request Form from the TOEFL Bulletin to Educational Testing Service.

### For testing elsewhere

- Call the Regional Registration Center (RRC) for your area or country.
- Mail or fax a request for an appointment to the RRC for your area by using the International Test Scheduling Form from the TOEFL Bulletin.
- Mail a Voucher Request Form from the TOEFL Bulletin to Educational Testing Service.

### What Identification Do I Need When I Take the Test?

Bring one of the following photo IDs:

- Passport
- Driver's license
- National identification card
- Military identification card

To assure your TOEFL scores are sent to SCSU, list the SCSU code: 6679.

As an alternative to the TOEFL, students have the option of taking the IELTS or Michigan Placement Test to fulfill the University's language admission requirements. The SCSU Testing Center does not offer either of these tests. Please visit the Web links associated with each test for more information.

## When do I apply?

If you intend to start classes in September, you should begin the application process in the fall or early winter of the preceding year. Spring semester begins in mid-January and the application process should begin in the preceding spring. You should apply at least two semesters before you plan to begin at SCSU.

Make sure to check the international admission deadlines established by your program, detailed in the chart below. A substantial number, but not all of SCSU's graduate programs, will start new students both fall and spring.

Time is needed to carefully complete the many steps of the application process - to collect letters of recommendation, to complete the application, to request all previous transcripts, to complete program interviews if required, to take competency examinations (GRE, GMAT, TOEFL), and in some cases to correspond with faculty of your intended department.

# Graduate Program Admission Deadlines

## International Students – Postmark Deadlines for Application Materials

	<b>Fall Semester</b> For international students living <b>outside the USA</b> all materials must be mailed by this POSTMARK DATE	<b>Spring Semester</b> For international students living <b>outside the USA</b> all materials must be mailed by this POSTMARK DATE	<b>Fall Semester</b> For international students living <b>within the USA</b> all materials must be mailed by this POSTMARK DATE	<b>Spring Semester</b> For international students living <b>outside the USA</b> all materials must be mailed by this POSTMARK DATE
<b>Master of Arts</b>				
Biology: Cell & Molecular	1-Apr	1-Aug	1-Jun	1-Oct
Biology: Ecology & Natural Resources	1-Apr	1-Aug	1-Jun	1-Oct
English	1-Apr	1-Aug	1-Jun	1-Oct
English - TESL	1-Apr	1-Aug	1-Jun	1-Oct
History	1-Apr	1-Aug	1-Jun	1-Oct
History - Public History	1-Apr	1-Aug	1-Jun	1-Oct
<b>Master of Business Administration</b>				
Master of Business Administration	1-Apr	1-Aug	1-Jun	1-Oct
<b>Master of Engineering Management</b>				
Master of Engineering Management	1-Apr	1-Aug	1-Jun	1-Oct
<b>Master of Music</b>				
Music: Conducting	1-Apr	1-Aug	1-Jun	1-Oct
Music: Education	1-Apr	1-Aug	1-Jun	1-Oct
Music: Piano Pedagogy	1-Apr	1-Aug	1-Jun	1-Oct
<b>Master of Science</b>				
Applied Economics	1-Apr	1-Aug	1-Jun	1-Oct
Applied Behavior Analysis	1-Mar	Not available	1-Mar	Not available
Applied Statistics	Not available	Not available	Not available	Not available
Biology	1-Apr	1-Aug	1-Jun	1-Oct
Child & Family Studies	1-Apr	1-Aug	1-Jun	1-Oct
College Counseling and Student Development	1-Mar	Not available	1-Mar	Not available
Communication Disorders	1-Feb	Not available	1-Feb	Not available
Community Education	1-Apr	1-Aug	1-Jun	1-Oct
Counseling - Community Counseling	1-Mar	Not available	1-Mar	Not available
Counseling - School Counseling	1-Mar	Not available	1-Mar	Not available
Counseling - Rehabilitation Counseling	1-Mar	Not available	1-Mar	Not available
Computer Science	1-Mar	1-Aug	1-Mar	1-Oct
Criminal Justice	1-Apr	1-Aug	1-Jun	1-Oct
Curriculum and Instruction	1-Apr	1-Aug	1-Jun	1-Oct
Educational Administration & Leadership	1-Apr	1-Aug	1-Jun	1-Oct
Electrical Engineering	1-Apr	1-Aug	1-Jun	1-Oct
English	1-Apr	1-Aug	1-Jun	1-Oct
Environmental & Technological Studies	1-Apr	1-Aug	1-Jun	1-Oct
Exercise Science	1-Apr	1-Aug	1-Jun	1-Oct
Geography	1-Apr	1-Aug	1-Jun	1-Oct
Gerontology	1-Apr	1-Aug	1-Jun	1-Oct
Higher Education Administration	1-Apr	1-Aug	1-Jun	1-Oct
History	1-Apr	1-Aug	1-Jun	1-Oct
Industrial Organizational Psychology	1-Mar	Not available	1-Mar	Not available
Information Media - Education Media	1-Apr	1-Aug	1-Jun	1-Oct
Instructional Design & Training	1-Apr	1-Aug	1-Jun	1-Oct

Information Media - Information Technologies	1-Apr	1-Aug	1-Jun	1-Oct
Marriage and Family Therapy	1-Mar	Not available	1-Jun	Not available
Mass Communications	1-Apr	1-Aug	1-Jun	1-Oct
Mathematics	1-Apr	1-Aug	1-Jun	1-Oct
Mechanical Engineering	1-Apr	1-Aug	1-Jun	1-Oct
Physical Education	1-Apr	1-Aug	1-Jun	1-Oct
Public & Nonprofit Institutions	1-Apr	1-Aug	1-Jun	1-Oct
Public Safety Executive Leadership	1-Apr	1-Aug	1-Jun	1-Oct
Social Responsibility	1-Apr	1-Aug	1-Jun	1-Oct
Special Education Instruction	1-Apr	1-Aug	1-Jun	1-Oct
Sports Management	1-Apr	1-Aug	1-Jun	1-Oct
Special Studies - Individualized master's	1-Apr	1-Aug	1-Jun	1-Oct
<b>Master of Social Work</b>	<b>1-Mar</b>	<b>NA</b>	<b>1-Mar</b>	<b>NA</b>
<b>Specialist Degree</b>				
Educational Administration and Leadership	1-Apr	1-Aug	1-Jun	1-Oct
<b>Fifth-Year Program</b>				
Child and Family Studies	1-Apr	1-Aug	1-Jun	1-Oct
<b>Sixth-Year Program</b>				
Educational Administration and Leadership	1-Apr	1-Aug	1-Jun	1-Oct
<b>Certificate</b>				
Chemical Dependency	1-Mar	1-Aug	1-Jun	1-Oct
Design for E-Learning	1-Apr	1-Aug	1-Jun	1-Oct
Geographic Information Science	1-Apr	1-Aug	1-Jun	1-Oct
Gerontology	1-Apr	1-Aug	1-Jun	1-Oct
Instructional Technology	1-Apr	1-Aug	1-Jun	1-Oct
Marriage & Family Therapy	1-Mar	1-Aug	1-Jun	1-Oct
Special Education - Learning Disabilities	1-Apr	1-Aug	1-Jun	1-Oct
Special Education - Emotional/Behavioral	1-Apr	1-Aug	1-Jun	1-Oct
Special Education - Developmental Disabilities	1-Apr	1-Aug	1-Jun	1-Oct
Special Education - Physical Health Disabilities	1-Apr	1-Aug	1-Jun	1-Oct

## To apply

Prospective students may apply online or may download all application materials from our Web site and mail them to the School of Graduate Studies. If you would like materials mailed to you, please contact the School of Graduate Studies at [graduat-estudies@stcloudstate.edu](mailto:graduat-estudies@stcloudstate.edu).

## What do I need to submit?

To consider your application file complete, the School of Graduate Studies requires the following materials:

- Graduate admission application and a \$35.00 non-refundable application fee payable to SCSU.
- Three recommendation forms from individuals who are able to address your academic qualifications and ability to succeed in your chosen program and profession.

### **The GRE is offered at the SCSU Testing Center**

SCSU has a Testing Center located on the SCSU campus in Atwood Memorial Center. The Testing Center administers the GRE and TOFEL examinations. A student may schedule a date to take the computerized examinations. At SCSU telephone: 320.308.5456 or e-mail: [cbttesting@stcloud-state.edu](mailto:cbttesting@stcloud-state.edu).

The following contact information will assist international students living outside of Minnesota:

#### **GRE**

P.O. Box 6000  
Princeton, NJ, USA 08541-6000  
Phone : 609.771.7675  
Fax: 609.771.7906  
Toll free: 1.800.GRE.CALL  
E-mail: [gre-info@ets.org](mailto:gre-info@ets.org)  
Web: [www.gre.org](http://www.gre.org)

#### **GMAT**

PO Box 6103  
Princeton, NJ, USA 08541-6103  
Phone: 609.771.7330  
Fax: 609.883.4349  
Toll free: 1.800.462.8669  
E-mail: [gmat@ets.org](mailto:gmat@ets.org)  
Web: [www.mba.com](http://www.mba.com)

- One copy of all official undergraduate and graduate transcripts. Transcripts must be submitted directly by each institution to the School of Graduate Studies. Transcripts submitted by students cannot be accepted. Applicants who apply before receiving their baccalaureate degree will be required to submit an additional transcript once their degree is conferred.
- Official GRE scores are required for all degree programs but the MBA.
- Official GMAT scores are required for the MBA program.
- A test of English proficiency is required of all applicants whose first language is other than English.
- Additional admission materials required by the program to which you are applying. See program descriptions to determine if additional materials or interviews are needed.
- Financial form
- Financial documentation

**NOTE:** The School of Graduate Studies and the individual programs within it reserve the right to request additional information when they believe it is necessary.

### **Admission Test Information**

All applicants for admission to a graduate degree program are required to take the appropriate admission examination. The GRE and GMAT examinations are primarily available through a computerized testing format.

The Graduate Management Admission Test (GMAT) is required for admission to the Master of Business Administration program. The Graduate Record Examination (GRE) general test is required for the specialist degree, master of arts, master of engineering management, master of music, master of science degree, sixth-year programs, and the GIS certificate.

Acceptance of GRE scores more than five years old requires a review by the graduate dean and the department chairperson. Substitution of any graduate entrance examination for the GRE is subject to approval of the graduate dean and department. Substitutions may be given for applicants who hold an advanced degree from an accredited graduate institution.

To make testing arrangements you may contact the following sources:

### **What happens next?**

When all application materials are received, the School of Graduate Studies conducts the initial evaluation. Applicants who satisfy the requirements of the graduate school will have their application file sent to the appropriate graduate department for their recommendation.

- A student's application file is reviewed by three to four faculty members within the department to which the student is applying.
- Following receipt of the departmental recommendation, the School of Graduate Studies notifies the Center for International Studies of the decision on the graduate application. Documentation of a student's financial eligibility must be on file. Only when complete financial eligibility is documented will the I-20 form be mailed along with a letter of admission.
- The acceptance letter and I-20 documentation is sent standard air mail to the student. A student may elect to have these documents sent via Fed Ex for an additional \$50.00 (U.S. dollar) fee.
- When an applicant is accepted for graduate study, a faculty adviser is

assigned by the department. Adviser contact information is provided to the student in their acceptance letter. The advisor helps the student formulate a plan of study leading to the accomplishment of the student's objectives in pursuing graduate work.

- International students should establish E-mail contact with their faculty adviser upon admission. They should seek a listing of courses in which to enroll for their first semester.
- It is also important for the student to inform her/his adviser and the School of Graduate Studies of the semester the student is able to attend.
- Students should respond immediately to all departmental correspondence regarding their admission to graduate school.
- Complete information is available at <http://www.stcloudstate.edu/international-students/comingtoscsu/prearrival/default.asp>

## Types of Admission Status

Students are admitted based on the strength of their undergraduate record and admission materials. An international applicant may be unconditionally admitted, provisionally admitted, or receive a language admission.

**Unconditional Admission** - This status is granted to applicants who have fully satisfied the admission requirements of the School of Graduate Studies. The unconditional admission status does not guarantee approval of a student's admission to candidacy for a degree program.

**Provisional** - This status is granted, at a department's request, to academically strong applicants whose application files are missing an item. A provisional admission status allows the applicant to start classes, but within the first semester the applicant must submit the missing materials. Applicants will not be allowed to continue as a provisionally admitted student beyond one term.

**Language Admission** - A language admission provides an admission opportunity for international students who present a strong academic record, but have obtained computerized TOEFL scores just below SCSU's minimums. Students may be considered for a language admission if they post the following TOEFL scores:

- Computer based: 207 to 212, rather than the required 213.
- Internet based: 76 to 78, rather than the required 79.
- Paper based: 540 to 549, rather than the required 550.

The challenge of SCSU's graduate curriculum necessitates the need for firm adherence to these standards. Students with computerized scores below 207, Internet-based scores below 76 and paper scores less than 540 will not be considered. Students who have been evaluated and meet this profile will be offered a language admission. This concurrent acceptance includes the following conditions:

Successful completion of the Intensive English Center (IEC) Level 5 program at St. Cloud State University. Most graduate students are able to complete the Level 5 program in one to two semesters. Students may access information about the Intensive English Center on the Web at [www.stcloudstate.edu/iec](http://www.stcloudstate.edu/iec). When students have completed the Level 5 program, they will be eligible to start their master's program during the next available semester. The IEC director will send a letter indicating a student's IEC completion readiness to their master's program. When the student starts a master's program, he or she will be eligible to apply and compete for a graduate assistantship.

**Denial of Admission**

### Issuing I-20s to International Students

Documentation of financial eligibility and all application materials must be received and a departmental admission decision made before SCSU can issue an I-20 form along with your letter of admission.

### MnSCU Board Policy - 3.4 Admissions, Part 5, Subpart G

Students who have been suspended or expelled for disciplinary reasons from any post-secondary institution may be denied admission to a MnSCU college or university.

### Additional Information

The School of Graduate Studies and the individual programs within it reserve the right to request additional information when they believe it is necessary.



This determination means that a student has been denied admission to a degree program and may not earn a master's degree from St. Cloud State University even if he or she has successfully completed advanced courses. Reapplication does not guarantee admission to the School of Graduate Studies.

### **Readmission**

SCSU recognizes the need of students who, because of family obligations, health concerns, employment or other concerns, must "stop out" from their graduate education plans. Please provide written notification to your adviser and the School of Graduate Studies if you need to "stop out" from your program and include a date when we may anticipate your return.

However slowly or rapidly a student may be able to return to SCSU, the maximum time limit for valid course work is seven years. If you are returning to SCSU we encourage you to immediately contact your graduate adviser to review changes in curriculum, licensure requirements, and departmental updates. Your graduate plan will need to be updated and may need new approval.

An extended absence from SCSU may require readmission. This circumstance varies greatly by department as licensing rules and curricula may progress with industry needs. Most application files are maintained for five years. If your application or departmental file no longer exists, it may be necessary to submit new admission materials, to be reconsidered for admission.

## **Requirements upon Admissions**

### **English Requirement upon Admission**

All new international graduate students are required to take SCSU's English Placement Test upon arrival at SCSU. Exceptions to the SCSU assessment are limited to students who submitted:

- A TOEFL score of:
  - 250 or above on the computer-based test;
  - 100 or above and no subscore below 25 on the Internet-based test;
  - 600 or above on the paper-based test.
- A score of 96 on the Michigan Placement Test with a cover letter from the testing institution.
- A score of 6.5 on the International English Language Testing System (IELTS).

SCSU's English Placement Test results are shared with the faculty adviser so that the student's language ability can be considered when forming an academic schedule. Admission to the University does not preclude SCSU from requiring non-native speakers of English to complete course work in English.

### **ESL 151 Requirement upon Admission**

All new international graduate students (including Canadians) are required to take ESL 151, which is a one-credit course that focuses on regulations for the United States Bureau of Citizenship and Immigration Services (BCIS), employment concerns, racism, racial and sexual harassment, orientation to SCSU's computer network and the library, and other issues that are important to international students at SCSU.

### **International Academic & Cultural Sharing Scholarship**

SCSU offers a unique opportunity for international students, through providing qualified international students with the Academic and Cultural Sharing Scholarship. This scholarship entitles the international student to pay resident tuition, which saves over \$3,280 per academic year. Few public universities offer such a financial and cultural bonus to international students who might otherwise

### **Graduate Assistantships**

A limited number of graduate assistantships (on-campus graduate employment) are available. Students who are formally admitted to the graduate program may apply. For details on the stipend that is paid and a tuition benefit, please see [www.stcloudstate.edu/graduatestudies/current](http://www.stcloudstate.edu/graduatestudies/current).

Seeking a graduate assistantship is comparable to a job search. The positions are competitive and should be viewed as such. Graduate assistantships are not guaranteed.

To apply for an assistantship, a graduate assistantship application must be completed. This application can be obtained in the School of Graduate Studies office in AS 121, or online at [www.stcloudstate.edu/graduatestudies/forms/prospective.asp](http://www.stcloudstate.edu/graduatestudies/forms/prospective.asp). Upon completion of the application, the student distributes the application form to his or her desired department. It is strongly recommended the student provide a résumé and cover letter with the completed assistantship application. If the student wishes to apply to more than one department, the student may make copies of the application form for distribution. It is the student's responsibility to distribute copies of the assistantship application to the departments in which they would like to work.

not be able to afford a U.S. education.

### **Who is eligible?**

Any F-1 or J-1 student visa holder admitted to SCSU is eligible to receive the scholarship by meeting all of the following requirements.

**Note:** The Cultural Sharing Scholarship opportunity is not available to MBA students since all MBA students, resident, nonresident, and international, pay the same market tuition rate.

### **What are the requirements?**

Attendance at the International Student Orientation program your first semester of enrollment at SCSU.

- Maintenance of a 3.0 GPA as a graduate student.
- Registration and maintenance of at least eight new graduate credits each semester.
- Completion of 30 hours of qualified service in the areas of student organizations, on-campus cultural sharing and community outreach each semester of enrollment after your first semester.
- Timely reporting of your service hours to the Center for International Studies.
- Following all Immigration and Naturalization Service requirements, the University Code of Conduct, and the federal, state and local laws.
- The aim of the approximately \$3,280 annual scholarship is for international students to be involved in activities for which they are not paid and that inform U.S. residents about a student's culture.

### **What are the exemptions?**

Cultural sharing service is not required for the summer sessions, but a student who maintains his/her eligibility, receives the scholarship for the summer session.

### **How do you apply?**

New F-1 and J-1 students must attend the International Student Orientation and complete the appropriate forms at that time. Once a student has applied and continues to fulfill the requirements of the scholarship, it is automatically awarded for each successive term. Failure to fulfill any of the requirements will result in loss of the scholarships for a semester or more. The student must reapply when they again meet the requirements. This scholarship should not be included on financial certification forms. A student must demonstrate that sufficient funding is available exclusive of the International Academic and Cultural Sharing Scholarship. For information, E-mail [intstudy@stcloud-state.edu](mailto:intstudy@stcloud-state.edu).

### **General Financial Information**

The cost of living in the United States is among the highest in the world. International students in the United States frequently remark that it is difficult for those abroad to understand how large an amount of money is necessary for housing and food.

The estimate of expenses given by a university or college, except for residence hall room and board, and/or tuition and fees, is just that, an estimate. Some students can get by with less money by sharing off-campus housing, utilities and food costs; others will spend more. All universities provide an estimate of average costs.

The federal regulations governing international students in the United States

### **Maintaining Student Status**

The Bureau Of Citizenship and Immigration Services (BCIS) regulations require that you remain a full-time student during your stay; that is, taking and passing a minimum of eight graduate credits per semester, two out of three academic terms per year. Most universities and colleges, including SCSU, require payment of tuition and fees (and room and board if you stay in residence halls) at the beginning of each semester.

Students, once here, pre-register for courses for the following term in order to ensure that they get into the courses they need. Care must be taken to make arrangements in the home country to ensure that funds are available before the bills are due.

Although most American students attend classes two semesters, fall through spring, most international students attend classes three terms per year in order to graduate in as short a time as possible.

require that students have sufficient financial backing to enable them to be self-supporting throughout their period of study.

***International students need to provide proof with financial certification forms that \$17,000 is annually set aside for the duration of a graduate program.***

### **On-Campus Employment**

On-campus employment requires a permit from the Center for International Studies. Graduate students may accept on-campus employment. Positions will range from assisting in an office or working in the library to helping with food service or grounds maintenance. An hourly rate of pay is offered at \$7 to \$8. Students may work up to 20 hour per week.

### **Off-Campus Employment**

Students will be granted an off-campus work permit by the Bureau of Citizenship and Immigration Services (BCIS) only for emergencies which arise after the completion of their first year here. Work permits are only granted if there is an emergency over which the students had no control and which they could not reasonably anticipate. Working off-campus without permission from the U.S. Immigration Service is an offense which can lead to deportation.

Transfer students from other U.S. graduate programs need to re-establish financial qualification for the costs and tuition at SCSU. Once a student has been admitted and has established financial qualifications, we will send a new I-20. This will enable a student to remain in F-1 status for the duration of the master's degree program.

**International students need to provide proof with financial certification forms that \$17,000 is annually set aside for the duration of a graduate program.** SCSU does not have emergency funding to offer international students. International students must have sufficient liquid funds in order to attend the University. Weekly access to these funds to pay for tuition, rent, and food costs is necessary. A student must also plan adequate resources to cover the costs for transportation to and from the home country and educational or vacation travel.

Personal miscellaneous items include such things as doctor and dental bills not covered by insurance, local transportation, recreation, clothing, laundry, etc. Clothing can be expensive at first. You will need warm clothing, a warm coat, hat, gloves, and boots for cold weather.

### **Bringing Your Family to the United States**

Because of the high cost of living in the United States, a student should think carefully about bringing his or her family when considering study in the United States. If the spouse also is a student, the educational expenses (tuition, fees and books) must be doubled, and a 75 percent increase in living costs should be added. If you bring your children, expenses should be added per child for each year. If your spouse is a student, additional expenses in child care should also be added for each child. If your spouse is not a student, the additional cost will be limited to the 75 percent increase in living costs, plus whatever is necessary for your children.

Spouses who are not students are not permitted to work by the U.S. government under any conditions, unless the student enters under a J-1 visa. Under a J-1 visa, the spouse may be permitted to work to support himself or herself and any children, but may not work to support the student. If you have any questions about the different visas and the regulations surrounding them, you are urged to discuss your questions with the nearest U.S. consular office.

### **Housing**

There are about 15,000 students at St. Cloud State University and only 3,000 places to live in the University residence halls. Many students live at home and commute to the campus, or live in nearby off-campus housing. If you are interested in residence hall living, apply as soon as you receive the on-campus housing information. A \$100 deposit is required. Shoemaker Hall permits students to buy and prepare their own food. A kitchen is available on each floor for cooking; small refrigerators can be rented from the housing office. Many international students prefer to live in Lawrence Hall, Benton Hall, or the Stateview Apartments.

If you do not apply early enough to secure a room in the residence halls, more experienced international students will be able to help you look for housing on your arrival here. St. Cloud State University does not have married/partnered student housing. However, ample rental housing is available in the city of St. Cloud.

### **Off-Campus Housing**

Student housing in the community ranges from modern furnished apartments to multiple-occupancy rooms in older homes. Prices and quality can vary, so please plan on spending a day in town to tour your top choices.

- Studio apartments may range from \$300 to \$400 per month
- One-bedroom apartments may range from \$450 to \$550 per month.
- Two bedroom apartments may range from \$600 to \$700 per month

- Quads (four bedrooms with four persons) may range from \$250 to \$300 per person, per month.
- Homes with six to eight bedrooms may range per person from \$250 to \$300 per month.

Most apartment complexes design their leases to accommodate SCSU students. Students will find leases generally available for either nine, 10, or 12 months. A few facilities will offer a six month lease.

A student's best bet for quickly finding an apartment is to use one of the free apartment locator services. These companies will match a student's living requirements to the available apartments in the St. Cloud area. A student can arrange a day to visit the open apartments that most closely match housing requirements through these services. Apartment Finders can be reached at 320.259.4040 or 1.800.659.9233. Another free search service is [www.apartmentsoup.com](http://www.apartmentsoup.com). SCSU does not promote these services or assume liability for a student's transactions with them. These references are provided in an attempt to serve students. Listings are also available in the St. Cloud Daily Times, found online at [www.sctimes.com](http://www.sctimes.com) and in the SCSU student newspaper, The Chronicle, online at [www.universitychronicle.com](http://www.universitychronicle.com). As a student visits potential apartments, he or she should be sure to check out the safety features such as secured outside doors, intercom systems, deadbolts on doors, and secured windows.

### **Health Care in the United States**

In the United States each adult is responsible for her/his own health care. All bills from hospitals, doctors, dentists, etc., are the responsibility of the student involved. Therefore, it is required that all students coming to St. Cloud State University must purchase the University health insurance plan when they arrive on campus (exemption granted only to government-fully-funded students who obtain a qualifying letter from their home embassy).

Payment for the University health plan is due before registering for classes your first semester. Health insurance is due before August 1 for continuing international students. The University health plan does not cover a spouse or children unless family coverage is purchased; it will not cover pregnancy unless the student has coverage at the time of conception; and it will not cover any medical conditions which exist prior to the beginning of the term in which the insurance is taken out by the student. The coverage for the University health plan is very good. SCSU student health insurance premiums are very reasonable as compared to other domestic health insurance service providers. Coverage for a 12-month period is \$889. For a student attending just spring semester and summer sessions the rate is \$551 and a student attending summer only is \$224. Contact SCSU Student Health Services at 320.308.3193 or visit [www.stcloudstate.edu/healthservices](http://www.stcloudstate.edu/healthservices) for further information.

### **Health Services**

A health service clinic on campus is supported by student fees. It has two doctors, nurses, and a pharmacist available for most health needs. Some of these services are free to students, but you are required to carry health insurance for comprehensive health care. Prescriptions also can be filled here at much lower cost than in a regular drug store. If you need medication when you come, please be sure to bring a prescription with you and register it with the health service. A serious illness requiring hospitalization or work done by a specialist physician or a dentist will be billed to the student. We will ask you to complete and bring with you the health questionnaire which we will send at the time of acceptance. It is helpful to the health service to have your records on file in case of illness.

### **Employment/Practical Training after Graduation**

Curricular practical training, otherwise known as an internship, is authorized by the CIS under certain circumstances. This training is often unpaid and is done in conjunction with requirements for a particular graduate program. Graduate students pursuing this option for 12 months eliminate the option for practical training after graduation.

International students may be eligible for on- and off-campus practical training with permission from the Center for International Studies and the appropriate government agency.

Three months before graduation, graduate students can apply for up to 14 months of practical training related to their field of study. This employment must be approved by CIS and conditions apply. For more information, contact the Center for International Studies at 320.308.4287 or [www.stcloudstate.edu/internationalstudies](http://www.stcloudstate.edu/internationalstudies).

### **The American Classroom**

Individual professors have control over the conduct of their classes and the way a student is evaluated. Each class stands separately. The number, type and composition of tests are determined by the professor. The professor may feel that class participation is important in the discipline and will weigh that participation in the student's final grade. Research papers, laboratory work, field work, and problem solving may be counted in the final evaluation. It is important to know at the beginning of each semester just how the professor will evaluate your academic performance.

Learning at St. Cloud State University is not confined to the classroom and laboratory. Students participate in off-campus field experiences, visiting businesses, industries, institutions, government agencies, and examining natural resources. Field studies have been conducted as far away as Nova Scotia, Florida, and Mexico.

### **The St. Cloud Area**

The University is located 70 miles northwest of the large Minneapolis and St. Paul urban area, popularly called the Twin Cities, where, in addition to an international airport, numerous cultural and educational opportunities are available. The Twin Cities are often ranked one of the top metropolitan areas in the U.S. St. Cloud has a population of roughly 50,000, and the city lies along the scenic Mississippi River. Several parks are within walking distance, with a variety of outdoor recreational opportunities open to all in the community.

Located in central Minnesota, St. Cloud has varying temperatures and climates. The summer is frequently hot with temperatures between 80 and 90 degrees Fahrenheit. The winter is cold with temperatures ranging from 20 degrees Fahrenheit to minus 20 degrees. Many Minnesotans are outdoor-loving people; they are active in sports year-round, from swimming in the summer to cross-country skiing in the winter.

### **Transportation**

The city of St. Cloud offers free bus service within the metropolitan area with a St. Cloud State University student ID. SCSU students can use a campus ID card to travel wherever the city bus system travels. Most apartments are located on a city bus service route. Visit [www.ridemetrobus.com](http://www.ridemetrobus.com). Regional bus service connects St. Cloud with the Twin Cities and other regions of the Midwest. Many local and national car rental companies are also in the area.

### **American Universities**

Because of the difference in educational systems between the United States and countries abroad, international students come to the United States for graduate studies after completing their undergraduate work in their country. American universities welcome these students, who add diversity of cultures and perspectives to the classroom. Graduate classes typically are smaller than undergraduate classes, the course work is more rigorous, and the level of written and laboratory work is much higher. Graduate level admission is competitive, often highly competitive.

For graduate students, a full command of speaking, reading, and writing in English is necessary to successfully complete a St. Cloud State University graduate program. The command of English is more important than most international students anticipate, for the amount of reading that is required on the graduate level can be formidable.

Students are expected to participate in classroom discussion, and to bring to the discussion their considered opinions. In scientific and technical courses many hours will be spent outside the classroom in laboratories. There are different "plans" one can choose in the manner in which graduate work will be conducted—that is, in addition to the required course work the student will choose to write a thesis, starred paper(s), or pass a departmental written comprehensive examination. The choice of the culminating project will depend on the program and the degree for which the student is studying. No matter the choice, a degree of excellence is required in both written and spoken English.

# Admission to Programs

## Admission to Specialist Degree Programs

To be considered for admission to an educational administration and leadership specialist degree, an applicant must have:

- A master's degree from an accredited college or university.
- Graduate Record Examination (GRE) general section test scores.
- One official undergraduate and graduate transcript sent directly from the granting institutions to the School of Graduate Studies.
- A 3.0 or higher GPA in the master's degree program is required for admission.

Students holding a specialist or higher degree will complete a minimum of 16 credits, including a field study, to earn a second specialist degree.

## Admission to Master's Degree Programs

To be considered for admission to a master's degree program an applicant must have:

- A baccalaureate degree from an accredited college or university.
- A 2.75 grade point average over the last half of undergraduate education (four full semesters or equivalent).
- Met the minimum score requirement on the GRE or GMAT.

Applicants who do not meet the standard admission requirements may be permitted to demonstrate their scholarship and qualify for acceptance by completing a limited program of graduate course work. This option is not available to candidates wishing to pursue the Master of Business Administration degree. Further information pertaining to this alternative may be obtained from the director of graduate admissions.

Higher standards for admission to a degree program may be established by a department.

Applicants who hold a baccalaureate degree from a non-accredited college or university may be considered for acceptance to a master's degree program. A careful examination of the applicant's previous record and the entrance examination scores are used as the basis for recommendation for admission. Applicants who are admitted under these conditions will be re-evaluated upon completion of eight graduate credits earned at SCSU.

## Admission to an Additional Master's Degree Program

Additional master's degrees may be awarded. Each additional degree program will require a minimum of 30 credits (see credit requirements for desired program) beyond those earned for the previous master's degrees. Courses taken as a part of a previous master's degree at St. Cloud State University or at a different institution may not be counted toward the credit requirement for an additional master's degree. Credits can only be counted once toward a degree.

If your first master's degree is from SCSU, you will need to submit an updated admission application, new statement, new recommendation forms, and new examination scores if a different examination is required (GRE and GMAT). It will not be necessary to pay the \$35 application fee, nor secure transcripts unless additional course work has been attempted or completed at another institution since the completion of your previous degree program.

Applicants holding a master's degree from another institution, and wish to complete an additional master's degree at SCSU, need to follow the complete application process (see How to Apply).



## Admission to Double Major, Second Major, Major Equivalent

These terms are defined as follows:

**Double Major:** This term applies to the completion of two majors earned within one graduate degree program.

**Second Major:** This term applies to students whose graduate degree was earned through SCSU and who subsequently elect to complete another major. A second major is not allowed in Special Studies if the first major was in Special Studies.

**Major Equivalent:** This term applies to students whose graduate degree was earned through another institution, but who elect to complete a second major through SCSU.

If a student wishes to pursue a double major, a second major or a major equivalent the following requirements must be satisfied:

1. The student must be fully accepted for graduate study by the department and the School of Graduate Studies.
2. The student must submit an approved program of study which meets all of the requirements of the degree program. Courses taken as part of a previous master's degree may be applied to these requirements. However, not less than 10 additional credits must be earned at SCSU. The program must be completed with a satisfactory grade point average as defined in graduate policies.
3. The student must satisfactorily complete a final written or oral examination in the major field in which the double major, second major, or major equivalent is being pursued.
4. The student must satisfy all other requirements as specified at the time of acceptance into the program, or as described in graduate policies.

## Admission Procedures for Specialist and Master's Degree Programs

All application materials should be returned to the School of Graduate Studies far enough in advance of the proposed date of registration to allow adequate time for complete processing of the application prior to registration. The following materials are required:

1. Completed Application for Admission to Advanced Study accompanied by a \$35 non-refundable application fee made payable to St. Cloud State University.
2. Recommendations: Three recommendation forms are provided with the application. It is the student's responsibility to distribute these forms to the people they wish to use as references. Provide your recommender with a recommendation form and a stamped envelope addressed to SCSU. The person completing your recommendation form is to directly mail or fax the recommendation form to the School of Graduate Studies. Graduate application materials will not be considered complete and cannot be sent to the graduate program for an admission decision until all three recommendation forms have been received. Recommendation letters submitted on letterhead paper can be used in place of the recommendation forms. It is the preference of the graduate school though that the recommendation form be used as it addresses the attributes we wish identified.
3. Official transcripts: One copy of the applicant's official transcripts must be sent directly to the School of Graduate Studies by each college or university previously attended. Applicants who apply before receiving the baccalaureate degree are required to submit supplementary transcripts showing that the degree has been conferred. Transcripts submitted personally by the student will not be accepted. Students whose previous course work was completed at SCSU do not need to send transcripts. International students must provide an English translation of all educational transcripts.
4. Entrance test score: Students seeking the specialist degree, master of arts degree, master of engineering management degree, master of music degree, master of science degree, or sixth-year program are required to take and submit official scores for the Graduate Record Examination (GRE) general test. Students seeking the master of business administration degree must take the Graduate Management Admission Test (GMAT). Exceptions to this policy are included in the section entitled Admission Test Information.
5. Notarized resident-alien card: Any student who has changed immigration status from international to resident-alien must present their resident-alien

card or a notarized copy of the card (front and back) to the School of Graduate Studies.

6. In addition to all the steps listed above, international students must complete two additional procedures.
  - All applicants whose language of origin is not English are required, as part of the admission process, to present evidence of their level of English proficiency. For more information about this requirement see the section entitled Admission Test Information.
  - All applicants who are not citizens of the United States or who do not have a resident-alien card must provide a completed Confidential Financial Information form and submit it to the School of Graduate Studies along with documentation of finances to be eligible for an I-20 or other documentation needed to obtain a visa to attend SCSU.

## Admission to Educational Administration and Leadership Sixth-Year Certificate Program

The sixth-year program is available only in educational administration and leadership. To be eligible a student must have completed a master's degree with a minimum grade point average of 3.0.

### Admission Procedures

The following materials will be needed to be considered for admission to the sixth-year program:

1. Application to the School of Graduate Studies with a \$35 nonrefundable application fee.
2. One copy of both the undergraduate and graduate transcripts sent directly from the granting institution to the School of Graduate Studies .
3. Graduate Record Examination (GRE) general test scores.
4. Three completed recommendation forms.

Students holding a specialist or higher degree complete a minimum of 16 credits.

## Admission to Child and Family Studies Fifth-Year Certificate Program

A planned fifth-year program is available for those teachers who do not desire to work for a master's degree, or for those who do not otherwise qualify to work for a master's degree.

Through careful advising, it is anticipated that the fifth year of work will be integrated with the first four years of the student's preparation. A minimum of 30 credits is required, about one-third of which must be taken at the graduate level. The minimum grade point average required for successful completion of this program is 2.75.

### Admission Procedures

Students seeking admission to the fifth-year program must complete the following:

1. Application to the School of Graduate Studies with a \$35 non-refundable application fee.
2. One official copy of the undergraduate transcript sent from the college or university where the work was completed. If a student received his or her

*NOTE: All application materials, transcripts, recommendation letters and forms are collected for the express purpose of consideration for admissions to the School of Graduate Studies. Application materials are not transferable to the student or to another institution. The materials are not meant for purposes other than consideration for admission.*

Once all application materials are received, the School of Graduate Studies will send the completed file to the graduate program for consideration. The application file will be reviewed by a departmental faculty committee who will make an admission decision. Departments may have additional questions of students during the review process thus it is important that applicants respond immediately to all departmental correspondence regarding their admission to graduate school.

The department will return their admission recommendation to the School of Graduate Studies who will then notify the applicant by letter of the admission outcome. The admission letter will inform the applicant of the graduate faculty adviser assigned to him/her by the department. Accepted students should contact the adviser to formulate a plan of study.



degree from St. Cloud State University, the School of Graduate Studies will obtain the transcript from our records office.

3. Three completed recommendation forms.

An applicant is granted admission to the fifth-year program if:

- A baccalaureate degree is held in teacher education from a college or university accredited by the National Council for Accreditation of Teacher Education (NCATE) or accredited by the appropriate regional accrediting agency.
- If the student has earned a 2.75 or higher grade point average overall in undergraduate course work.

If the applicant holds a baccalaureate degree from a non-accredited institution, admission to the fifth-year program may take place:

- Upon the submission of evidence that a valid teaching license is held in the state where the applicant teaches;
- And upon successful completion of 10 semester credits of creditable work at this University.

Upon formal admission to the program, the student is assigned an adviser. The adviser assists in planning a program that has clear relevance to professional goals of the student.

## Changing Your Graduate Program

Occasionally, students will decide to change their graduate program after being admitted to or starting a program. To do so, 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 needs to complete the front page of the graduate application and provide a new statement of interest and objectives for the new program.

International students should visit ([future link](#)) for policy governing changing graduate programs.

## Admission to a Graduate Certificate Program

The following materials are required to complete the application process:

1. A completed certificate program application form.
2. A \$35 application fee. (The fee is waived if a student has been admitted to a master's degree program at St. Cloud State University. Should a student subsequently begin a master's program, this fee will not be charged again.)
3. Official undergraduate and graduate transcript(s) showing completion of a baccalaureate degree and if appropriate, a graduate degree. If a student received his or her degree from St. Cloud State University, the School of Graduate Studies will obtain the transcript from our records office. If already in a master's program at SCSU, additional transcripts will not be needed.

For the graduate certificate in Geographic Information Sciences a student needs scores from the Graduate Record Examination (GRE) general test.

For the graduate certificate in Chemical Dependency, a student needs to be formally admitted to a counseling program at St. Cloud State University.

For the graduate certificate in Gerontology, a student needs to satisfy one of the following:

- Be admitted to or have completed a graduate degree program at St. Cloud State University.
- Have completed a graduate degree program at another institution. An official transcript showing completion of a graduate degree program will be required.
- Be currently enrolled in a graduate program at another institution. The student will need to provide documentation of admission status.

Once a student has received notification of admission to a certificate program from the School of Graduate Studies, he or she should meet with a departmental certificate coordinator to complete a certificate program form which lists the courses the student will need to take for certificate completion.

# Summary of Degree Options

**The specialist degree** is designed to serve a qualitative need for highly trained specialists in various fields. The emphasis in a specialist degree program is placed on the development of competencies needed for a specific job category. The program is designed to meet the needs of students in professional areas where a master's degree is not sufficient. The program requires 30 semester credits of graduate study beyond a master's degree.

The specialist degree program is offered by the Department of Educational Leadership. The specialist degree program offered by the Department of Educational Leadership is designed for three distinct groups: the K-12 school principal, the superintendent of schools, and the director of special education.

**The master of arts degree** offers the candidate the opportunity to specialize in a particular subject matter field. It is open to students with undergraduate liberal arts backgrounds as well as students who have completed teacher education programs. Programs of study leading to the master of arts degree have been approved for the following majors: art; biology: cell and molecular biology, biology: ecology and natural resources biology; English, English: college teaching, English: rhetoric and applied writing, English: teaching English as a second language; history, history: public history, and special studies. All master of arts programs require a thesis, creative work, starred paper(s), or final written comprehensive examination. Information concerning the program requirements for a particular major may be found with the course offerings for the department.

**The master of business administration degree** develops professional managers for public and private sectors. It stresses conceptual, analytical and behavioral skills relevant to organization and leadership, provides students the opportunity to develop specialized competencies reflecting individual aptitudes and interests, and explores the relationships between organizations and their environment. A concentration consistent with the student's particular interest is available in business computers and information systems, economics, human resources and taxation.

**The master of engineering management degree** prepares graduates for taking on managerial roles in technical and scientific organizations. The degree is suitable for engineers from a wide spectrum of disciplines including but not limited to mechanical manufacturing, industrial, electrical, civil, computer and software engineering as well as graduates in chemistry, mathematics, physics, and related topics.

While an MBA program focuses on business management and functional areas of business, the master of engineering management is for engineers, technologists and scientists who are looking for managerial skills to advance to executive positions in technology based business.

**The master of music degree** allows the student to pursue a degree in music with an emphasis in music education, piano pedagogy, or conducting. Specific program information for each of these emphases can be found under the music listing in the main section of this bulletin.

**The master of science degree** is designed to provide preparation in a variety of professional fields. Included are programs in: applied economics, applied psychology: behavior analysis, applied statistics, biology, child and family studies: early childhood special education, child and family studies: early education, child and family studies: family studies, counseling and college student development, communication sciences and disorders, community counseling, computer

## Summary of Graduate Programs

St. Cloud State University awards the following graduate degrees:

- Specialist Degree in Educational Administration
- Master of Arts
- Master of Business Administration
- Master of Engineering Management
- Master of Music
- Master of Science
- Master of Social Work
- Fifth-Year Program in Child and Family Studies
- Sixth-Year Program in Educational Leadership

### Graduate Certificate Programs

- Chemical Dependency
- Design for E-Learning
- Geographic Information Science
- Gerontology
- Instructional Technology
- Marriage and Family Therapy
- School Counseling
- Special Education - Learning Disabilities
- Special Education - Emotional/Behavioral Disorders
- Special Education - Developmental Disabilities
- Special Education - Physical/Health Disabilities

### Specialist Degree Program

- Educational Administration and Leadership that leads to licensure



science, criminal justice, curriculum and instruction, educational administration and leadership, electrical engineering, English, environmental and technological studies, exercise science, geography, geography: geographic information science, geography: tourism planning and development, gerontology, higher education administration, history, information media: educational media, information media: instructional design and training, information media: information technologies, mass communications, mathematics, marriage and family therapy, mechanical engineering, physical education, public and nonprofit institutions, public safety executive leadership, rehabilitation counseling, school counseling, social responsibility, special education, sports management, and special studies. Eligibility for programs in teacher education is limited to students whose undergraduate preparation qualifies them for teacher licensure.

**The master of social work degree** prepares social work professionals at the generalist and advanced generalist level who can practice across all social service settings.

**Special studies programs (M.A. or M.S.)** are intended to meet the specialized needs of students whose educational or career goals can be best served by carefully designed programs which provide advanced study in two or three related academic disciplines. To be considered for approval, special studies programs must provide a clear focus on a field of study which combines the contributions of these academic disciplines in a multi-disciplinary major.

To request consideration of a special studies program, the student must prepare a written proposal which contains the following elements: proposed title for the multidisciplinary program, a discussion of the contributions of the disciplines which would comprise the program, a preliminary list of potentially applicable courses, and a summary of the student's educational and career objectives, philosophy and background. Each special studies applicant is interviewed by a four-member committee chaired and appointed by the graduate dean. The committee reviews the program proposal and makes a recommendation based upon the appropriateness of the proposal as a field for graduate study, the availability of adequate curricular and other resources to insure a strong program, and the qualifications of the individual applicant. For further information concerning application procedures and program requirements, contact the School of Graduate Studies.

**The fifth-year certificate program** is intended to provide a systematic basis for study beyond the baccalaureate degree for teachers who do not plan to qualify for a master's degree. Work included in the fifth-year program is selected to strengthen the student in area(s) taught or to be taught. As nearly as possible, a student's fifth-year program is planned to provide an integrated five-year program of preparation for teaching.

# Section 3

## Financial Information

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Financial

# Graduate Tuition and Fees

## Affordable Quality and Excellence

Minnesota residents pay a total of \$256.89 per graduate credit for tuition for on-campus courses. The only exception is the MBA program, which is detailed toward the end of this section. Student fees are \$27.08 per credit. Most full-time students will enroll in eight to twelve graduate credits for fall semester and eight to twelve credits for spring semester. Eight credits per semester costs \$2271.76 for tuition and fees. Many students elect to also enroll for the summer sessions.

**Reciprocity students.** Reciprocity students must apply for reciprocity. Reciprocal tuition agreements are available for students from North Dakota, South Dakota, Wisconsin, and Manitoba. Residents of those states and province are eligible to pay home-resident tuition rates when attending SCSU. To be eligible, students are responsible to complete a reciprocity application approved by their home state or province. This process should be done well in advance of registration.

You can access your account online to check your tuition balance, monitor financial aid, and pay tuition.

### Graduate Tuition Rates per Semester 2006-2007

(All SCSU graduate programs except for MBA and Twin Cities MEM program)

	Minnesota Resident on-campus courses	Minnesota Resident off-campus courses	Non- Resident	Reciprocity Wisconsin Residents	Reciprocity North Dakota South Dakota Manitoba Residents	Reciprocity Midwest Student Exchange Program
<b>1 credit</b>	256.89	294.04	401.74	261.88	256.89	385.34
<b>2 credits</b>	513.78	588.08	803.48	523.76	513.78	770.68
<b>3 credits</b>	770.67	882.12	1205.22	785.64	770.67	1156.02
<b>4 credits</b>	1027.56	1176.16	1606.96	1047.52	1027.56	1541.36
<b>5 credits</b>	1284.45	1470.20	2008.70	1309.40	1284.45	1926.70
<b>6 credits</b>	1541.34	1764.24	2410.44	1571.28	1541.34	2312.04
<b>7 credits</b>	1798.23	2058.28	2812.18	1833.16	1798.23	2697.38
<b>8 credits</b>	2055.12	2352.32	3213.92	2095.04	2055.12	3082.72
<b>9 credits</b>	2312.01	2646.36	3615.66	2356.92	2312.01	3468.06
<b>10 credits</b>	2568.90	2940.40	4017.40	2618.80	2568.90	3853.40
<b>11 credits</b>	2825.79	3234.44	4419.14	2880.68	2825.79	4238.74
<b>12 credits</b>	3082.68	3528.48	4820.88	3142.56	3082.68	4624.08
<b>Additional</b>	256.89	294.04	401.74	261.88	256.89	385.34

#### Credits Beyond 12

\*Reciprocity students must apply for reciprocity.

### Student Fees per Semester 2006-2007

for St. Cloud Programs

	Student Fees
<b>1 credit</b>	27.08
<b>2 credits</b>	54.16
<b>3 credits</b>	81.24
<b>4 credits</b>	108.32
<b>5 credits</b>	135.40
<b>6 credits</b>	162.48
<b>7 credits</b>	189.56
<b>8 credits</b>	216.64
<b>9 credits</b>	243.75
<b>10 credits</b>	270.80
<b>11 credits</b>	297.88
<b>12 credits</b>	324.96
<b>Additional Credits Beyond 12</b>	4.57

#### Plan Ahead

If recent precedents continue students should anticipate tuition increases of three to six percent annually. Tuition and fees are subject to change by action of the Minnesota State Colleges and Universities Board.

**Break down of fees:**

**Per credit fee — 12 credit maximum per semester**

Student Activity	7.02
Health Services	3.89
Facilities Assessment	3.85
Athletic	1.85
Student Union Assessment	.83
Student Union Operation	5.07

**Per credit fee — no maximum per semester**

MSUSA	.43
Technology	4.14

**Off Campus Student Fees: \$4.57 per credit**

MSUSA	.43
Technology	4.14

**International students** pay a total of \$401.74 per credit for tuition. Most full-time students will enroll in eight graduate credits for fall semester and eight credits for spring semester. Student fees are \$27.08 per credit. Many international students will remain on campus during the summer sessions and enroll for additional credits. Eight credits per semester costs \$3430.56 in tuition and fees. Many international students are offered the Minnesota resident tuition rate through the International Academic and Cultural Sharing Scholarship and graduate assistantships. Note: The Cultural Sharing Scholarship opportunity is not available to MBA students since students, resident, nonresident, and international, pay the same market-driven tuition rate.

**Technology Fee:** The approved rate is \$4.14 per semester credit.

**Senior citizens.** Minnesota residents 62 years of age or older may enroll in courses at SCSU for \$20 per credit, providing space is available after tuition-paying students have enrolled. If a course is wanted for audit, there is no charge. The student must bear the cost of laboratory fees, books, and materials.

**Fifth-year students.** Students enrolled in the fifth-year certificate program pay undergraduate tuition when they enroll in undergraduate courses numbered 300 through 400. They will pay graduate tuition when they enroll in 500 through 600 numbered courses.

**Master of Business Administration (MBA) — St. Cloud Campus Tuition Rates for 2006-2007**

For the academic year 2006-2007, MBA students (residents, non-residents, and international) pay \$369.99\* per credit for tuition in courses with the MBA abbreviation (example: MBA 634, MBA 667). The following Phase I foundation courses are charged at the regular graduate tuition rate:

- ACCT 591
- BCIS 542
- BCIS 544
- ECON 559
- FIRE 577

MBA St. Cloud campus tuition rates are as follows:

<b>1 credit</b>	396.99
<b>2 credits</b>	793.98

**Fee exceptions**

Fees will not be charged for:

1. Courses numbered 588, 595, or 695 (temporary workshops)
2. Permanent workshops
3. Courses numbered 510 (tours)

There is no reduction in tuition or fees for students who audit courses. Courses held off campus pay \$4.57 per credit in fees. Complete details on student fees are available in SCSU's class schedules. The Student Activities Committee will consider requests for exclusion from the fee structure, forwarding recommendations to the president.

**Late Payment Fee**

A late fee is a charge to a student account when the balance is not paid in full by the due date. A late fee will be charged to a student's account each semester when there is an outstanding balance after the published due date. The late fee is currently \$30 and is subject to change without notice. Late fees will be charged to accounts no later than the 16th class day for fall and spring semesters. Late fees will be charged for summer by the 12th class day of second summer session.

Late fees apply to all University past due charges. The only exception will be for current term housing costs on a payment plan set up with the Housing Director or his/her designee. If the obligations of housing payment plans are not met, the late fee will be applied. The Director of Business Services is the only person authorized to waive a late fee.

<b>3 credits</b>	1190.97
<b>4 credits</b>	1587.96
<b>5 credits</b>	1984.95
<b>6 credits</b>	2381.94
<b>7 credits</b>	2778.93
<b>8 credits</b>	3175.92
<b>9 credits</b>	3572.91
<b>10 credits</b>	3969.90
<b>11 credits</b>	4366.89
<b>12 credits</b>	4763.88
<b>Additional Credits</b>	396.99
<b>Beyond 12</b>	

**Note: The Cultural Sharing Scholarship opportunity is not available to MBA students since all students, resident, non-resident, and international, pay the same market-driven tuition rate.**

Student fees for the St. Cloud MBA program courses will be \$27.08 per credit for up to 12 credits and then it is \$4.57 per credit after 12 credits.

**Master of Business Administration (MBA) — Maple Grove Campus Tuition Rates for 2006-2007**

Cost of tuition and all course materials for this outstanding Twin Cities-based opportunity is \$637.22 per credit for the 2006-2007 academic year. Course materials are approximately \$150 per course.

MBA Maple Grove campus tuition rates are as follows:

<b>1 credit</b>	637.22
<b>2 credits</b>	1274.44
<b>3 credits</b>	1911.66
<b>4 credits</b>	2548.88
<b>5 credits</b>	3186.10
<b>6 credits</b>	3823.32
<b>7 credits</b>	4460.54
<b>8 credits</b>	5097.76
<b>9 credits</b>	5734.98
<b>10 credits</b>	6372.20
<b>11 credits</b>	7009.42
<b>12 credits</b>	7646.64
<b>Additional Credits</b>	637.22
<b>Beyond 12</b>	

Students do not have to pay the student activity fee, however, they are responsible for the MSUSA and technology fees of 4.57 per credit.

Student fees per semester 2006-2007 for Maple Grove program are as follows:

<b>1 credit</b>	4.57
<b>2 credits</b>	9.14
<b>3 credits</b>	13.71
<b>4 credits</b>	18.28
<b>5 credits</b>	22.85
<b>6 credits</b>	27.42
<b>7 credits</b>	31.99
<b>8 credits</b>	36.56
<b>9 credits</b>	41.13
<b>10 credits</b>	45.70
<b>11 credits</b>	50.27
<b>12 credits</b>	54.84

## Master of Engineering Management (MEM) — Twin Cities Graduate Tuition Rates for 2006-2007

Cost of tuition for this exciting Twin Cities-based opportunity will be \$500 per credit for the 2006-2007 academic year.

Students do not have to pay the student activity fee, however, they are responsible for the MSUSA and technology fees of \$4.57 per credit.

The International Cultural and Academic Sharing Scholarship is not available to the Twin Cities based MEM students since all students, resident, nonresident, and international, pay the same market-driven tuition rate.

## Tuition Payment

### Registration Cancellation for Nonpayment

**Policy:** Students shall have their registration cancelled for nonpayment when payment is not made in full, as defined subsequently, by the established due date.

**Registration after the tuition and fee due date:** Students registering after the tuition and fee due date through the 6th business day of Fall/Spring semesters will be given 2 business days to make payment in full or their registration will be cancelled for nonpayment.

**Payment in Full:** Payment in full is defined through any appropriate combination of 1) cash, check, money order or credit card; 2) financial aid applied to tuition and fees; 3) an approved tuition and fee payment plan; 4) an approved waiver, such that the combined total is at least equal to the amount of tuition and fees owed.

**Tuition and Fee Due Date:** Tuition and fees shall be due ten (10) business days before the start of fall and spring semesters. For summer session the due date shall be five (5) business days before the beginning of summer session 1.

**Financial Aid Applied to Tuition and Fees:** Once a student has received confirmation from the federal government that his/her FAFSA has been processed, the Financial Aid Applied to Tuition and Fees requirement shall be met. Financial aid will be applied to the student's account when it arrives at the University. Only amounts of financial aid in excess of the outstanding balance will be released to the student. This definition is valid for Fall 2006, Spring 2007 and Summer 2007 and is subject to change per MN State Colleges and University Board Procedure 5.12.3 after these dates.-

**Safe Harbor Payment:** Students have the ability to pay \$300 down in order to be excluded from the registration cancellation for nonpayment process. This will be considered payment one of the payment plan.

**Veterans:** These students who are receiving veteran educational benefits must contact the Records and Registration Office and make arrangement with the VA Certifying Officer.

**Payment Plans:** A student may meet the requirement of payment in full for tuition and fees at or before the tuition and fee due date by entering into an approved payment plan. A payment plan may be the primary method of payment, or it may supplement other forms of payment such as financial aid or tuition waiver.

### Accessing Your Student Account

Students are able to access and manage their student account online. This feature allows you to register online, check tuition balance, monitor your financial aid, and perform many other functions on your account. Below are the links to access your account.

### You can monitor your account at [www.stcloudstate.edu](http://www.stcloudstate.edu)

- Click on Academic Life
- Go to Online Registration
- Click on access Online Registration
- Enter student ID and pin number
- Click on Student Services
- Click on Student Account
- View the account detail

### What Information is Available

- Tuition/fee/housing charges by term
- Miscellaneous charges added to the account
- Financial aid and other payments credited to the account
- Current balance
- Changes in the balance when classes are dropped or added
- Information for tax credits

*PARENTS: The Family Educational Rights and Privacy Act specifically prohibits the release or disclosure of personally identifiable information without the students' prior written consent. Since we cannot legally give you specific information over the phone, this web site is the best way for you to check on your son/daughter's account.*



# Graduate Assistantships

SCSU historically has been able to offer over 260 graduate assistantships annually. This results in approximately 50 percent of our full-time graduate students having a graduate assistantship. Graduate assistantships are academically-related employment appointments reserved for graduate students. SCSU offers three types of assistantships: program assistants, research assistants, and teaching assistant positions.

## Graduate Assistantship Eligibility

A student must be admitted to the School of Graduate Studies and be registered in the School each term of the appointment. International students as well as U.S. citizens and residents are eligible to apply. Fifth-year certificate, certificate and language admission students are not eligible for graduate assistantships.

### NOTE:

- The GA tuition waiver is not available during the May Intersession, Summer Session I or Summer Session II.
- All student fees other than tuition must be paid by the student.
- Tuition assistance is computed only for graduate credits (5xx and 6xx courses).
- Undergraduate preparation courses are not eligible for graduate assistantship tuition benefit.
- A tuition waiver is not awarded for graduate courses enrolled in after the tenth class day of each semester.

A program support assistantship performs duties of a specific nature connected with academic program support. Research assistantships perform research studies and activities connected to a department or professor. SCSU offers a limited number of teaching assistantships. Teaching assistants help teach students under the general supervision of a professor and are not usually assigned the responsibility for an entire course.

## Securing a Graduate Assistantship

Graduate assistantships at SCSU are competitive and based on the qualifications of the applicant and the availability of funding. Undergraduate GPA, pertinent experience, test scores, letters of recommendation, educational preparation or appropriate combinations of these factors are considered in the appointment process.

Students interested in securing a graduate assistantship should apply directly to the department, graduate coordinator or service units to be considered for employment. Students will be encouraged to submit a cover letter indicating their interest and skills, resume, unofficial transcripts as well as SCSU's graduate assistantship application. Departments and administrative offices will generally invite the student to interview for the graduate assistantship position in person, by phone or E-mail. All applicants for a graduate assistantship are required to have been admitted to a master's degree program. All GA contracts are subject to the approval of the School of Graduate Studies.

## Graduate Assistantship Benefits

All graduate assistants will be eligible for the following benefits:

**Salary** — Graduate assistants are compensated according to pay rates established by SCSU's administration. Academic year assistantship stipends, at the time of printing, pay \$9,700 for 2006-2007, depending upon the hours of assignment and the length of the appointment as noted below.

Stipend	Minimum Target Workload(Hrs/Week)	Graduate Credits Required per Semester
\$9,700/year or \$4,850/semester	20	8
\$7,275/year or \$3,637/semester	15	6
\$4,850/year or \$2,425/semester	10	6

**Tuition Waiver** — Both full and part-time graduate assistants, in addition to a salary/stipend, are eligible for tuition waiver for graduate (500-600) level credits, up to a maximum of eight graduate credits per semester during the academic year.

Tuition waiver is available to graduate assistants during the academic year. Tuition waiver is considered to be earnings and is therefore subject to FICA plus State and Federal tax withholding. The schedule below outlines the amount of tuition waiver available. A student must be at least a half-time graduate assistant, i.e., working 10 hours per week, to qualify for a tuition waiver.

Number of graduate credits enrolled in per semester	Number of graduate credits paid for by assistantship
6	6
7	7
8 or more	8

## Appointment Policies

The maximum graduate assistant appointment is 20 hours per week. Graduate students may be appointed for a maximum of 240 duty days during the calendar year. Graduate assistants cannot be concurrently employed as adjunct faculty. Graduate assistants may not hold other employment or student employment positions with SCSU while employed as a GA.

To qualify for the tuition waiver, a GA's appointment must begin no later than the tenth duty day of the term and must continue through the last duty day of the term. If a graduate student terminates his/her assistantship prior to the mid-point of the term, he/she shall lose all tuition and stipend support for that term.

If termination of an assistantship occurs before the date stated on the GA Employment Referral, the effective termination date will be when the School of Graduate Studies receives written verification from the department. All GA compensation earned prior to this date will be charged to the administrative unit responsible for the direct supervision of the graduate student.

## Appointment Obligations

The maximum number of hours per week a graduate assistant may work is 20 hours. It is the obligation of the GA and the employing unit to adhere to fair labor practices. GA's are obligated to attend mandatory employee training sessions when requested.

## Continuance of Graduate Assistantship

A student must maintain at least a 3.0 GPA each semester to maintain his/her graduate assistantship. A graduate assistantship may not be deferred for use in another academic year. Additionally, tuition assistance is not available during the summer terms. A number of departments do offer graduate assistants continued employment in the summer months at approximately \$15.00 an hour, a rate established by SCSU administration. Generally graduate assistants will be eligible for appointment as a GA for a maximum of two years, unless a department or college maintains a policy of permitting appointments for three years to conduct special research. Most full-time graduate students should be able to complete their graduate program within two years.

**Resident rate privilege** — All graduate assistants, international, and US citizens and residents qualify for in-state tuition rates. Graduate assistants will find the in-state rate credited on their fee statement as a MN RATE Tuition Scholarship.

**International students** — Students who have a completed graduate assistantship contract, fully signed by the School of Graduate Studies and the sponsoring department, may include the assistantship stipend as income on their financial certification form. A student will also need their graduate assistantship contract letter when they apply for their visa.

## Resolution of the Council of Graduate Schools in the United States

Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an enrolled or prospective graduate student completes an agreement that both student and graduate school expect to honor. When a student accepts an offer before April 15 and subsequently desires to withdraw, the student may submit a written resignation for the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment was made. Similarly, an offer made by an institution after April 15 is conditional on presentation by the student of a written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to this resolution that a copy of the resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

# Scholarships

## **Graduate Dean's Distinction Scholarship**

There are approximately five \$2,000 scholarships available to new academically-gifted graduate students who are U.S. residents or citizens and will begin an on-campus program in the fall semester. These scholarships are awarded on the basis of academic achievement and they provide recognition and financial reward to some of SCSU's best graduate students.

To be considered, an applicant must possess an overall baccalaureate grade point average of 3.5 or higher or be a McNair Scholar. The maximum amount a student can be awarded is \$1,000 per semester for a total of \$2,000 over the period of two semesters. A recipient must be enrolled in at least nine credits for each semester the scholarship is awarded.

The application date is March 15 each year and awards are distributed the following academic year.

## **Graduate Friend's Fellowships**

These fellowships are offered to outstanding students from non-reciprocity states, who have a cumulative GPA of 3.75 or higher or is a McNair Scholar. Four \$4,000 scholarships are awarded to new academically gifted graduate students who are U.S. residents or citizens and who will begin an on-campus program in the fall semester. These scholarships are awarded on the basis of academic achievement and they provide recognition and financial reward to some of SCSU's best graduate students.

To be considered, an applicant must possess an overall baccalaureate grade point average of 3.75 or higher or be a McNair Scholar. The maximum amount a student can be awarded is \$2,000 per semester for a total of \$4,000 over the period of two semesters. A recipient must be enrolled in at least nine credits for each semester the scholarship is awarded.

The application date is March 15 each year and awards are distributed the following academic year.

## **Shirley Schrader Graduate Scholarship for Women**

This scholarship is open to new admitted and currently enrolled female graduate students age 30 or older. Applicants must demonstrate academic excellence, be enrolled in a minimum of six graduate credits per semester, and provide a brief statement. Pending the availability of funds, the maximum award for the year is \$1,000 (including summer). The deadline for application is March 15.

## **Shelvie Christian Non-Traditional Student Endowed Scholarship**

This scholarship is open to non-traditional students age 25 or older. Applicants must be involved in SCSU student extracurricular activities. Full-time or part-time students may apply. The award for the year is \$500. Forms are available from and need to be returned to the Director of CSOLD, 139 Atwood Center. The annual application deadline is in February.

## **Graduate Departmental Scholarships**

A few scholarships are awarded at the department level. The following departments offer scholarships to their graduate students:

Biology	Information Media
Communication Sciences and Disorders	Rehabilitation Counseling
Curriculum and Instruction	Special Education
Education Administration	University Organizations
Education Leadership	Women's Center
English	

The Office of Scholarships and Financial Aid has created a searchable database for available scholarships. To obtain eligibility requirements for departmental scholarships, please go to [www.stcloudstate.edu/financial-aid/scholarshipsearch.asp](http://www.stcloudstate.edu/financial-aid/scholarshipsearch.asp).

### **International Academic & Cultural Sharing Scholarship**

SCSU offers a unique opportunity for international students, through providing qualified international students with the Academic and Cultural Sharing Scholarship. This scholarship entitles the international student to pay resident tuition, which saves over \$3,280 per year. Few public universities offer such a financial and cultural bonus to international students who might otherwise not be able to afford a U.S. education.

#### **Who is eligible?**

Any F-1 student visa holder admitted to SCSU is eligible to receive the scholarship by meeting all of the following requirements. *Note: The Cultural Sharing Scholarship opportunity is not available to MBA students since all MBA students, resident, nonresident, and international, pay the same market tuition rate.*

#### **What are the requirements?**

- Attendance at the International Student Orientation program your first semester of enrollment at SCSU.
- Maintenance of a 3.0 GPA as a graduate student.
- Registration and maintenance of at least eight new graduate credits each semester.
- Completion of 30 hours of qualified service in the areas of student organizations, on-campus cultural sharing and community outreach each semester of enrollment after your first semester.
- Timely reporting of your service hours to the Center for International Studies.
- Following all Immigration and Naturalization Service requirements, the University Code of Conduct, and the federal, state and local laws.

The aim of the approximately \$3,280 annual scholarship is for international students to be involved in activities for which they are not paid and that inform U.S. residents about a student's culture.

#### **What are the exemptions?**

Cultural sharing service is not required for the summer sessions, but a student who maintains his/her eligibility, receives the scholarship for the summer session.

## **Financial Aid**

To determine eligibility for financial aid, the student should contact the Office of Scholarships and Financial Aid. There are various forms of financial aid available to graduate students. These could include: Work Study, Work Study Funded Graduate Assistantship, Federal Perkins Loan, Federal Stafford Loan, Student Educational Loan Fund (SELF) Loan, or Federal Unsubsidized Stafford Loan. If a student has been awarded a graduate assistantship, the amount of financial aid awarded may be affected. Be sure to work with the Office of Scholarships and Financial Aid to determine your eligibility.

#### **Will my aid eligibility be based on income?**

Eligibility for the Federal Perkins loan, Federal Stafford loan and the federal and state work study programs is based on financial need. Financial need is determined by a federal formula which uses income from the calendar year prior to the academic year. The formula also takes into consideration other factors such as assets, number of family members, number in college, etc. Eligibility for the Unsubsidized Federal Stafford loan and the Minnesota Student Educational Loan Fund (SELF) is not based on financial need.

#### **How do you apply?**

New F-1 and J-1 students must attend the International Student Orientation and complete the appropriate forms at that time. Once a student has applied and continues to fulfill the requirements of the scholarship, it is automatically awarded for each successive term. Failure to fulfill any of the requirements will result in the loss of the scholarships for a semester or more. The student must reapply when they again meet the requirements. This scholarship should not be included on financial certification forms. A student must demonstrate that sufficient funding is available exclusive of the International Academic and Cultural Sharing Scholarship. For information, E-mail [int-study@stcloudstate.edu](mailto:int-study@stcloudstate.edu).

### **For Further Information**

Questions regarding the following areas should be referred to the Office of Scholarships and Financial Aid:

- Financial aid application materials and application process
- Loans/loan counseling
- Work study
- How assistantships and tuition assistance affect financial aid
- GRE fee waivers

Office of Scholarship and Financial Aid  
106 Administrative Services Building  
St. Cloud State University  
720 Fourth Avenue South  
St. Cloud, MN 56301-4498

Web site: [www.stcloudstate.edu/financialaid](http://www.stcloudstate.edu/financialaid)

E-mail: [financialaid@stcloudstate.edu](mailto:financialaid@stcloudstate.edu)

Phone: 320.308.2047

Fax: 320.308.5424

### **Part-time Employment**

There are opportunities for students who desire part-time employment on campus. Career Services, 101 Administrative Services Building, can assist a student seeking part-time employment either on campus or in the community.

Graduate students who carry a full academic load should not plan to devote time to outside employment. In cases where outside employment is necessary, the student's academic load should be reduced accordingly.

### **If I receive a graduate assistantship, will this affect my financial aid?**

Students receiving a graduate assistantship are eligible to receive tuition assistance, up to a maximum of eight credits per semester. This tuition assistance will affect financial aid and loan eligibility.

The student's need-based loan eligibility is generally reduced by the value of the tuition assistance. If the student's loan has already been processed at the time the financial aid office becomes aware of the tuition assistance, the loan amount may need to be reduced.

If an assistantship is funded through the work study program, the student's loan eligibility is generally reduced by the full amount of the assistantship (stipend) plus the amount of tuition assistance the student will receive. Since this would mean a large reduction in loan eligibility, students who are offered a work study assistantship may want to visit with a financial aid counselor before accepting the assistantship.

### **Things to know.**

- A student must be formally accepted into a graduate program before financial aid can be processed.
- Graduate students must enroll in eight or more credits to be considered a full-time student for financial aid purposes. Students must be enrolled in at least six credits per semester to be eligible to borrow under any of the federal or state loan programs.
- First-time Stafford (subsidized or unsubsidized) loan borrowers are required to complete entrance loan counseling prior to receiving the first disbursement. This requirement may be completed online at: [www.mapping-your-future.org/services/oslcidx.htm](http://www.mapping-your-future.org/services/oslcidx.htm).
- Students who have borrowed educational loans as an undergraduate student at another institution may be able to defer loan payments while attending graduate school. Contact your lender to request a deferment.

### **Satisfactory Academic Progress**

All universities that award financial aid are required by federal and state regulations to establish and enforce a satisfactory academic progress policy. The policy defines the standards a student must maintain in order to receive financial aid. SCSU's satisfactory academic progress policy for graduate students has three major components:

- A graduate student is required to progress toward completion of a program by successfully completing at least 75 percent of all graduate credits attempted at SCSU.
- A graduate student must maintain at least a 3.00 cumulative GPA (B average) to be eligible for financial aid. GPA is calculated using only SCSU graduate credits.
- The maximum allowable time frame for a graduate student to complete an academic program without having financial aid terminated is 45 attempted semester graduate credits. A graduate student enrolled in a master's degree program requiring more than 36 semester graduate credits may need to submit a written request for an extension of financial aid eligibility.

You may view the complete satisfactory academic progress at: [www.stcloudstate.edu/financialaid/sap.asp](http://www.stcloudstate.edu/financialaid/sap.asp).

In addition, all students must be in compliance with the institution's academic requirements.

# Section 4

## Academic Policies and Registration Procedures

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Policies

# Registration Categories

## Admitted Graduate Student Registration

Once admitted to the School of Graduate Studies, students will wish to review complete registration instructions and registration times in the current semester class schedule. Admitted graduate students receive priority registration times.

An online class schedule is available approximately four to five months before the semester commences. A printed class schedule is generally available three to four months before the semester. To have a copy mailed to you, contact the Office of Records and Registration at 320.308.2111 or E-mail [registrar@stcloud-state.edu](mailto:registrar@stcloud-state.edu).

When a student, with a faculty adviser, has identified appropriate courses, the student may self-initiate the registration process. SCSU offers online registration instructions in the class schedule.

### Accessing an Adviser

Speak with a faculty adviser before you register. Admitted students are informed of his/her adviser's name and contact information in their admission letter. Additionally, admitted students have received a program form providing an overview of their program's requirements.

It is the student's responsibility to contact the adviser prior to the start of the semester for consultation on appropriate course selection. Students will find a program form helpful for initial planning. An adviser may be contacted by telephone, E-mail, or written correspondence. If an adviser is unavailable due to summer break, holidays, etc., it may be beneficial to request assistance from the department chairperson or another professor in the department.

## Special Student Registration Opportunity

This registration classification is for students who do not intend to pursue a graduate program at this institution or who wish to register for course work prior to their formal acceptance into a graduate program. SCSU welcomes working professionals, visiting graduate students, and non-admitted students to meet their educational needs at SCSU.

Individuals with a baccalaureate or higher degree wishing to enroll in graduate course work may register for unrestricted 500 and 600-level graduate course work. Please fill out a special student form with the Office of Records and Registration. Students are not required to submit credentials or transcripts.

- The graduate special student registration is designed for those seeking professional or personal development or personal enrichment.
- Visiting graduate students may also use the graduate special student registration category.
- The graduate special student registration category is additionally designed for School of Graduate Studies' applicants who may have been delayed admission through incomplete application files, or have been denied graduate admission on their first review. Students may enroll in graduate course work through completion of a special student registration form.
- International students who have not participated in SCSU's international orientation cannot use the graduate special student registration opportunity.

Students will be allowed to register for up to 16 graduate credits in spring semester and fall semester. In the summer a student may register for a maximum of six credits each summer term and three credits during the intersession for a total of 15 credits. Please understand that some of SCSU's graduate programs must restrict access to course work to admitted students only. Admitted students also have priority registration dates.

Graduate special students are not admitted to SCSU, the School of Graduate Studies, nor our programs or departments, and are thus ineligible for any financial aid, graduate assistantships, or scholarships offered by SCSU. Faculty advisers are not assigned to graduate special students. All special students who register for graduate credit are subject to the academic regulations and policies contained in the graduate bulletin.

The credits earned as a graduate special student are not guaranteed to be used within a degree program should the student decide to seek admission at a later date. It will be at the department's discretion at the time of admission to decide

on the use of your graduate special student credits. Generally, a maximum of six semester credits may be applied toward a degree program with the approval of the department and the dean of graduate studies. Students cannot complete any graduate degree program through this registration category.

## Registration by Undergraduate Students

Undergraduate students may petition to enroll in graduate courses at the 500 level if they:

- Are in their last semester,
- Possess a 2.75 or higher GPA,
- Have eight or fewer semester credits to complete for baccalaureate graduation from St. Cloud State University.

To register, complete a Graduate Permission Form (PDF), available from the School of Graduate Studies in AS 121. Please keep in mind:

- The maximum load permitted is 16 semester credits of undergraduate and 500-level graduate credit combined,
- Courses numbered 600 to 699 are open only to graduate students.
- Approval of the petition form is based on the potential admissibility of the student to the graduate program,
- Graduate courses completed prior to receiving the undergraduate degree cannot be used toward the undergraduate degree.

## Continuing Studies Registration

A continuing studies course schedule is available online at the Center for Continuing Studies Web site at [www.stcloudstate.edu/registrar](http://www.stcloudstate.edu/registrar). Contact the Center for Continuing Studies at 320.308.3081 or via E-mail at [ccs@stcloudstate.edu](mailto:ccs@stcloudstate.edu).

## Audit Registration

Students may register to audit courses by enrolling for no credit. If a student is auditing a class, her or she should register for the class using online registration and choose the audit grading method. Students have until the fifth instructional day of the term to choose if they wish to audit a course. After the fifth instructional day, written permission from the School of Graduate Studies Dean is required and must be processed in the Office of Records and Registration, AS 117.

Auditors are not permitted to take the course examination. Audit courses do not satisfy program requirements, are not used in determining the grade point average, and cannot be applied to a degree. Students wishing to audit a course must pay the regular tuition and fee costs.



# Academic Policies — An A to Z Listing

Graduate students are expected to become thoroughly familiar with the processes and regulations contained in this bulletin and are responsible for complying with its provisions.

## **Advisers**

Students are assigned an initial adviser upon admission to a program. However, students sometimes change advisers after taking some courses and meeting faculty who share their area of interest. A change of adviser must be approved by the new adviser, the chair or graduate coordinator of the academic unit, and the Dean of Graduate Studies. A Change of Adviser Form must be submitted to the School of Graduate Studies for the change to be effective.

Non-degree students who are taking graduate courses will not be assigned an adviser. However, they may ask a faculty member to serve as an adviser on an informal basis.

## **Assessment**

The University's efforts to improve its academic programs, student learning, and student services includes periodic measurement of student perception and intellectual and personal growth. All students are expected to participate in the assessment program. It may include examinations in intellectual skills and the major fields of study. It also may include opinion surveys regarding specific services or the total University experience. The information obtained through the assessment program measures student competency, academic achievement, and satisfaction, and is used to improve the quality of the teaching and learning experience for current and future students.

## **Cancellation of Classes**

Classes or sections of classes which do not have sufficient enrollment may be canceled at any time.

## **Change of Student Class Schedule**

- A student may add or drop classes through the fifth class day of the fall or spring semester.
- Summer add, drop and withdrawal dates are listed in the course information on the University Web site or in the summer class schedule.
- After the add and drop period, courses may be added only with the permission of the department offering the course.
- Following the fifth day and up until 50 percent of the semester has elapsed, a student may withdraw from a full-term class and receive a grade of W. See the semester schedule for withdrawal deadline.
- During the final 50 percent of the class, a student may not withdraw.
- Students not attending courses for which they are registered will receive a grade of FN, failure for non-attendance.

## **Course Load**

Course load for graduate students is defined as follows:

- Full-time — a minimum of eight credits per semester.
- 3/4 time to 1/2 time — a minimum of six credits per semester.
- The maximum credit load (undergraduate, graduate, and transfer credits combined) is 16 credits per semester during the regular academic year. The maximum credit limit for summer is 12. Fifteen credits will be allowed during the summer if three credits are taken during the intersession.
- Any exception must be approved by the student's adviser and the Dean of Graduate Studies, by means of a petition. The petition can be found online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp).

- Any student exceeding the load limit without proper authorization shall lose the credits in excess of the authorized load.

### **Course Numbering System**

Courses numbered from 500 to 699 may be used to satisfy the requirements of graduate degrees. Courses open only to graduate students are numbered 600 to 699. Many courses carry double numbers, e.g., 450/550. These courses are open to advanced undergraduate and to graduate students. To receive graduate credit, the student must register for the 5xx number.

- A student who has completed a course at the 400 level may not take that same course at the 500 level.
- Courses numbered in the 300, 400, 500, and 600 series are creditable in the fifth-year program.
- Courses carrying numbers at the 100 or 200 level may not be included in this program.

### **Credit by Correspondence or Examination**

Credits earned through correspondence or by examination are not accepted toward a graduate degree. SCSU does not provide an option whereby graduate credits can be earned by examination or correspondence.

### **Credit Earned Before Admission**

Only six graduate credits earned at SCSU prior to formal acceptance by the department to a graduate program, or the credits completed in the first semester of registration (whichever is greater) will be permitted to apply toward completion of a student's graduate program. In unusual circumstances, credit earned in excess of these figures may be considered for approval by the graduate dean through the petition procedure.

### **Drop Policy**

A student may change registration for course work prior to the start of classes. These courses will not be recorded on the student's record. To determine the last date on which students may drop and add, the student should check the appropriate regular or summer class schedule.

### **501 Credit by Arrangement**

Under certain circumstances, upper division (300- or 400-level) courses may be applied to master's degree requirements. To obtain approval, the student must submit a petition approved by the adviser to the graduate dean prior to registering for the course if the course has not been approved on the proposed program of study. An arranged/independent study course form approved by the instructor, the department chairperson, and the graduate dean is needed to register for the course. The student also must make arrangements to complete the special graduate requirements of the course.

- Students who receive approval must register for [name of department or program] 501 [title of course].
- A maximum of six credits earned under the 501 course number may be applied to a master's degree program.
- This procedure is open only to students admitted to a graduate degree program.

### **Forgeries**

The University considers forged signatures and fraudulent information on official documents to be a serious matter. A student who forges a signature or records fraudulent information on an official University document will have nullified the document and may face disciplinary action as determined by the University judicial committee or other University officials.

## Grading Appeals Policy

1. A student who considers a grade to have been determined improperly may, within two weeks, of the beginning of the next semester (not including summer terms), confer with the instructor.
2. Should step one not produce mutually satisfactory results, the student will contact the department chair to obtain a grade appeals form which will be presented to the departmental faculty committee with a copy to the instructor. This will take place within two weeks of the conference with the instructor (within four weeks of the beginning of the next semester, not including summer terms). The department chair then will refer the student to a standing departmental faculty committee and notify the faculty member of the grade appeal.
3. If the instructor in question is a member of the departmental faculty committee, the remaining members will choose another member to replace the instructor for the hearing of the appeal. The committee should resolve the appeal in the same semester the appeal is made, excluding summer sessions. If the contested grade is "F," the committee may let it stand or change it to "W," "U," or "S." If the contested grade is a passing grade, the committee may let it stand or change it to "S," meaning that the course would be counted toward graduation requirements but not be computed in the student's grade point average.
4. The student may request a review of the faculty committee's decision within two weeks of that decision only for the following reasons:
  1. a procedural error which substantially affected the hearing's outcome;
  2. failure of the faculty committee to hear the appeal or to render a decision;
  3. new or newly discovered information of a character which may have substantially affected the outcome.

The student will submit a written request for such a review to the Vice President for Academic Affairs indicating the basis for the review. If such circumstances are found by the Vice President for Academic Affairs or his/her representative to exist, the Faculty Association Grade Review Committee, a six-member panel composed of one member from each unit, will conduct the review within the semester or subsequent semester or during the semester in which the request for a review is made. The Faculty Association Grade Review Committee will be composed of two members from each unit, but only one member from each unit participating in any single panel of review, with each unit represented on each panel but its representatives alternating. The Vice President for Academic Affairs or his/her representative shall convene and chair the committee as a non-voting ex-officio member. Coordination, notification, and reports of the committee shall be handled through the Office for Academic Affairs. The affected student, the affected faculty member and other parties to the dispute have a right to appear at the Faculty Association Grade Review Committee meeting and to present oral and written information. If the contested grade is "F," the committee may let it stand or change it to "W," "U," or "S." If the contested grade is a passing grade, the committee may let it stand or change it to "S" meaning that the course would be counted toward graduation requirements but not computed in the student's grade point average. The decision to the Faculty Association Grade Review Committee is final, and is not appealable. Only the faculty member who assigned the grade, the departmental faculty committee, or the Faculty Association Grade Review Committee has the authority to change a grade using this process.

5. If the departmental committee and/or the Faculty Association Grade Review Committee fails to hear the grade appeal or the administration finds it neces-

sary to change a grade directly, a written justification for such an action will be given to the faculty member and the Faculty Association Grade Review Committee.

6. If the faculty involved feels that any grade appeal decision is arbitrary, capricious or improper, he/she may appeal to the Faculty Association Ethics Committee.

## S/U Grading Method

Students are encouraged to take seminar courses and culminating project credits under the S/U grading method. There is no maximum number of credits that may be taken with the S/U grading method. The majority of graduate programs offer their foundation courses under the standard grading method of A through F.

## In Progress (IP)

The mark of IP (in progress) is used when the completion of theses, creative works, field studies, some independent study projects, and certain special courses is not normally anticipated during the semester in which the credit is registered. Where the work is projected to extend over two or more semesters, the grade will be recorded as IP (in progress), until such time as the work is completed. If the student has not met all of the requirements of a master's thesis, creative work, or a specialist degree field study by the end of the semester in which it was registered, the research is reported as IP (in progress). If the IP grade is not removed before one year has elapsed the grade will change to an F. If the student has graduated with an IP still on their transcript, the IP will be changed to W (withdrawn).

When the student has completed all of the requirements for a master's thesis, creative work, or a specialist degree field study, the adviser submits a mark of S (satisfactory) to replace the IP.

## Incomplete (I)

When a student who is otherwise doing satisfactory work in a course is unable, for reasons beyond control, to complete all course requirements during the term, a grade of I (incomplete) is recorded. Such incompletes must be removed by the student within one semester. The only exception is an incomplete given in spring semester must be removed by the end of the following fall semester. If it is not removed within the time limit, the I (incomplete) is changed to F.

## Computing Grade Point Average

A student's grade point average is a numerical ratio of the total credits attempted and the total grade points received. The method of computing GPA is to multiply the credit hours a class is worth (4-credit class, 3-credit class, 2-credit class, 1-credit class) by the GPA (honor) points for the grade received.

### GPA (honor) points:

A+ = 4.00	A = 4.00	A- = 3.67
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = 0.67
F = 0	FN = 0	

For example, add the number of credits for the classes in which an A+ or A was received and multiply by 4; add the number or credits for the class in which an A- was received and multiply by 3.67; add the number of credits for the classes in which a B+ was received and multiply by 3.33, etc. When a mark of F or U is earned, the credits attempted are included in the computation of a grade point average. Courses in which the mark of S is given are not included in the com-

## Grading System

The following marks are used in reporting the achievement of graduate students at this institution:

- A (excellent)
- B (good)
- C (acceptable)
- C- (unsatisfactory)
- D (unsatisfactory)
- F (unsatisfactory or failure)
- FN (failure due to non-attendance).
- A grade of FN is a failure for non-attendance and affects the student's GPA in the same way as a grade of F.
- Grades of S (satisfactory) and U (unsatisfactory) are used for certain specialized courses in which a more precise mark is not deemed appropriate. The U is calculated into GPA as an F.
- Other non-credit marks which are recorded on official transcripts include: I (incomplete), AU (audit), W (withdrawn), and IP (in progress).

Only courses taken at St. Cloud State University or courses taken through an approved off-campus program are used in computing a student's SCSU grade point average. **Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses.** If a course is repeated, both marks are used in determining the total grade point average. Graduate students should note that a U is figured in as an F.

putation of grade point average. Divide the total GPA (honor) points received by the total credits.

Marks of I (incomplete), IP (in progress), AU (audit), W (withdrawn), or Z (no grade submitted) do not represent credit earned and are not included in the computation of grade point average.

### **Independent Study**

Each department offers independent study opportunities for advanced students wishing to pursue a special problem in the major area of concentration. These courses carry the designation: [name of department or program] 600, Special Problems. A maximum of three credits of Special Problems is permitted in a graduate degree program.

### **Graduate Only Course Work**

At least one-half the minimum requirements of curriculums leading to a specialist, master of engineering management, master of arts, master of business administration, master of music, master of science degree, and to a sixth-year program must be met through courses, seminars, and other learning experiences offered only to graduate students.

### **Prerequisites**

Prerequisites for a course, as stated in this bulletin, must be met before the course is taken unless permission to omit the prerequisite is obtained from the professor teaching the course.

### **Repeating a Course for Additional Credits**

Students may only receive credit once for the completion of a course unless otherwise stated in the course description. The maximum number of credits allowed is stated in the course description. For each enrollment the student receives credit hours and a grade.

### **Repeating a Course for Improvement of Grade**

Graduate students may not repeat a course for graduate credit without the written permission of their adviser and the approval of the dean of the School of Graduate Studies. Students may only repeat courses to improve their grade if the original grade was a C-, D, F, FN, or U. The original grade and the grade from the repetition will both appear on the student's transcript. No course grades will be removed from the official transcript.

- If a course is repeated, both marks are used in determining the total grade point average.
- The resulting grade from the first repetition of the course is averaged with the original grade in the computation of grade point average.
- The original grade will appear on the student's transcript with a mark of R indicating that the course was repeated.
- Graduate students should note that a "U" is figured in the grade point average as an "F". The repetition of a course in which a U was earned will also be marked with an R on the transcript.
- Courses in which the mark of "S" is given are not included in the computation of the grade point average.
- If the first repetition of the course results in a grade of C-, D, F, FN, or U, the student may not repeat the course again without obtaining special permission from both the adviser and the dean of the School of Graduate Studies.

### **Residence Credit Requirement**

Candidates for the master's degree, specialist degree, or sixth-year program must earn a minimum of 20 semester credits in on-campus classes. Graduate courses offered at resident centers established by the University are considered on-campus credit.

- For the fifth-year program, a minimum of 10 credits must be earned in residence at SCSU.
- Graduate courses offered at resident centers established by the University are considered on-campus credit.

- Individual departments may establish residence policies requiring a period of full-time study.
- Each student should consult with the major department to determine specific departmental requirements.

## Standard of Scholarship

**Candidates for a master's degree** must maintain a 3.00 or higher grade point average in the major field, the total program, and all graduate course work taken at this University.

**Candidates for a Specialist Degree** in Educational Administration must earn a 3.25 grade point average over the course work taken in the specialist degree program, and a 3.00 grade point average in all graduate course work taken at this University.

**Candidates for the Sixth-year Program** in educational administration must earn a 3.00 grade point average over the course work taken in the program, and a 3.00 grade point average in all graduate course work taken at this University.

**Candidates for the Fifth-year Program** must maintain a grade point average of at least 2.75 in the major and in the total program.

### For Candidates in All Graduate Programs

Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses. If a course is repeated, both marks are used in determining the total grade point average. A student who fails in the first course of a sequence cannot take the following courses in that sequence until the course has been completed with a passing grade.

Continuation in the program of study may be denied at any time during the program by not maintaining the standard of scholarship of the University.

Graduate students, accepted as candidates for the master's degree, specialist degree, or sixth-year program, whose records show less than a 3.00 average (3.25 for the Specialist in Educational Administration) at the completion of the approved program of courses may be permitted to register for a maximum of eight additional semester credits to be earned in courses approved by the petition procedure. The eight additional credits will be designed with the adviser and may include both repeated and new courses. If, after the completion of these eight additional credits, the average is still less than a 3.00 (3.25 for the Specialist in Educational Administration), the student will be dismissed from his/her program of study.

### Termination of Graduate Student Status

A student may be terminated from a graduate program and the School of Graduate Studies "for cause" based on the recommendation of the adviser/graduate committee, the department chairperson, and the graduate dean. "For cause" includes professional judgment of the department and the graduate dean that the student does not meet the academic or professional standards required for a student earning a graduate degree.

It is important for students to know the guidelines stated in this catalog are minimum requirements and that each graduate program is free to establish specific terms by which a student's progress is measured for continuation. When performance is unsatisfactory, in terms of a student's grades or normal progress toward their degree objective, the graduate student status may be terminated.

## Research Involving Animal Subjects

SCSU policy requires that all research involving the use of animal subjects must be reviewed and approved before initiation by the Institutional Animal Care and Use Committee (IACUC). This policy applies to any employee or student of SCSU who uses animals living or dead, in research or teaching. Those planning to involve animal subjects in their research should obtain and review the IACUC packet, available in the College of Science and Engineering dean's office, 145 Robert H. Wick Science Building.

## Research Involving Human Participants

In keeping with University policy and federal regulations, some graduate research involving human subjects requires review by the SCSU Institutional Review Board for the Protection of Human Subjects (IRB). Generally, projects must be reviewed if they present more than minimal risk, involve a vulnerable population, or are externally funded. Students who plan to involve human participants or their data in class projects/assignments, theses, or other research activities should consult with their faculty adviser to determine whether the activities are exempt from review. Definitions, guidelines, and application forms are available on the Sponsored Programs Web site at <http://www.stcloudstate.edu/osp> or in the Office of Sponsored Programs, 210 Administrative Services Building. Additional guidance is provided by Sponsored Programs staff or IRB members.

Students are encouraged to see the graduate chairperson in his/her program for complete information on degree progress standards, academic performance standards, and the procedures used to monitor these standards.

**Notification of violation** letters will be sent to graduate students who receive a grade point average of less than 3.0 in their graduate program, or who have a cumulative grade point average of less than 3.0 will be placed on probationary status.

**Notification of compliance date** letters will be sent to students who received a notification of violation letter and who have failed to demonstrate significant improvement in their academic record. This letter will inform the student of the time period he/she has to improve his/her grade point average to a minimum of 3.0. If a student is at the end of the notification of compliance period and has a cumulative grade point average of less than 3.0, he/she will be considered for dismissal.

**Dismissal** letters will be sent to students who were placed on probation and who failed to meet the deadline set in the notification of compliance date letter and whose cumulative grade point average is less than 3.0.

The following will not be accepted as transfer credit:

- Correspondence, individual or similar study.
- Credit earned at a location in Minnesota through a university headquartered in another state or country.
- Credit for courses conducted by proprietary groups.
- Credit applied towards another degree.
- Extended campus credit from a university that does not accept that credit for its own on-campus graduate programs.
- Workshops, continuing education courses and in-service training credits.

### **Time Limit**

- All credits (including transfer credits) used in meeting requirements for a master's degree must be earned within seven years prior to the awarding of the degree.
- All credits used in meeting the requirements for the specialist degree and the sixth-year program must be completed within the seven-year period prior to the awarding of the degree.
- All credits used in completing the fifth-year program must be earned within 10 years of the completion of the program.
- For additional information about the time limit to complete your program, see the section titled Validation of Courses.

### **Tours/Field Trips**

No more than six credits earned through tours/field trips (510) may be counted toward completion of a degree or certificate.

### **Transcript**

A copy of the student academic transcript may be obtained by submitting a request in writing to the Office of Records and Registration. The student's complete name, current address, social security number or student tech ID, dates of attendance, and written signature are needed when requesting a transcript. Further information is available at [www.stcloudstate.edu/registrar](http://www.stcloudstate.edu/registrar). There is a \$5 fee for each transcript. Fees are subject to change.

### **Transfer Credit Policy**

A maximum of 10 semester credits of graduate work completed at other accredited universities or extension credit earned from this University may be considered for application to the program.

To be accepted as transfer credit and applied towards a SCSU graduate degree, the following conditions must be met:

- Credit must be from a regionally accredited educational institution, approved to offer graduate degree programs in the major field where the credit was earned, at the time the credit was earned.
- Credit must be appropriate to the student's program.
- Credits transferred into an accredited program may need to come from an accredited program.
- Course evaluation and approval by the student's major adviser and the School of Graduate Studies is required.
- At time of transfer, credit must be officially recorded on the approved program form.

Additional transfer guidelines include:

- The grade recorded for these credits must be B or above or an S or P in S/U or P/F grading systems. No transfer credit can be accepted that was earned more than seven years prior to completion of the degree.
- For the fifth-year program, a maximum of 10 semester credits of graduate and advanced undergraduate work earned after the awarding of a bachelor's degree may be accepted. A grade of C or better must have been achieved in the courses.
- With the prior approval of the graduate adviser and the graduate dean, a maximum of 16 semester credits of appropriate graduate credit may be transferred from other universities of the Minnesota State Colleges and Universities

System and applied to a program at St. Cloud State University.

- When transferring credit to a specialist degree program, a minimum of 20 of the last 30 credits must be taken at this institution.
- After the student's program of study has been approved, no additional transfer credits will be accepted unless the student has received prior approval via the petition process.
- Any questions or concerns about the transferability of credit earned at other institutions should be directed to the School of Graduate Studies before a student enrolls for that credit.

The student must request that an official transcript be sent directly to the School of Graduate Studies by the institution awarding the credit. Official transcripts submitted from other institutions are for use in the applicant's admission process and pursuit of the degree at SCSU. **These transcripts, or copies of them, cannot be issued to the student or other institutions.**

### Validation of Courses

Graduate courses taken at SCSU more than seven years prior to the date of graduation must be validated (approved) if used in meeting degree requirements. Graduate courses more than seven years old taken at other universities may not be validated as explained in the section titled Transfer Credit Policy. A course in which a student received a grade of C or less cannot be validated for use on the student's graduate program, and a maximum of one-half of the total program credits may be validated.

### Withdrawal from courses

See the semester class schedule or [www.stcloudstate.edu/registrar](http://www.stcloudstate.edu/registrar) for instructions on the withdrawal procedure. The deadline for withdrawing from a course may be found in the academic calendar in this bulletin or the semester class schedule. A failing mark will be given for courses not officially dropped except as noted in the grading system section of this bulletin.

The policy on refund of tuition and fees may be found in the financial information section of this bulletin and the semester class schedule.

### Workshop Limitation

Workshop courses may be applied to graduate degree programs within the following limitations:

#### Master's degrees

- Plan A — four workshop credits
- Plan B — seven workshop credits
- Plan C — 10 workshop credits

**Specialist degree** — four workshop credits

**Sixth-year program** — seven workshop credits

**Fifth-year program** — 10 workshop credits

Workshops covered by this regulation include permanent workshops that carry a special department number, temporary workshops that carry 595 or 695 numbers, and continuing education workshops that carry a 588 number and that require special approval for inclusion in a degree program.

Procedures for validating a course:

1. A petition requesting validation of specific courses is approved by the adviser and the graduate dean.
2. Once the petition has been approved, a validation form for each course is sent by the School of Graduate Studies to the department chairperson of the department in which the course to be validated was taught.
3. It is the student's responsibility to contact the department to determine if they are willing to consider validating the course(s). If the department is willing, they will assign a professor who will decide what must be done to validate the course.
4. Following contact with the professor, the student completes the assigned work given by the validating professor.
5. The student submits the assigned work to the professor, and if it is determined to be satisfactory, the validation form will be completed by the professor and returned to the School of Graduate Studies.
6. In the School of Graduate Studies, the professor's recommendation for validation will be reviewed by the graduate dean. The student will be notified of the action taken by the graduate dean, and if the validation is approved, it will be entered on the student's program form.



# Graduation Policies

## Application for Graduation or Completion

### **Specialist and Master's Candidates**

A candidate for the specialist or master's degree should file an application for graduation accompanied by a \$20 non-refundable fee. This application is submitted to the School of Graduate Studies at the beginning of the semester in which the work for the degree is anticipated to be completed. Deadline dates for application for graduation are listed in the academic calendar section of this bulletin and in each semester's class schedule.

### **Sixth- and Fifth-Year Candidates**

Students completing a sixth-year or fifth-year program, file an application for completion accompanied by a \$20 non-refundable fee. This application for completion of the program is submitted to the School of Graduate Studies at the beginning of the semester in which the work is anticipated to be completed. Graduation ceremonies are reserved for specialist and master's degree students.

### **Certificate Candidates**

A candidate completing the course work for a graduate certificate program must file an application for completion with the School of Graduate Studies. Deadline dates are the same as those for application for graduation as listed in the academic calendar and in each semester's class schedule. Graduation ceremonies are reserved for specialist and master degree students.

## Summary of Requirements for Graduation Completion

### **Specialist and Master's Degree**

It is the responsibility of the graduate dean to certify that a student has met all the following requirements for the degree sought.

1. Application for graduation accompanied by a \$20 non-refundable fee must have been submitted at the beginning of the semester in which the degree is to be granted.
2. The student must have satisfactorily completed all courses required for the approved program. All changes must be substantiated by an approved petition.
3. The student must have maintained a 3.0 (B) grade point average in the major, in the total program, and in all graduate courses taken at St. Cloud State University.
4. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses.
5. The student must have satisfactorily completed the required final examination(s), written, oral, or both.
6. A student completing a thesis, fields study, creative work, or starred paper(s) must have submitted three approved copies to the School of Graduate Studies for binding, together with the required binding fee. Two additional abstracts must have been submitted by those completing a thesis or field study.

### **All Graduation Candidates**

If a student does not complete all of the requirements for graduation in a given semester the student must re-apply for graduation at the beginning of the semester in which the remaining requirements are completed.

### **Sixth-Year Certificate**

It is the responsibility of the graduate dean to certify that a student has met all the following requirements for the certificate completion.

1. Application for completion accompanied by a \$20 non-refundable fee must have been submitted at the beginning of the semester in which the certificate is to be completed.
2. The student must have satisfactorily completed all courses required for the approved program. All changes must be substantiated by an approved petition.
3. The student must have maintained a 3.0 (B) grade point average in the major, in the total program, and in all graduate courses taken at St. Cloud State University.
4. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses.

### **Fifth-Year Certificate**

In order to complete the Child and Family Studies fifth-year certificate program, the candidate must have met the following requirements:

1. The student must have earned a minimum of 30 semester credits of creditable work: in secondary school programs, 10 of these credits must have been taken in courses open only to graduate students; in elementary school programs, 10 of these credits must have been completed at the graduate level.
  - a. The student must have earned a minimum of 21 semester credits in the major and related areas.
  - b. The student must have earned a minimum of six semester credits in professional education.
  - c. The student must have completed ED 615, Methods of Educational Research.
2. The student must have maintained a 3.0 (B) grade point average in the major, in the total program, and in all graduate courses taken at St. Cloud State University.
3. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit.
4. At the beginning of the semester when the student plans completion of the required course work, an application for completion of the program, accompanied by a \$20 non-refundable fee, must be filed with the School of Graduate Studies.

### **Graduate Certificate Programs**

In order to have a certificate posted to the transcript, a student must have met the following requirements:

1. Filed an application for completion in the School of Graduate Studies.
2. Satisfactorily completed all courses required on the certificate program of study.
3. The student must have maintained a 3.0 (B) grade point average over all the graduate courses completed at St. Cloud State University.
4. Courses in which a mark of C-, D, F, FN, or U was earned will not be accepted for graduate credit. The honor point deficiency created by such marks must be made up by marks of A in other courses.



## Conferring of Specialist and Master's Degrees

Diplomas for specialist and master's degree programs will be mailed by the Office of Records and Registration approximately eight weeks after the close of the semester. A transcript with the degree posted upon it should be available through the Office of Records and Registration approximately three weeks after the end of the semester in which the student graduated.

At the request of the student, the graduate dean will send a letter verifying graduation to appropriate officials as soon as all requirements are met.

**Completion of the Sixth-Year Certificate Program.** The satisfactory completion of an approved sixth-year program is verified by an appropriate statement on the transcript.

**Completion of the Fifth-Year Certificate Program.** The satisfactory completion of an approved fifth-year program is verified by an appropriate statement on the transcript.

**Completion of a Graduate Certificate Program.** The satisfactory completion of a certificate program is verified by an appropriate statement on the transcript.

Certificates for the sixth-year program, fifth-year program, and Graduate Certificate programs are mailed by the School of Graduate Studies approximately three weeks after the close of the semester.



*Chappel Images*

## Graduate Hooding and Commencement Exercises

There are two graduate hooding commencement ceremonies each year. Spring commencement is held at the end of the spring semester, typically in mid-May. Fall commencement is held at the end of the fall semester, typically in mid-December. A graduate hooding ceremony for summer session graduates is not available. A student may choose to walk in the spring or fall ceremony depending on the department's guidelines.

The graduate hooding and commencement ceremony involves graduate students only and is held in Ritsche Auditorium for the December ceremony and in Halenbeck Hall for the May ceremony. The ceremony generally concludes in 90 minutes. While attendance is not compulsory, students are urged to participate. Graduates report the ceremony is meaningful to them and those in their lives and the ceremony confirms their achievement.

Graduates will receive instructions from the School of Graduate Studies regarding commencement exercises. Invitations are available for purchase through the Husky Bookstore. Gowns, and permanent caps and hoods may be purchased for a minimal fee from the Husky Bookstore and are required.

# SCSU Rights and Responsibilities

## Statement of Nondiscrimination

St. Cloud State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation/affectional preference, national origin, mental or physical disability, status with regard to public assistance or physical disability or any other group or class against which discrimination is prohibited by State or Federal law. Further, the University will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud State University will continue to remain in full compliance with: Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and the 1992 Crime Bill.

Inquiries or complaints concerning the application of affirmative action, equal opportunity or Title IX at St. Cloud State University should be referred to the affirmative action officer, 320.308.5123. Inquiries about services offered under Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act of 1990 should be referred to the director of student disabilities services, 320.308.3117.

## Cultural Diversity

SCSU students are members of a university community that is committed to creating a positive, supportive environment which welcomes a diversity of opinions and ideas for students, faculty, and staff of all cultures. SCSU is dedicated to providing equal education and employment opportunities to all persons, regardless of race, gender, age, status or physical condition. We will not tolerate racism or harassment or any derogatory remarks about a student's race, class, age, gender, or physical limitations. The best and most effective learning for tomorrow's leaders takes place in a multicultural setting.

## HuskyNet for Official Communication

SCSU will use HuskyNet E-mail as an official communication channel for sending students university-related notification and information. The University will use HuskyNet accounts as the official E-mail contact for all SCSU student. This means that all:

- SCSU students will be required to activate their HuskyNet account.
- Students will need to check their HuskyNet accounts regularly to ensure they receive important messages from SCSU.
- SCSU will send official messages to HuskyNet accounts only.
- University offices will use HuskyNet E-mail to send students information regarding registration, financial aid, campus security and more.
- Faculty members may use HuskyNet E-mail to send students course information.

## Student Conduct

University regulations which express expectations of behavior and provide for the protection of the rights of individuals are published yearly online and in the Student Handbook. Students who violate University or system regulations shall, after due process, be subject to University sanctions. Contact the associate vice president of student life and development, 106 Atwood Center, if you need additional information or assistance with a complaint.

## Campus Safety

Providing the safest possible environment is part of SCSU's mission. The University annually publishes a Campus Security Report with policy statements for a range of security programs. This report is available in print or electronically from University Public Safety at 320.308.3333, via E-mail from [pub-safe@stcloudstate.edu](mailto:pub-safe@stcloudstate.edu), or on the Web at: [www.stcloudstate.edu/publicsafety](http://www.stcloudstate.edu/publicsafety).

Policies

## Student Records and Directory Information

Pursuant to the Family Educational Rights and Privacy Act of 1974, students at St. Cloud State University are entitled to review records, files, documents, and other materials containing information directly related to them which are maintained by the University. In accordance with regulations issued by the Secretary of Health, Education, and Welfare, students may request a hearing to challenge the content of education records to ensure that the records are not inaccurate, misleading or otherwise in violation of their rights. A student may insert in his or her records a written explanation respecting the contents of such records if suggested corrections or deletions are not made by the University.

Access and review is subject to the following conditions:

1. The University has 45 days to comply with a student's written request to review her/his records.
2. All information declared confidential by the Act or excluded from the definition of "education records" in the Act is not available for inspection.
3. After reviewing records, a student may request the unit maintaining the record to remove or modify information the student believes is misleading, inaccurate, or inappropriate. If the request is refused, the student may insert in the records a written explanation respecting the contents objected to or the student may file an appeal with the office in charge of the records. This appeal will be heard by a person or committee appointed by the director of the office involved.

The Act further states that certain information can be construed to be directory information which is available to the public. These are the items the University declares to be directory information available to the public:

- name
- address (restricted to local or permanent postal address)
- telephone listing
- date and place of birth
- major field of study
- e-mail address
- class status (freshman, sophomore, etc.)
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- dates of attendance
- degrees and graduation honors received
- and the most recent previous educational agency or institution attended

Confidential information will not be released regardless of the student's financial support. A student has the right to inform the University that any or all of the above information should not be released without prior consent. Students who wish to restrict the release of this information must complete a written request to that effect with the Office of Records and Registration, 720 4th Avenue South, St. Cloud, MN 56301-4498. After the required written request has been made, appropriate offices will be notified so that they can begin to comply with the request as soon as possible. This restriction pertaining to the release of directory information remains in effect until the Office of Records and Registration is notified by the student in writing to remove it, even after a student graduates or ceases enrollment. For further information, contact the Office of Records and Registration, 320.308.2111.

SCSU usually requires a student's consent before releasing information which is not public. Exceptions are provided for in the law which allows SCSU, at its discretion, to release nonpublic information without consent; however, nonpublic

information generally will not be given to parents or legal guardians, regardless of financial support, without the student's consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; representatives of the Minnesota State Colleges and Universities (MnSCU), including the Board of Trustees, chancellor, chancellor's staff; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

## University Parking Policies

St. Cloud State University maintains 25 parking lots for the use of faculty, staff, students and guests. Permits are required. Signs posted at the entrances to all University lots provide detailed information about parking rules, regulations, and parking hours.

St. Cloud State University reserves the right to ticket, autoclamp, or tow at the owner's expense any vehicle in violation of established parking regulations. Persistent violators may have their parking privileges denied. Autoclamping will result after five or more citations during the academic year (paid or unpaid fines).

All persons associated with St. Cloud State University will be held accountable for family members' and friends' traffic violations incurred on St. Cloud State University property. Failure to pay fines may result in holding of grades, transcripts, and registration privileges. All past due financial obligations need to be credited at least three days before your earliest registration time in order to register on time.

### Day/Evening Parking

University parking permits are required 7:00 a.m. to 7:00 p.m. in faculty/staff/student lots. Some pay-lot parking is also available. Information regarding parking permits and enforcement may be obtained by contacting the Public Safety Department, 320.308.3453.

### Daily Enforcement

Parking is prohibited in areas specifically designated as delivery areas, service areas, no parking zones, state vehicle parking zones, fire zones, driveways, lawns, sidewalks, and other posted areas (handicapped zones, timed zones, fire lanes, and loading zones). The above are enforced each and every day of the year, regardless of the academic calendar. Persons park in University lots at their own risk and are therefore encouraged to lock their vehicles at all times.

## Sexual Harassment and Sexual Violence Policies

MnSCU and SCSU policies and procedures forbid sexual harassment and sexual violence and provide for the reporting, investigation, and disposition of such incidents. Incidents of sexual harassment are to be reported to the Affirmative Action Office, AS 208, 320.308.5123. Incidents of sexual assault or violence are to be reported to the Women's Center, 320.308.4958, Campus Security, Public Safety Department, 320.308.3453, or the St. Cloud Police, 911. Copies of sexual harassment and sexual violence policies are available in the above named SCSU offices.

## Americans With Disabilities Act

In compliance with federal and state laws and regulations, including the ADA, if you need a reasonable accommodation for a disability (e.g., wheelchair accessibility, interpreter, or an alternative non-print means of receiving information about the University) such an accommodation can be available upon advance request. Please contact Student Disability Services, 320.308.4080.

# Section 5

## Culminating Project

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# Program Approval for the Degree Programs

Program approval is required for all specialist and master's degree candidates. Students are required to develop a program of studies which must be approved by the student's adviser and the graduate dean.

Program approval may take place at any time after the student has been formally admitted to a graduate program, but prior to the completion of 16 credits applicable to the graduate program (including transfer credits). Each student must contact the School of Graduate Studies to request the program forms or download the forms online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp).

To be eligible, the student must have:

1. Satisfied all conditions attached to admission.
2. Satisfactorily completed the departmental examination(s). Contact the adviser or the department office to determine if required.
3. Maintain a 3.0 grade point average in the major field, the total program, and all graduate course work taken at this university.

The School of Graduate Studies reviews the student's record to determine eligibility for an approved program according to the criteria listed above and notify the adviser of the student's status. The student should develop a proposed program of course work in consultation with the assigned adviser, according to procedures established by the graduate program. The student should review the program requirements outlined in this bulletin. Upon being approved, one copy of the program form should be returned to the School of Graduate Studies by the adviser.

The dean of the School of Graduate Studies reviews the proposed program and gives final approval. In cases where changes are required, before final approval is given, the dean consults with the adviser and the student.

## Program Approval for the Master Degree

Departments offering the master's degree may provide one or more of three different options.

**Plan A:** Under Plan A, a thesis or creative work is required. Plan A requires a minimum of 30 credits including the credits earned for the thesis or creative work. A preliminary and a final oral examination are required, and a final written comprehensive examination may also be required at the option of the department.

**Plan B:** Under Plan B, a minimum of 32 credits is required. Some departments require one or more starred papers. Students completing starred papers are required to complete a preliminary and a final oral examination and, at the option of the department, may also be required to complete a final written comprehensive examination. Students completing Plan B programs without starred papers must complete a final written comprehensive examination.

**Plan C:** Under Plan C, a minimum of 36 credits is required. Students under Plan C programs must complete a preliminary and a final oral examination focusing on a portfolio of projects and papers which are submitted in accordance with the requirements of the program. A final written comprehensive examination may also be required at the option of the department.





Students are encouraged to engage in a continuing planning process with their adviser to develop an acceptable portfolio of projects for the final oral examination.

#### **Program Approval for the Sixth-Year Certificate**

Program approval is required for all sixth-year certificate candidates. Students are required to develop a program of studies which must be approved by the student's adviser and the graduate dean.

#### **Program Approval for the Specialist**

All specialist degree programs require a field study. Specialist degree programs require a minimum of 30 credits including the credits awarded for the field study.

Under each of the program options, the departmental requirements may exceed the minimum established as graduate school policy. Please review the departmental requirements and the sections on academic regulations and final evaluation procedure for additional information relating to the program requirements.

Once the program has been approved, any deviation from it must receive prior approval of the adviser and the graduate dean through the petition process. The petition to make a change is available in the School of Graduate Studies and online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp). Once completed, the form should be submitted to the School of Graduate Studies. When the program is given final approval, the student will receive a copy of the approved program for her/his records.

#### **Program Approval for the Fifth-Year Certificate for Teachers**

Before completion of 11 semester credits of course work on the fifth-year program, the student, with counsel from the adviser, must outline the courses to be completed to meet the fifth-year program requirements. The necessary forms may be obtained from the School of Graduate Studies, online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp) or from the student's adviser. After the adviser has endorsed the copy, the student sends it to the School of Graduate Studies for approval. Copies are placed in the applicant's file in the School of Graduate Studies, and sent to the adviser and the student. Any subsequent changes in the student's fifth-year program must have the prior approval of the student's adviser and the dean of the School of Graduate Studies via the petition process.

All transfer work used on a fifth-year program must be substantiated by one copy of official transcripts sent from the colleges or universities where the work was taken.

#### **Program Approval for Certificates**

Once a student has been formally admitted to a certificate program, he/she should meet with the certificate coordinator to complete the certificate program form. This form must be signed by the student and the certificate coordinator before it is submitted to the School of Graduate Studies.

# Culminating Project Options by Program

Choosing a culminating project should be discussed with your faculty advisor the first semester of enrollment. The following chart outlines options available within each degree program.

Graduate Program	Degree	Culminating Project Options		
Applied Behavior Analysis	M.S.	A	B	
Applied Economics	M.S.	A	B	C
Applied Statistics	M.S.	A		
Biological Sciences: Cell and Molecular Biology	M.S. M.A.	A	B B	
Biological Sciences: Ecology and Natural Resources	M.S. M.A.	A	B B	
Business Administration	MBA			
Child & Family Studies: Early Childhood Special Education	M.S.	A	B	
Child and Family Studies: Early Education	M.S.	A	B	
Child and Family Studies: Family Studies	M.S.	A	B	
College Counseling and Student Development	M.S.	A	B	
Communication Sciences and Disorders	M.S.	A	B	
Community Education	M.S.	A	B	
Computer Science	M.S.	A	B	
Counseling – Community	M.S.	A	B	
Counseling – Rehabilitation	M.S.	A	B	
Counseling – School	M.S.	A	B	
Criminal Justice	M.S.	A		C
Curriculum and Instruction	M.S.	A	B	C
Educational Administration and Leadership	M.S.	A	B	C
Educational Administration and Leadership Specialist	Specialist	A		
Electrical and Computer Engineering	M.S.	A	B	
Engineering Management	MEM	A	B	
English	M.A.	A	B	
English – Teacher Education	M.S.	A	B	C
English – Teaching English as a Second Language	M.A.	A	B	
Environmental and Technological Studies	M.S.	A		
Exercise Science	M.S.	A		
Geography	M.S.	A	B	C
Geography – GIS	M.S.	A	B	
Geography – Tourism Planning and Development	M.S.	A	B	
Gerontology	M.S.	A	B	C
Higher Education Administration	M.S.	A		
History	M.A.	A	B	
History – Public History	M.A.	A		
History – Teaching	M.S.		B	
IM – Educational Media	M.S.	A	B	C
IM – Information Technologies	M.S.	A	B	C
IM – Instructional Design and Training	M.S.	A	B	C
Industrial/Organizational Psychology	M.S.	A		C
Marriage and Family Therapy	M.S.	A	B	
Mass Communications	M.S.	A	B	
Mathematics	M.S.	A	B	
Mechanical Engineering	M.S.	A	B	
Music – Conducting	M.M.	A		



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Music – Education	M.M.	A	B	
Music – Piano Pedagogy	M.M.	A		
Physical Education	M.S.	A	B	
Public and Nonprofit Institutions	M.S.	A	B	C
Public Safety Executive Leadership	M.S.			C
Social Responsibility	M.S.	A	B	C
Social Work	M.S.W.	A		
Special Education	M.S.	A	B	
Sports Management	M.S.	A	B	C

## Field Studies, Theses, Creative Works, Starred Papers, and Portfolios

### Plan A

#### Understanding Plan A: Thesis or Creative Work

Master degree students according to their program requirements may choose to complete a thesis or a creative work to meet Plan A requirements.

#### Plan A: Preparation of a Thesis

The following procedures and regulations govern the preparation of a thesis:

- A master's thesis is carried out under the supervision of the committee appointed at the preliminary conference consisting of the student's adviser, a graduate faculty member from the major department, and another graduate faculty member from a related department (approved by the graduate dean) chosen on the basis of potential advisory value in the area of the research undertaken. This committee comprises the membership of the student's final evaluation committee.
- To register for a master's thesis, the student is required to have an individual study approval form signed by his/her adviser before attempting to register in the Office of Records and Registration, 118 Administrative Services Building. The individual study approval form can be found online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp). The credits for a thesis may be spread over more than one registration period. If a student elects to do this, an individual study approval form will be needed each semester they register for additional credits. These can be obtained through the Office of Records and Registration. Consult the department program requirements and course lists for the correct course number and credits.
- The satisfactory completion of the research is reported as S (satisfactory). If all requirements for the research have not been met by the end of the semester in which it was registered, the work is reported as "in progress." An IP grade will remain on a student's transcript for one year, and if not completed by the end of that time, will change to an F grade. A master's thesis must be completed within the seven-year time limit set for the completion of a master's degree.
- Four copies of the thesis, each containing an abstract, must be filed with the School of Graduate Studies no later than seven weeks before the completion of work for the appropriate degree. Before the material is submitted, it must have the approval of the respective committee. When the final evaluation committee has approved the research in its final form, three copies are submitted to the School of Graduate Studies for binding no later than three weeks prior to the end of the semester (see academic calendar for deadline date). The student is responsible for the binding fee for a minimum of three copies, four if they wish a personal copy bound. This fee will be paid through the School of Graduate Studies at the time that the final copies are submitted. All copies are bound in black buckram covers, and the title is printed in gold lettering on the front cover and binding edge.

- Two additional copies of the abstract of not more than 400 words are submitted to the School of Graduate Studies. The abstract will include the signature of the chairperson indicating approval before it is submitted to the School of Graduate Studies. All abstracts are reprinted and submitted for publication, and therefore, must follow the format of St. Cloud State University which is illustrated in A Manual for the Preparation of Field Studies and Theses. A PDF copy of the manual is also available for download at [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp).
- Standards for the preparation of theses are those published by the School of Graduate Studies in A Manual for the Preparation of Field Studies and Theses, and an approved style manual specified by the department. The student should contact the Husky Bookstore to purchase A Manual for the Preparation of Field Studies and Theses or download the PDF version from [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp). This manual provides detailed information and instructions on the form and style used by St. Cloud State University.
- When a conflict exists in standards, format, or style, the manual published by the School of Graduate Studies takes precedence over any other manual approved for department use.

#### **Plan A: Thesis Preliminary Conference**

Students on Plan A (Thesis) must arrange for a preliminary thesis conference. This preliminary conference may be scheduled after the student has been fully accepted into a graduate program, if the graduate grade point average is at least 3.0, and after the student's program of study has been approved by the graduate dean, but at least one semester prior to the final oral examination. In consultation with the student's adviser, an outline of the proposed thesis is prepared and four copies are submitted to the School of Graduate Studies two weeks prior to the time requested for the preliminary conference. The student should then schedule a preliminary thesis conference. The student's adviser, one other graduate faculty member from the major department, and one graduate faculty member from a related field (approved by the graduate dean) comprise the faculty representation. These conferences are not scheduled during final examination week.

#### **Understanding Plan A: Creative Work**

##### **Plan A: Statement of Qualifications for Creative Work**

A student interested in completing a creative work as may be required by a specific department, or in lieu of the traditional master's degree thesis, must show evidence of creative ability before being accepted as a candidate for the advanced degree. Four copies of this evidence submitted by students from the Departments of English, and Music (creative projects, play-writing, performance or production, etc.) must be presented to the School of Graduate Studies in order to schedule a preliminary oral conference. The members of this preliminary committee will consist of the student's adviser, a graduate faculty member from the major department, and another graduate faculty member from a related department (approved by the graduate dean).

The creative work includes a written statement of artistic intent and such supporting materials as are applicable. Other than form and style of the text, the binding of the contents of the creative work must be in accordance with standard thesis requirements. Four copies of the creative work must be filed with the School of Graduate Studies no later than seven weeks before the completion of work for the appropriate degree. At this time a final oral examination will be scheduled.

##### **Plan A: Thesis Final Oral Examination**

At least seven weeks prior to the close of the semester in which graduation is anticipated, the student must schedule a final oral examination. At this time four copies of the thesis, each containing an abstract, must be submitted to the School of Graduate Studies.

- The final oral examination is conducted by the final evaluation committee, consisting of three members. Membership consists of the same committee that served on the preliminary conference.
- A majority vote of the final evaluation committee is required to pass the final oral examination.
- A minimum of three weeks prior to graduation, the student must submit the final approved thesis for approval of form and style. See deadline on the academic calendar.

Theses are approved, bound, and placed on file as described in A Manual for the Preparation of Field Studies and Theses.

The statement of artistic intent may contain such information as a description of the work undertaken; the technique(s) involved in the work, and related subject matter. This information is approved, bound, and placed on file as described in A Manual for the Preparation of Creative Works which is available in the Husky Bookstore or online at [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp).

In certain areas of the fine arts, a student may be required to produce evidence of creative skill by submitting critical reviews, letters of recommendation, or demonstration(s). For further information, contact the appropriate department chairperson.

### **Plan A: Creative Work Final Evaluation Conference**

Arrangements for the final evaluation conference must be made by the adviser through the School of Graduate Studies.

- The final evaluation conference must take place during the last semester of the student's graduate program.
- The final evaluation committee consists of three members who shall judge the artistic merits of the creative work. These three committee members are the same faculty representatives who served on the qualifying conference.
- Four copies of the creative work must be submitted to the School of Graduate Studies at least seven weeks prior to the end of the semester. Final evaluation conferences are not scheduled during final examination week.
- The members of the final evaluation committee must sign the approval page to indicate their acceptance of the creative work.
- A minimum of three weeks prior to graduation the student must submit a copy of the final approved creative work for approval of form and style. See deadline on the academic calendar.

If the student wishes a personal copy, an additional copy of the final creative work will need to be submitted. The creative work is approved, bound, and placed on file as described in A Manual for the Preparation of Creative Works, available in the Husky Bookstore and online at [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp).

### **Plan A: Registration of a Creative Work**

To register for creative work (698), the student is required to have an individual study approval form signed by the program adviser before attempting to register. The individual study approval form can be found online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp) or in the Office of Records and Registration.

• Creative work credits may be spread over more than one registration period.

- If a student elects to do this, an individual study approval form will be needed each semester.

### **Attention: All Plan A Candidates**

A candidate for the specialist or master's degree completes the final evaluation during the last semester of the graduate program. Students who have earned less than a 3.0 (B) average in the major, over their entire program, and in all graduate credits earned are not permitted to complete the final examination.

A student selecting Plan A must complete a thesis or creative work and must complete a final oral examination. A final written examination may also be required at the option of the department. For further information about these examinations, consult the thesis, field study, or creative work sections above.

Final oral examinations are required of all students whose Plan A programs require the completion of a thesis, field study, or creative work. A candidate who fails the final oral examination in the first attempt may, with the approval of the adviser, take the examination a second time, but the candidate may not retake the final oral examination during the same semester in which the exam was failed. A third chance to pass the examination is not permitted. The specific requirements vary according to the nature of the project submitted.

### **For Specialist Students**

#### **in the Educational Administration and Leadership program – Understanding Plan A: Field Study**

#### **Plan A: Preparation of a Field Study**

The following procedures and regulations govern the preparation of a field study:

1. A field study for the specialist degree is carried out under the supervision of the committee appointed at the preliminary conference consisting of the student's adviser, a graduate faculty member from the major department, and another graduate faculty member from a related department (approved by the graduate dean) chosen on the basis of potential advisory value in the area of the research undertaken. This committee comprises the membership of the student's final evaluation committee.

- To register for a field study, the student is required to have an individual study approval form signed by his/her adviser before attempting to register in the Office of Records and Registration, 118 Administrative Services Building. The individual study approval form can be found online at [www.stcloudstate.edu/graduatestudies/forms/current.asp](http://www.stcloudstate.edu/graduatestudies/forms/current.asp). The credits for field study may be spread over more than one registration period. If a student elects to do this, an individual study approval form will be needed each semester they register for additional credits. These course forms can be obtained through the Office of Records and Registration. Consult the department program requirements and course lists for the correct course number and credits.
- The satisfactory completion of the research is reported as S (satisfactory). If all requirements for the research have not been met by the end of the semester in which it was registered, the work is reported as "in progress." An IP grade will remain on a student's transcript for one year, and if not completed by the end of that time, will change to an F grade. A field study must be completed within the seven-year time limit set for the completion of a specialist degree.
- Four copies of the field study, each containing an abstract, must be filed with the School of Graduate Studies no later than seven weeks before the completion of work for the appropriate degree. Before the material is submitted, it must have the approval of the respective committee. When the final evaluation committee has approved the research in its final form, three copies are submitted to the School of Graduate Studies for binding no later than three weeks prior to the end of the semester (see academic calendar for deadline date). The student is responsible for the binding fee for a minimum of three copies, four if they wish a personal copy bound. This fee will be paid to the School of Graduate Studies when the final copies are submitted. All copies are bound in black buckram covers, and the title is printed in gold lettering on the front cover and binding edge.
- Two additional copies of the abstract of not more than 400 words are submitted to the School of Graduate Studies. The abstract will include the signature of the chairperson indicating approval before it is submitted to the School of Graduate Studies. All abstracts are reprinted and submitted for publication, and therefore, must follow the format of St. Cloud State University which is illustrated in A Manual for the Preparation of Field Studies and Theses. A PDF copy of the manual is also available for download at [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp).
- Standards for the preparation of field studies for the specialist degree are those published by the School of Graduate Studies in A Manual for the Preparation of Field Studies and Theses, and an approved style manual specified by the department. The student should contact the Husky Bookstore to purchase A Manual for the Preparation of Field Studies and Theses or download the PDF version from [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp). This manual provides detailed information and instructions on the form and style used by St. Cloud State University.
- When a conflict exists in standards, format, or style, the manual published by the School of Graduate Studies takes precedence over any other manual approved for department use.

#### **Plan A: Field Study Preliminary Conference**

Students in the Specialist degree program must arrange for a preliminary field study conference. This preliminary conference may be scheduled after the student has been fully accepted into a graduate program, if the graduate grade point average is at least 3.0, and after the student's program of study has been approved by the graduate dean, but at least one semester prior to the final oral examination. In consultation with the student's adviser, an outline of the proposed thesis or field study is prepared and four copies are submitted to the School of Graduate Studies two weeks prior to the time requested for the preliminary conference. The student should then schedule a preliminary thesis or field study conference. The student's adviser, one other graduate faculty member from the major department, and one graduate faculty member from a related field (approved by the graduate dean) comprise the faculty representation. These conferences are not scheduled during final examination week.

#### **Plan A: Field Study Final Oral Examination**

At least seven weeks prior to the close of the semester in which graduation is anticipated, the student must schedule a final oral examination. At this time four copies of the field study, each containing an abstract, must be submitted to the School of Graduate Studies.

- The final oral examination is conducted by the final evaluation committee, consisting of three members. Membership consists of the same committee that served on the preliminary conference.
- A majority vote of the final evaluation committee is required to pass the final oral examination.
- A minimum of three weeks prior to graduation, the student must submit the final approved field study for approval of form and style. See deadline on the academic calendar.

Field studies are approved, bound, and placed on file as described in A Manual for the Preparation of Field Studies and

Theses.

### **Understanding Plan B: Starred Paper(s)**

#### **Plan B: Starred Paper(s)**

Certain Plan B programs require that starred paper(s) be written. The starred paper(s) includes a research requirement less extensive in nature than a thesis. However, the research should be significantly greater in quality and quantity than the standard graduate term paper. Ordinarily, the thesis is oriented more toward original research, data gathering with statistical analysis, theory testing and theory building, whereas the starred paper is oriented more toward the usage of secondary research sources.

#### **Plan B: Preliminary Starred Paper(s) Conference**

Students pursuing a Plan B program which requires starred paper(s) must arrange for a preliminary starred paper conference. This conference may be scheduled at any time after the student has been fully accepted into a graduate program and after the student's program of study has been approved by the graduate dean, but at least one semester prior to the final oral examination. In consultation with the adviser, the student should prepare a preliminary outline of the proposed research paper(s), and should submit four copies to the School of Graduate Studies at least two weeks prior to the preliminary starred paper conference. At that time, the student should schedule the preliminary starred paper conference. The student's adviser, one other graduate faculty member from the major department, and one graduate faculty member from a related field are selected by the graduate dean and shall comprise the faculty representation. Preliminary starred paper conferences are not scheduled during final examination week.

A preliminary starred paper conference cannot be held in the same semester as the final oral examination.

#### **Plan B: Final Evaluation Procedure**

A candidate for the Specialist or Master's degree completes the final examination during the last semester of the graduate program. Students who have earned less than a 3.0 average in the major, over their entire program, and in all graduate credits earned are not permitted to complete the final examination.

#### **Plan B: Final Oral Examination**

Students completing starred paper(s) must complete a final oral examination. A final written examination also may be required at the option of the department. At least seven weeks prior to the close of the semester in which graduation is anticipated, the student must schedule a final oral examination. At this time four copies of the starred paper(s) must be submitted to the School of Graduate Studies.

- The final oral examination is conducted by the final evaluation committee, consisting of three members.
- These three committee members are the same faculty representatives who served on the preliminary conference.
- A majority vote of the final evaluation committee is required to pass the final oral examination.
- A candidate who fails the final oral examination in the first attempt may, with the approval of the adviser, take the examination a second time, but the candidate may not retake the final oral examination during the same semester in which the exam was failed. A third chance to pass the examination is not permitted.
- The specific requirements vary according to the nature of the project submitted. A minimum of three weeks prior to graduation the student must submit the final approved starred paper for approval of form and style. See deadline on the academic calendar.

### **Attention: All Plan B Candidates**

#### **Starred Paper(s) Final Written Comprehensive Examination**

Candidates for the master's degree under Plan B in which a starred paper(s) is not required must pass a final written comprehensive examination. This examination is developed, administered, and evaluated by members of the faculty responsible for the graduate program.

All candidates must notify their adviser of their intention to complete the final written comprehensive examination at the beginning of the semester in which completion of all degree requirements is anticipated. A 3.0 grade point average in the major, over the entire program, and in all graduate credits taken at St. Cloud State University is a prerequisite for taking the final comprehensive examination.

The candidate's adviser is the chairperson of this examination committee, which is appointed by the department chairperson, and which consists of at least three members. A majority vote of the examining committee is required to pass the final written comprehensive examination. A candidate who fails in the first attempt may, with the approval of the adviser, take the examination a second time, but the candidate may not retake the examination during the same semester in which the exam was failed. A third chance to pass the examination is not permitted.

The starred paper(s) are approved, bound, and placed on file as described in A Manual for the Preparation of Starred Paper(s) which is available in the Husky Bookstore or online at [www.stcloudstate.edu/graduatestudies/current/project.asp](http://www.stcloudstate.edu/graduatestudies/current/project.asp).

### **Understanding Plan C: Project/Portfolio**

#### **Plan C: Project/Portfolio**

Plan C programs require that a significant professional project or a portfolio of projects be prepared in conjunction with approved graduate courses in the student's major area of concentration.

#### **Plan C: Project/Portfolio Preliminary Conference**

A preliminary conference may be scheduled at any time after the student has been fully accepted into a graduate program and after the student's program of study has been approved by the graduate dean, but at least one semester prior to the final oral examination. In consultation with the adviser, the student should prepare a summary of the proposed project or portfolio of projects, and should submit four copies to the School of Graduate Studies at least two weeks prior to the date of the preliminary project/portfolio conference. At that time, the student should schedule the preliminary project/portfolio conference. The student's adviser, one other graduate faculty member from the major department, and one graduate faculty member from a related field (approved by the graduate dean) comprise the faculty representation. A preliminary project/portfolio conference is not scheduled during the final examination week. A preliminary project/portfolio conference cannot be held in the same semester as the final oral examination.

#### **Plan C: Project/Portfolio**

At least seven weeks prior to the close of the semester in which graduation is anticipated, the student must schedule the final oral examination. At this time, the student must prepare a summary of the materials to be included in the project/portfolio. If the material is a single comprehensive project, the summary should be in the form of an abstract. If the material is a portfolio of smaller projects, the summary should be in the form of a brief synopsis of each of the projects. The portfolio must be submitted to the department office at least two weeks prior to the date set for the final oral examination. The department may exercise its option to retain any or all materials prepared for the professional project/portfolio.

#### **Plan C: Final Oral Examination**

Final oral examinations are required of all students whose programs require the completion of the Plan C project or portfolio. A candidate who fails the final oral examination in the first attempt may, with the approval of the adviser, take the examination a second time, but the candidate may not retake the final oral examination during the same semester in which the exam was failed. A third chance to pass the examination is not permitted. The specific requirements vary according to the nature of the project submitted.

#### **Plan C: Project/Portfolio Final Evaluation Procedure**

A candidate for the Specialist or master's degree completes the final evaluation during the last semester of the graduate program. Students who have earned less than a 3.0 average in the major, over their entire program, and in all graduate credits earned are not permitted to complete the final oral examination.

#### **Attention: All Plan C Candidates**

Students completing Plan C programs must complete a final oral examination covering the portfolio of materials which has been developed in consultation with the adviser. A final written comprehensive examination may also be required at the option of the department.

Options



# Section 6

## University Services

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# Academic Services

SCSU offers comprehensive academic services. This list provides a representation of those with most importance to graduate students. A complete listing can be found at [www.stcloudstate.edu/current/student-services.asp](http://www.stcloudstate.edu/current/student-services.asp).

## **Center for Continuing Studies 320.308.3081 Continuing Studies House**

For more information visit: [www.stcloudstate.edu/continuingstudies](http://www.stcloudstate.edu/continuingstudies)

The Center for Continuing Studies is responsible for the development, coordination and implementation of the following programs: online courses, self-paced courses, Professional Education and Extension, evening programming, educational conferences, noncredit offerings and a bachelor of elective studies degree program. The major functions of continuing studies are to:

1. Provide leadership and coordinate programs of continuing studies with other academic and administrative units.
2. Cooperate with business, industry and other professions, groups and individuals in providing credit and noncredit courses.
3. Provide leadership for the development and coordination of programs of study focusing upon the needs of non-traditional students.
4. Develop and sponsor educational lectures and conferences.
5. Coordinate the policy for noncredit program.

## **Learning Resources and Technology 320.308.2084 Miller Center Services**

For more information visit: [lrts.stcloudstate.edu](http://lrts.stcloudstate.edu)

The mission of Learning Resources and Technology Services (LR&TS) is "Connecting you with Information and Technology." LR&TS offers a variety of services including:

### **Library**

The Library is located in the James W. Miller Learning Resources Center, and serves all disciplines of the university, along with students, faculty, staff, and community members in Central Minnesota. The Miller Center opened in August 2000, providing a state-of-the-art facility for accessing information and technology.

The LR&TS collection consists of 2.767 million print and nonprint items for the academic community, including more than 667,000 books, 1.3 million federal and state documents, and 743,000 units of microform, including ERIC documents. The collection also contains 1,800 periodical titles, over 17,000 electronic periodical subscriptions, 65,000 maps, and 26,500 nonprint items (computer software, compact discs, videotapes, DVDs, films, etc.). The electronic catalog is available on the World Wide Web. Numerous CD-ROM indexes and online databases are also available. SCSU is a member of the MINITEX network system of Minnesota, which provides access to all major library collections of Minnesota, as well as those in North Dakota and South Dakota. Materials from other libraries can be obtained through interlibrary loan at no cost to the user.

The James W. Miller Learning Resources Center has more than 235,000 square feet of assignable space and offers an inviting environment to serve all types of academic needs. Included in the Miller Center are more than 750 study tables, each with data and power connections for laptop computers, 474 lounge seats, and 16 group study rooms, each equipped with a computer, TV, VCR, and DVD/CD player. The NASA Educational Resource Center, the Center for Holocaust and Genocide Education, and the Faculty Center for Teaching Excellence are also located in the Miller Center.

### **InforMedia Services**

InforMedia Services (IMS) provides instructional design, technological, and pedagogical assistance and support to faculty, staff, and students at SCSU. IMS offers a wide variety of workshops each semester, designed to impart the skills necessary

## **American Indian Center**

**320.308.5449**

### **AIC House**

For more information visit:

[www.stcloudstate.edu/aic](http://www.stcloudstate.edu/aic)

The American Indian Center at SCSU strives to respond to the self-defined educational needs and goals of current American Indian students and communities alike. The center offers cultural activities, academic support programs, a speaker series, and native arts. It also hosts spiritual ceremonies, the American Indian Student Club, pow-wows and the Ojibwe Language Preservation Society.

## **Center for International Studies**

**320.308.4287**

### **CIS House**

For more information visit: [www.stcloudstate.edu/internationalstudies](http://www.stcloudstate.edu/internationalstudies)

The Center for International Studies administers and supports a variety of programs and activities that assist students from other countries to understand and succeed in their American academic pursuits. Services include: a required orientation program and course, a hospitality program, an academic advising program, English as a second language, a tutorial center, the International Student Association, and a variety of campus-wide social activities.

to use the technology resources available at St. Cloud State. IMS also oversees the Professional Development Room, located in room 205 of the Miller Center, which has 15 computer workstations for faculty and staff use in the creation of all forms of multimedia-related resources. Here the Information Media Services faculty offer small group and one-on-one instruction, as well as consultation for faculty/staff on instructional design and use of technology in support of educational goals.

### **Help Desk**

C&TS maintains a technology HelpDesk to support SCSU computer users by telephone (308-2077), E-mail (helpdesk@stcloudstate.edu), and in the HelpDesk office (Miller Center B43).

### **Computer Store**

The Computer Store, located in room B42 of the Miller Center, offers up-to-date hardware and software at discounted prices for students, faculty and staff.

### **Need Help with HuskyNet?**

The campus HelpDesk is available to assist students and faculty seeking general assistance with technology related issues. They are also the support center for HuskyNet. The HelpDesk is located in Miller Center (library) room 43 in the basement. They may also be reached by E-mail to helpdesk@stcloudstate.edu or by phone at (320) 308-2077.

### **Computing and Technology Services**

Computing and Technology Services (C&TS) supports the academic and administrative missions of SCSU by providing design, installation, training, operations, and maintenance services for a wide range of technologies. The following services are offered by C&TS:

#### **Computing User Services**

C&TS staff offer user support for all levels of computing users across campus for students, faculty and staff. This includes monitoring and arranging hardware maintenance and repair services, and coordinating technical support staff in the Colleges of Business, Education, Fine Arts and Humanities, Science and Engineering, and Social Sciences. The C&TS staff creates and manages user accounts, such as for HuskyNet, which provides E-mail, calendaring, network file space, and personal Web space for all faculty, staff and students. In addition, staff members offer consulting for students in computer-related courses, assistance for students and faculty requiring statistical programming, and support for faculty and students interested in the development of computer applications to be used in courses.

#### **Electronic Classroom Support**

C&TS is responsible for the technologies supporting interactive television (ITV), 98 electronic classrooms, video teleconferencing, and all audio-visual systems on campus.

#### **HuskyNet Information**

HuskyNet, short for Husky Network, is your access to technology resources at St. Cloud State University. Through use of the HuskyNet site and your HuskyNetID (username), you can E-mail, maintain a personal file or Web space, perform coursework activities, and locate resources. When locating, using, or seeking assistance with technology resources at SCSU, make HuskyNet your starting point.

#### **HuskyNet Common Terms**

**SCSU ID:** SCSU ID is the 8 digit Student/Faculty/Staff ID found on individuals Campus Card IDs.

**PIN:** PIN stands for Personal Identification Number. This is a six digit number used during course registration, HuskyNetID (username) activation, and when resetting forgotten HuskyNetID (username) passwords.

**HuskyNetID:** A HuskyNetID (SCSU Network Identifier/username) is a common username and associated password that provides access to the St. Cloud State University computing network and technology resources, including E-mail, personal file and Web space, and course related services.

**Username:** Username can be used to further clarify HuskyNetID and should be used as follows: HuskyNetID (username)

**Account:** Since HuskyNet is a collection of individual service accounts (on numerous servers) tied together through a common username (HuskyNetID), account is acceptable to use when working with individual services. An example could be an

E-mail account, or WebCT account. Reference to HuskyNet as an account should be avoided where possible.

### **Network and Telecommunications Services**

C&TS installs and maintains the campus telecommunications infrastructure comprising more than one million feet of optical fiber and 8,646 network connections.

### **ResNet**

ResNet provides SCSU residents with direct high-speed access to both on-campus networked computer resources and to the Internet. Residents may search SCSU's online library catalog, surf the World Wide Web, and access their SCSU E-mail accounts, all from the privacy of their rooms. Students who do not own computers can access the same resources in the ResNet labs.

### **Student Computer Labs**

C&TS maintains 375 computers for student use in 14 general access computer labs located throughout campus. Thirty-two discipline-related computer labs with nearly 700 stations, located within other departments and colleges, are also available for student use. The Miller Center has more than 350 computer workstations, including 27 in extended hours areas, which are available during overnight times when the Miller Center is closed. For a more detailed description of services available and computer lab locations, pick up a copy of the latest Student Technology Handbook. It is available in Miller Center, room 112, 204, or in any of the computer labs.

### **Speech-Language and Hearing Clinic 320.308.2092**

#### **A216 Education Building**

For more information visit: [www.stcloudstate.edu/commdisorders](http://www.stcloudstate.edu/commdisorders)

The Speech-Language and Hearing Clinic provides diagnosis and treatment for persons with communication disorders in the areas of articulation, voice, language, stuttering and hearing. All services, offered on an individual basis, are provided by practicum students under the direct supervision of certified faculty. Services are provided to SCSU students, faculty and staff and to area residents at a nominal fee.

### **Statistical Consulting Center 320.308.4709 204 Miller Center**

For more information visit: [lrts.stcloudstate.edu/about/ctus/statconsulting](http://lrts.stcloudstate.edu/about/ctus/statconsulting)

Providing statistical consultation, this center is a vital resource for graduate students. You will find statistical consultants available for research suggestions, questionnaire development, as well as data entry services.

### **Write Place 320.308.2031 118 Riverview**

For more information visit: [www.stcloudstate.edu/writeplace](http://www.stcloudstate.edu/writeplace)

The Write Place offers free, individualized help to undergraduate and graduate student writers — the kind of help that often cannot be found in classrooms, textbooks, or occasional conferences with teachers. Writers at any stage in the writing process can work one-on-one with trained tutors during appointments. Tutors help students to identify writing strengths and potential problems, teach students strategies for revising and editing their writing, and provide information about writing conventions. Tutors also assist students in developing and organizing their ideas, in clarifying their communications, and in adapting their texts for specific readers and purposes.

Students working on assignments for classes (papers, research projects), on special projects (portfolios, graduate theses), or on employment correspondence (resumes, application letters) are encouraged to bring in drafts in progress to appointments. For more information or an appointment, call 320.308.2031. For

### **Mathematical Skills Center**

**320.308.3840**

#### **203 Stewart Hall**

For more information visit: [www.stcloudstate.edu/mathskills](http://www.stcloudstate.edu/mathskills)

This center offers two three-credit courses for students who need to prepare or refresh their math skills for college-level mathematics.

### **Student Disability Services**

**320.308.4080**

**(TDD available)**

#### **B111 Atwood Center**

For more information visit: [www.stcloudstate.edu/sds](http://www.stcloudstate.edu/sds)

For those with physical, learning and other disabilities the following services are available: adaptive technology and assistive devices, text-to-speech hardware/software, FM auditory assistance devices, priority registration, and special test accommodations. Readers, interpreters and note-takers are available. Verification of a disability is required.

The SCSU campus in the majority of settings provides barrier-free buildings, rest rooms and water fountains equipped for wheelchair access, and elevators that have Braille and raised print signs.

### **Testing Center**

**320.308.5456**

#### **A219 Atwood Center**

Convenient for graduate students SCSU hosts a Testing Center, located in the Atwood Center. Graduate students can call for appointments to take the following examinations: GRE, TOEFL, and PPST. Contact is also available through E-mail at [cbttesing@stcloudstate.edu](mailto:cbttesing@stcloudstate.edu)

# Administrative Services

## **Affirmative Action Office 320.308.5123 208 Administrative Services**

The Affirmative Action Office exists to promote and ensure equal opportunity for all persons working with SCSU, and to advance diversity through specific affirmative actions. One important role the AAO serves is to assist in the creation of an environment in which everyone's contribution to the University is valued and all can succeed. The AAO is intended to be a resource to the entire SCSU campus community.

## **Campus Card (Your student I.D.) 320.308.1683**

### **Ground Floor — Atwood Center**

Your campus card is the key that opens many doors on campus. Use your card: for campus purchases, to check resources out of the library, to attend activities and athletic events on campus, to deposit money into an account to print papers, and for access to the residence halls after 10:00 p.m. The first campus card is free for enrolled students.

## **Alumni and Foundation Office 320.308.3177 Alumni and Foundation Center**

The St. Cloud State University Alumni Association connects alumni, students, parents, and faculty emeriti to form on-going partnerships in support of St. Cloud State University. They are the promoters of pride, the link between the University's past, present, and future. We provide various services to alumni and students through the alumni online community, [www.GoHusky.org](http://www.GoHusky.org). The Alumni Relations office maintains alumni records on all graduates of the University.

The SCSU Foundation is committed solely to securing gift support from private sources for a range of immediate and long-term needs of the University. Fundraising priorities have included scholarships, projects to enhance the campus environment, endowments, faculty grants, and technological enhancement of the library. In 2001, the University celebrated the successful completion of its first capital fund drive, the Campaign for a New Century, exceeding the campaign goal of \$20.6 million. The Foundation continues to work to provide excellence and opportunity to students and faculty members.

## **Business Services 320.308.4003 122 Administrative Services**

Business Services is responsible for the billing and collection of student tuition and fees. Cashiers are available during the regular academic year (between Labor Day and Memorial Day) from 8:00 a.m. to 4:00 p.m. and during the summer (between Memorial Day and Labor Day) from 7:30 a.m. to 3:30 p.m.

## **Husky Bookstore 320.308.1489 Centennial Hall**

The Husky Bookstore serves as the official bookstore on campus. Students can purchase and request to have their books shipped to them online at [www.huskybkstr.com](http://www.huskybkstr.com).

## **Parking Services 320.308.3453 Public Safety Building**

The Public Safety Department at SCSU provides parking services to the SCSU campus through administration and monitoring of metered stalls, pay lots, and visitor parking. For complete details visit: [www.stcloudstate.edu/publicsafety](http://www.stcloudstate.edu/publicsafety).

# Student Services

SCSU offers comprehensive student services. This list provides a representation of those with most importance to graduate students. A complete listing can be found at [www.stcloudstate.edu/current/studentsservices.asp](http://www.stcloudstate.edu/current/studentsservices.asp).

## **Career Services 320.308.2151 101 Administrative Services**

The Career Services office provides quality services and career resources directed toward assisting students to manage their career exploration, direction, and networking and transition to the world of work. Students are invited to attend seminars on resume development, interviewing techniques, mock interviewing, and job search on the Internet as well as special employer panels and job fairs. Individuals are assisted in developing effective skills and techniques for use in their search for employment. Career specialists are available for individual appointments to assist students.

On-campus interviews are also available throughout the academic year. A list of employment interview opportunities is available in the office or on the Career Services Web site. Resource information about numerous employers is available in the career resource library.

All students beginning their job search should register with Career Services about nine months before graduation. Registered students will have the opportunity to be a part of the referral service whereby employers receive information regarding qualified students and alumni upon the request of the employer.

Career exploration, job opportunities, employer information, events schedule, on-campus interviewing, internship opportunities, and more are available on the Career Services Web site at [www.stcloudstate.edu/careerservices](http://www.stcloudstate.edu/careerservices).

## **Commuter Services Atwood Center**

The Atwood Center provides commuter students the opportunity to access storage lockers, a microwave and numerous lounges for relaxing.

## **Counseling Center 320.308.3171 118 Stewart Hall (John J. Weismann)**

The John J. Weismann Counseling Center assists students in making personal, social, educational, and career adjustments through both group and individual counseling. This process is facilitated by the use of computer-assisted career and educational information, printed material and a network of resource persons. The Center administers and interprets a wide range of standardized tests. These tests can help students in their educational and career development. In addition, the center provides technical support to institutional staff and student organizations. This support encompasses a broad range of counseling-related activities, which seek to promote the overall development of the student. Staff training in residence halls and specialized services to non-traditional students are examples of this outreach orientation.

## **Gay, Lesbian, Bisexual, Transgender Services (GLBT) 320.308.5166 B105 Atwood Center**

The mission of GLBT Services at SCSU is to provide education, advocacy resources, referrals and safe spaces for GLBT, and allied students, faculty, and staff. GLBT Services empowers students, faculty, and staff to create sensitive environments in all realms of the University as we work to foster a positive institutional climate for GLBT people and their supporters. In this capacity, the office serves all at the University.

## **Health Services 320.308.3191 First Floor Hill Hall**

Health Services, an accredited medical clinic, is staffed by licensed medical

## **Child Care Center (Lindgren)**

**320.308.3296**

## **122 Engineering and Computing Center**

### **The Center**

St. Cloud State University's Lindgren Child Care Center provides quality child care services to the children of St. Cloud State University students, staff and faculty. The primary purpose of the program is to provide a service to the student population. The goal is to provide quality child care in a warm, nurturing and safe environment as well as serve as a model of excellence for other child care facilities in the community. Demand for the center's limited space is high; be sure to plan accordingly.

### **The Program**

The Lindgren Child Care Center provides model programming for the needs of full day and part-time child care, which includes activities appropriate for individual and age group differences.

#### **Infants (2 to 15 months)**

Children in the infant area follow individualized schedules which are planned cooperatively by the parents and lead teacher.

#### **Toddlers (16 to 32 months)**

A structured day is planned indoors and outdoors which includes activities that foster the children's self-help skills, language development, social awareness and positive non-aggressive problem solving.

#### **Preschoolers (33 months to five years)**

In this age-group activities of social, motor, language, cognitive and sensory experiences will be made available to the children daily.

For information or application, contact the Lindgren Child Care Center.

Health promotion and ADAPT (Alcohol/Drug Awareness and Prevention Team) provide health education and health counseling for individuals or groups of students. Specific issues addressed include stress, contraception, sexually transmitted infection prevention, alcohol/drug use and abuse, and nutrition.

According to Minnesota law, all new students must show proof of immunity to measles, mumps, rubella, diphtheria and tetanus during their first semester at SCSU. Students who graduated from a Minnesota high school after 1996 or were born before 1957 are exempt from this requirement.

### **Multicultural Activities Center 320.308.3003**

#### **137 Atwood Memorial Center**

The Multicultural Activities Center plans a variety of social and co-curricular programs such as rec nights, Hmong Night, American cultural Asian celebrations, the annual Martin Luther King, Jr. Birthday celebration, Black History Month, Chicana/o-Latina/o Month activities and other multicultural programming with the specific interests of students of color in mind. All students are welcome to participate in the planning of events and programs.

doctors and nurse practitioners. The clinic provides on-campus medical care for currently enrolled students. Health Service hours are 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 4:30 p.m. on Fridays, when classes are in session. After-hour care and weekend care is available at community urgent care centers and the St. Cloud Hospital Emergency Trauma Unit.

The on-campus pharmacy, located in Health Services, provides prescription services and stocks many over-the-counter products. The pharmacy has established contracts with over 40 insurance carriers and is able to bill them directly for covered products. Pharmacy hours are 8:45 a.m. to 5:15 p.m. Monday through Thursday and 9:00 a.m. to 4:30 p.m. on Friday.

Every student is encouraged by health services and the MnSCU Board to have health/medical insurance coverage. If not covered by an individual or parental policy, the student may purchase a health plan contracted by the Minnesota State Colleges and Universities system. Students may use the on-campus health service even if they do not have medical insurance; however, they are then individually responsible for any charges. Health Services has established contracts with Blue Cross and Blue Shield, Medica, Health Partners (Urgent Care only), GAMC, U Care of MN, Champus (Tri-West), MA, MN Care, and Student Insurance. Students with these insurance plans can have their charges billed directly.

### **Multicultural Student Services 320.308.3003 137 Atwood Center**

The Department of Multicultural Student Services provides for the particular needs of all students of color at SCSU. Our goal is to provide comprehensive services by giving academic assistance, encouraging personal development and offering multicultural programming. The administrative office provides programming assistance and support services to student of color organizations and other groups currently recognized by the Office of University Organizations. The office also provides overall programmatic direction, fiscal responsibility, personal counseling and public relations for the department.

### **Multicultural Academic Support Center 320.308.3976 B-121 Education Building**

The Multicultural Academic Support Center (MASC) provides direct academic services to students. The center helps students to build the skills needed to successfully complete college and serves as a focal point of interaction between students, faculty and the campus community. Services available at the Multicultural Academic Support Center are: A computer lab with both IBM and Macintosh, tutoring for individuals and small groups, academic advising and counseling, assistance with class scheduling, listings of jobs, internships and scholarships, and a quiet study area.

### **Multicultural Tutoring Program 320.308.5392**

#### **Dr. Richard R. Green House, 809 Fourth Avenue South**

The Multicultural Tutoring Program provides students of color with tutorial services in conjunction with SCSU's Academic Learning Center. Tutoring is available in the following areas on a daily basis or by request at the Dr. Richard R. Green House: math; general science, including chemistry and biology; English; social studies, including geography, social science, sociology, political science, and history; human relations; and general business.

### **Public Safety Department 320.308.3433 525 Fourth Avenue South**

On duty 24-hours a day, the Public Safety Department is present as a support unit to the broader mission of the University. Its primary function is to constantly

strive to provide the safest and most stable environment possible in which education may be pursued without the fear or presence of crime or violence. Public Safety enforces University conduct codes, supports personal and property safety through crime prevention (i.e., escort services, blue-light emergency phones), and security-awareness programs and coordinates these efforts with other University departments and local law enforcement and service organizations. The Public Safety Department handles the purchasing of parking permits and enforces parking regulations and related matters.

**Records and Registration Office 320.308.2111**

**118 Administrative Services**

This office is responsible for managing registration, for the registration of non-degree students, for production of fall and spring semester course schedules, recording grades, enrollment and degree verifications, confidentiality requests, veteran educational benefits services, issuing of diplomas, teacher licensure application processing and maintaining the student permanent academic records. Official transcripts may be ordered through this office. For complete details visit: [www.stcloudstate.edu/registrar/records/transcripts.asp](http://www.stcloudstate.edu/registrar/records/transcripts.asp)

**Sexual Violence Prevention 320.308.3995 Colbert House North Program**

The Sexual Violence Prevention Program provides a combination of education, meaningful policies and high-quality victim services as a framework to respond to the pervasive problem of sexual violence both in our society and on college campuses.

Services for survivors of sexual assault include individual support, advocacy, information and referral, support groups, and resources from a specialized loan library. The Sexual Violence Prevention Program is the designated unit to collect and analyze reports of campus-related sexual assault. Compiled reports are then distributed to the campus community.

**Student Life and Development Office 320.308.3111 106 Atwood Center**

The services that comprise student life and development at SCSU emphasize the uniqueness and worth of each individual and provide support to help each person develop or realize his or her full potential. Additionally, SCSU's Student Life and Development offices enhance students' experiences that result in personal growth in areas such as leadership skills, inclusive thinking, interpersonal skills, work experience/performance skills, personal fitness, healthy life style choices, service learning, personal accountability and ethical development.

**University Women's Center 320.308.4958 Women's Center House**

The Women's Center addresses safety issues and equal educational opportunities for women on campus. Services include information and referral on important community services and issues affecting women; advocacy and support to victims of sexual assault, discrimination and sexual harassment, and cutting-edge educational programs on issues impacting women's lives. In addition, the center houses a small, specialized resource library of books and other materials by and about women. The Women's Center has space for meetings, study, programs and discussions.

The Women's Center also administers special programs to empower women and address issues affecting the status of women at SCSU, including: scholarships for nontraditional female students, the Women of Color Advocacy project for sexual assault and harassment, and women's empowerment and assertiveness training.

The Student Life and Development Office strives to be student-centered, user-friendly and service-oriented. SLD provides functional supervision of the following areas and programs: American Indian Center, Atwood Memorial Center, Campus Recreation, Counseling and Academic Learning Centers, Gay, Lesbian, Bisexual, Transgender Services, Health Services, Lindgren Child Care Center, Multicultural Student Services, Residential Life, Student Disability Services, University Organizations, University Programming, Volunteer Link and the Women's Center. Campus Judicial Affairs is also housed in the Student Life and Development Office. Staff are available to consult with students about their unique problems and concerns, and to serve as liaisons with faculty, administrators, and other student life offices.

The SLD office also serves as the University information clearinghouse for policy and administrative procedures that affect student life, is responsible for the Code of Conduct, and the administration of the College Level Examination Program (CLEP) and the Miller Analogy Test.





**University Organizations**                      **320.308.3004**      **139 Atwood Center**

SCSU recognizes over 230 student clubs and organizations designed to help students develop organizational and leadership skills. Many clubs and organizations are related to academic majors and interests. Involvement in co-curricular activities can be monitored and recorded through an activities transcript. The co-curricular transcript, a University-verified record of student involvement in co-curricular activities and community service, is created and maintained by this office.

Special programs administered by the University Organizations office include the Excellence in Leadership Program, SCSU Kick-off Program, MAINSTREET, SIDESTREET, Fireside Chats, and a car pool matching service for commuting students.

**University Program Board (UPB)**                      **320.308.2205**      **118 Atwood Center**

UPB serves as the major student programming agency on campus. The staff works closely with the board to provide students with the best variety of extra- and co-curricular activities. The board has nine committees (concerts, speakers, performing arts, special events, Mississippi Music Fest, visual arts, literary arts, spotlight, and films) that students are invited to join. The major programming committees bring to the campus a variety of entertainment furnished by nationally recognized artists representing music, dance, drama, and lecture. The programs are financed by the student activity fee; there is generally no admission charge to any activity except the performing artists series and major pop concerts.

**Volunteer Connection**                                      **320.308-5693**      **139 Atwood Center**

Volunteer Connection is St. Cloud State University's community service center. The Volunteer Connection mission is to provide students the opportunity to develop leadership skill, a sense of belonging, and civic responsibility through involvement in meaningful service.

# Campus Recreation Services

## Atwood Memorial Center

**Information:** Atwood Center  
**320.308.4636**  
**Programming:**  
**320.308.2205**

Atwood Memorial Center provides facilities, services, and programs to accommodate the University community in the development of individual and group resources.

Facilities include the ballroom, a large multi-purpose area suitable for concerts, banquets, and meetings; a theatre; a variety of conference rooms; bakery and delicatessen; food court; a number of unique dining settings; reading and gallery lounges; exhibit areas; convenience store; cultural center; and student organization offices.

Services of the student center include the University Conference and Information Center, University Programming offices, University Organizations office, Campus Card office, and a recreation center including bowling, billiards, table tennis, video and pinball. Other features include a banking service, credit union, automatic teller machines, and a copy/typing service.

University-sponsored programs are a result of the efforts of students involved in the various program committees of the University Program Board, student organizations, and other special interest groups. These include concerts, lectures and discussions, films, exhibits, tournaments, dances, workshops, outings, performing arts, and special events.

## Sports Facilities and Campus Recreation

**320.308.3325 Halenbeck Hall South**

The Sport Facilities and Campus Recreation office organizes and conducts a comprehensive program for all students. Programs include a wide variety of intramural events, special events, sport clubs, informal/open recreation, fitness programs, outings programs, and other recreational services. They also conduct a variety of high and low rope leadership training programs. Multiple facilities house the program:

- Eastman Hall includes a swimming pool.
- Halenbeck Hall includes a complete natatorium with diving well, weight room, gymnasium, activity balconies, locker rooms and saunas.
- Halenbeck Hall South includes a 200-meter, six-lane tartan track, six racquetball courts, recreation equipment check-out, exercise physiology complex, and multipurpose activity center with the capacity for six tennis courts, six volleyball courts or four basketball courts, wrestling room, equipment resource center, outings center and the sport facility and campus recreation office.
- The Student Recreation Center features a 10,000 square foot fitness center, a climbing wall, two aerobics studios, a café, a wellness center, and a martial arts center.
- The Husky Dome and Stadium features a synthetic turf field (80 yards X 120 yards and is 72 feet high with the dome) and is capable of a variety of field sports.
- The National Hockey Center has two Olympic-sized sheets of ice including a spectator rink and a practice rink.

These facilities are available for student use by presentation of a current validated SCSU photo ID card. St. Cloud State University will not assume liability for injuries or damage sustained by an individual or her/his personal equipment while participating in any or all phases of the intramural program.

## Co-curricular Activities

Graduate students are invited to participate in activities (including drama, orchestra, band, vocal music groups, UTVS television, The University Chronicle, and KVSC Radio) that do not involve intercollegiate competition. Opportunities to participate in over 200 student clubs and hundreds of student activities exists. Graduate students are urged to maintain a well-balanced co-curricular program to supplement their academic endeavors.

Offices of the Greek organizations, Multicultural Student Services, Student Disability Services, Student Life and Development, GLBT Services, and Student Government are located in Atwood Memorial Center.

# On-Campus and Off-Campus Housing

This list provides a representation of those housing services with most importance to graduate students.

## On-Campus Housing

**Residential Life Room Options**      **320.308.2166**      **Carol Hall**

### Need help finding a roommate?

Many students are interested in sharing an apartment to save money but might not know others planning to attend SCSU. If possible, plan to visit the campus and look at the many postings for roommates found in campus buildings and in Carol Hall. The Office of Residential Life may also be able to assist you. Please call 320.308.2166 or E-mail to [reslife@stcloudstate.edu](mailto:reslife@stcloudstate.edu).

If a student needs additional assistance with securing an apartment or roommate, please contact the Office of Residential Life at the numbers listed above.

### Residence Hall Facilities

Most of the residence halls include features and furnishings designed for comfortable, convenient living in an atmosphere conducive to academic achievement. All halls have areas set aside for study, activities, computing and laundry. The University furnishes the mattress, drapes, wastebasket, study desk, adequate study lighting, room chairs and closet space. Residents provide their own linen, blankets and bedspread for a twin-size bed. All rooms have direct-access computer, cable television hookup and telephone service. The majority of SCSU's residential halls consist of double occupancy rooms. There are a limited number of single rooms available.

- Stateview apartments are a top choice with graduate students. Each apartment has four private bedrooms, living room, bathroom, and kitchen with basic appliances. Stateview is available to graduate students. Stateview is currently \$312 per month (includes heat, water, electric, local telephone service, cable TV and computer service). Meal plan option is available at an additional cost.
- Graduate students have found Benton Hall to be accommodating as it offers four-person suites with occupants sharing two bedrooms, a shared living space and bathrooms.
- Lawrence Hall has been renovated to house 50 pairs of international students and students in foreign languages or international affairs. The Center for International Studies and offices of foreign language faculty occupy the lower floors.
- At this time SCSU does not offer University-owned or operated family/partner housing.

### Residence Hall Program

Residence hall living is designed to provide an experience in community, at the same time affording conditions conducive to academic achievement. A hall council elected in each hall shares governance of the hall with an undergraduate resident adviser on each floor and a full-time director. Scholastic, athletic activities, and social committees are active in each hall.

The Office of Residential Life provides a full schedule of special programs, such as films, topical meetings on issues such as sexuality, racism and alcoholism, recreational and athletic competitions, small group interest sessions, skiing and roller skating parties, dances, and more.

### Rates and Agreements

Room and board fees in residence halls range from \$1,402 to \$2,167 per semester for a double room depending on the meal plan selected. Charges for room and board are payable in advance by the semester. Students may pay on a monthly basis if arrangements are made through the Business Office. Information about payment dates is included with each hall assignment. All residence hall contracts for room and meals are for the full school year. The halls will be closed and no meals will be served during the days between semesters and during University holidays as listed in the Graduate Bulletin.

### Applications and Contracts

1. Students enrolling at SCSU for the first time will receive application forms and residence hall information shortly after notification of acceptance to the University. Students who previously have been enrolled and summer school students may contact the Office of Residential Life for application forms.
2. Completed applications should be returned to the Office of Residential Life.
3. Notice of room assignments are mailed out early in May.
4. Notice of cancellation must be given 60 days prior to the opening of the fall term and 45 days prior to the opening of all other terms.
5. Contracts for all residence halls are for room and board for the entire academic year, and are paid each semester in advance or according to established pay schedules.
6. Room and board fees are approximately \$3,400 per year for a double room, subject to change by the MnSCU Board of Trustees, and depending upon meal plan selection.
7. Room without board is available for summer session students for approximately \$200 per term for a double, \$250 for a single, subject to change by the Minnesota State Colleges and Universities Board of Trustees.

## Off-Campus Housing

Many graduate students elect to look for housing opportunities in the community. The housing market in St. Cloud is affordable. It is very important to plan ahead and start your housing search as soon as it is feasible.

### What's available?

The St. Cloud community offers over 10,000 apartments within a 10-mile radius of campus. **There are 55 apartment complexes located directly on bus lines that SCSU students can ride for free.** A wide variety of living situations are offered from efficiency apartments to homes with eight or more bedrooms.

### What's the cost?

Prices and quality can vary, so please plan on spending a day in town to tour your top choices.

- Studio apartments may range from \$300 to \$400 per month
- One-bedroom apartments may range from \$450 to \$550 per month.
- Two bedroom apartments may range from \$550 to \$650 per month
- Quads (four bedrooms with four persons) may range from \$250 to \$300 per person, per month.
- Homes with six to eight bedrooms may range per person from \$250 to \$350 per month.

Most apartment complexes design their leases to accommodate SCSU students. Students will find leases generally available for either nine, 10 or 12 months. A few facilities will offer a six month lease. **Currently, there is an abundance of housing options** in St. Cloud so students have been able to negotiate for perks such as a free garage, first month rent or last month rent free, etc.

### Need help finding an apartment?

A student's best bet for quickly finding an apartment is to use one of the free apartment locator services. These companies will match a student's living requirements to the available apartments in the St. Cloud area. A student can arrange through their services a day to visit the open apartments that most closely match housing requirements.

- Apartment Finders can be reached at 320.259.4040 or 1.800.659.9233.
- Another free search service is [www.apartmentsoup.com](http://www.apartmentsoup.com).
- Listings are also available in the St. Cloud Daily Times, found online at [www.sctimes.com](http://www.sctimes.com) and in the SCSU student newspaper, The Chronicle, online at [www.university-chronicle.com](http://www.university-chronicle.com).

SCSU does not promote these services or assume liability for a student's transactions with them. These references are provided in an attempt to serve students. As a student visits potential apartments, he/she should make sure to check out the safety features such as secured outside doors, intercom systems, and deadbolts on doors, and secured windows.

# Centers Housed at SCSU

Our campus is proud to have been selected to host the following regionally and nationally recognized centers:

- Applied Research and Development Center - [www.stcloudstate.edu/ardc](http://www.stcloudstate.edu/ardc)
- Center for Business Research
- Center for Community Studies
- Center for Economic Education
- Center for Holocaust and Genocide Education - [www.stcloudstate.edu/chge](http://www.stcloudstate.edu/chge)
- Center for Information Media - [www.stcloudstate.edu/cim](http://www.stcloudstate.edu/cim)
- Center for International Business
- Central MN Historical Center
- Central MN Libraries Exchange - [lrs.stcloudstate.edu/cmle](http://lrs.stcloudstate.edu/cmle)
- Computer Network Research Center
- Curriculum Technology Center - [www.stcloudstate.edu/ctc](http://www.stcloudstate.edu/ctc)
- Faculty Center for Teaching Excellence - [www.stcloudstate.edu/teaching](http://www.stcloudstate.edu/teaching)
- Harold Anderson Entrepreneurial Center Including the Small Business Development Center - [www.stcloudstate.edu/~tec](http://www.stcloudstate.edu/~tec)
- Minnesota Chair in Real Estate including the Minnesota Real Estate Research Center
- Minnesota Economic Development Center - [www.stcloudstate.edu/medc](http://www.stcloudstate.edu/medc)
- Reserve Officer Training Corps - [www.csbsju.edu/rotc](http://www.csbsju.edu/rotc)
- Social Science Research Institute
- Spatial Analysis Research Center - [www.stcloudstate.edu/sarc](http://www.stcloudstate.edu/sarc)
- Statistical Consulting Center - [lrs.stcloudstate.edu/about/ctus/statconsulting](http://lrs.stcloudstate.edu/about/ctus/statconsulting)

## SCSU Facilities and Properties

<b>Abbreviation</b>	<b>Building Name</b>	<b>Abbreviation</b>	<b>Building Name</b>
AS	Administrative Services	HoH	Holes Hall
AH	Alumni House	HuH	Husky Hub
AIC	American Indian Center	KVAC	Kiehle Visual Arts Center
AMC	Atwood Memorial Center	LH	Lawrence Hall
BTH	Benton Hall	MB	Maintenance Building
BS	Bookstore (in Centennial Hall)	MC	James W. Miller Learning Resources Center (Library)
BH	Brown Hall	MH	Mitchell Hall
BG	Buildings and Grounds	NHC	National Hockey Center
BB	Business Building (G.R. Herberger College of Business)	NOC	North Office Center
CRH	Carol Hall	NSP	NSP Building
CSH	Case Hall	PA	Performing Arts Center
CH	Centennial Hall	PSD	Public Safety Building
CWP	Chilled Water Plant	RGH	Richard Green House
CCS	Continuing Studies	SH	Ritsche Auditorium (Stewart Hall)
ECC	Engineering and Computing Center	R	Riverview Building
EH	Eastman Hall	WSB	Robert H. Wick Science Building
EB	Education Building	PSD	Public Safety Building
GC	Garvey Commons	SBH	Sherburne Hall
HaH	Halenbeck Hall	SMH	Shoemaker Hall
HH	Headley Hall	STH	Stearns Hall
HiHH	Health Center	SH	Stewart Hall (Ritsche Auditorium)
HP	Heating Plant	WC	Women's Center
HiH	Hill Hall	WH	Whitney House

# Section 7

## College Overviews

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Overview

# G.R. Herberger College of Business

College Office:  
124 Business Building  
Telephone: 320-308-3213  
Fax: 320-308-3986

E-mail: [mba@stcloudstate.edu](mailto:mba@stcloudstate.edu)  
Web site: [www.stcloudstate.edu/mba](http://www.stcloudstate.edu/mba)

**Dean:** Dr. Diana Lawson  
**Interim Associate Dean:** Dr. Dennis Bristow  
**MBA Director:** Dr. Michael Pesch

## Mission

The mission of the G.R. Herberger College of Business MBA program is to serve current and future leaders, managers and professionals by providing superior learning opportunities in business management. We are guided by our commitment to achieving excellence in teaching, engaging in research and the creation of new knowledge, partnering with alumni and the business community, meeting the unique needs of full-time and part-time students, valuing diversity among students, faculty and staff, and emphasizing the social and ethical responsibilities of business.

The G.R. Herberger College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and The International Association for Management Education.

## Master of Business Administration (MBA)

### Objectives

The Master of Business Administration (MBA) degree program offered by the G.R. Herberger College of Business is designed to prepare the student for a professional career in business administration.

1. A comprehension of business policy formulation and implementation.
2. An awareness of the influences of political, social, legal and regulatory, environmental, and technological issues in business.
3. A comprehension of the use of quantitative data and analytical techniques as they pertain to business administration.
4. A working knowledge of the functional areas in business.
5. The capability to communicate effectively, both orally and in writing.
6. An awareness of ethical, global, and cultural issues.

## Departments Offering Supporting Graduate Courses

- Accounting
- Business Computers and Information Systems
- Finance, Insurance and Real Estate
- Management
- Marketing and Business Law

# College of Education

College Office:  
A110 Education Building  
Telephone: 320-308-3023  
Fax: 320-308-4237

E-mail: [coe@stcloudstate.edu](mailto:coe@stcloudstate.edu)  
Web site: [www.stcloudstate.edu/coe](http://www.stcloudstate.edu/coe)

**Dean:** Dr. Kate Steffens

**Interim Associate Dean:** Dr. John Hoover

## College of Education Conceptual Framework

The College of Education, with a rich heritage of educator preparation, is committed to the preparation of high quality teachers, administrators, education scholars, and other school, community and business sector professionals.

To ensure continual emphasis on quality, the College of Education has adopted a conceptual framework for the preparation of educators, and this framework, Educator as Transformative Professional, guides all educator preparation programs within the college. Students seeking professional careers in education will be prepared to become transformative professional educators and will become performance capable in their specific discipline and in a number of other outcome areas. These outcome areas relate to the roles transformative educators will be expected to play in a continually changing educational environment and include possessing capabilities in content transformation, inclusive education, humanistic education, cultural transmissions and transformation, research, problem solving/decision making, reflective practice, taking of multiple perspectives, facilitating growth in the learner's knowledge base, and collaboration with others.

As students are prepared to become transformative professional educators, they will participate in designing their learning opportunities, will take responsibility for their own learning, and will continually work with faculty and peers to assess their progress toward becoming transformative educators. Assessment of progress and student learning needs will take place throughout the student's program, and will consist of both traditional and non-traditional forms of assessment, with ongoing self-assessment as a cornerstone of the process.

The preparation of transformative professionals for education careers is supported by an array of College programs and services designed to meet the needs of a continually expanding range of interests and needs among members of the communities served by the College of Education. College programs and activities are broad in scope, are interdisciplinary, are open to change, and are supported by a comprehensive knowledge base and conceptual framework. The broadened character and mission of the College are reflected in its programs with emphases in a wide array of human resources development and academic areas as indicated in the graduate degree programs listed below.

## Departments and Centers Offering

## Mission and Goals

The College of Education mission statement and goals provide overall guidance for program development and improvement. The mission of the College is as follows:

The College of Education prepares transformative professional educators; educators who are prepared to facilitate the transformation of learners into life-long learners, critical and creative thinkers, and effective citizens in a democratic society.

The goals of the College are to:

1. Facilitate in each student the development of perspectives, attitudes, learning strategies, sense of self-worth and productive habits of mind essential to higher order thinking, critical thinking and creative problem solving.
2. Facilitate in each student acquisition of the values, dispositions, and abilities necessary for the lifelong assimilation, integration, transformation and application of knowledge to life's opportunities and challenges, and to evolution of our free democratic society.
3. Prepare students within their respective disciplines and majors to become transformative professionals, able to continually transform themselves through knowledge, and able to facilitate attainment of goals one and two above in other learners.



## **Graduate Degree Programs**

### **Child and Family Studies**

Child and Family Studies: Early Childhood Special Education, M.S.  
Child and Family Studies: Early Education, M.S.  
Child and Family Studies: Family Studies, M.S.

### **Counselor Education and Educational Psychology**

College Counseling and Student Development, M.S.  
Rehabilitation Counseling, M.S.  
School Counseling, M.S.  
School Counseling Certificate

### **Educational Leadership and Community Psychology**

Applied Behavior Analysis, M.S.  
Chemical Dependency Certificate  
Community Counseling, M.S.  
Community Education, M.S.  
Educational Administration and Leadership, M.S., Specialist, 6th year  
Higher Education Administration, M.S.  
Marriage and Family Therapy, M.S.  
Marriage and Family Therapy Certificate

### **Health, Physical Education, Recreation and Sport Science**

Exercise Science, M.S.  
Physical Education, M.S.  
Sports Management, M.S.

### **Human Relations and Multicultural Education**

Social Responsibility, M.S.

### **Center for Information Media**

Educational Media, M.S.  
Information Technologies, M.S.  
Instructional Design and Training, M.S.  
Instructional Technology Certificate

### **Special Education**

Special Education, M.S.  
Special Education Certificates:  
    Learning Disabilities  
    Emotional/Behavioral Disorders  
    Developmental Disabilities  
    Physical/Health Disabilities

### **Teacher Development**

Curriculum and Instruction, M.S.

# College of Fine Arts and Humanities

College Office: E-mail: Not available  
111 Kiehl Visual Arts Center Web site: [www.stcloudstate.edu/cfah](http://www.stcloudstate.edu/cfah)  
Telephone: 320-308-3093  
Fax: 320-308-4716

**Dean:** Dr. Roland Specht-Jarvis  
**Associate Dean:** Dr. Suellen Rundquist

## Departments Offering Graduate Degree Programs

- Communication Sciences and Disorders, M.S.
- English, M.A. and M.S.
  - College Teaching, M.A.
  - Rhetoric and Applied Writing, M.A.
  - Teaching English as a Second Language, M.A.
- Mass Communications, M.S.
- Music
  - Conducting, M.M.
  - Music Education, M.M.
  - Piano Pedagogy, M.M.

## Departments Offering Supporting Graduate Courses

- Art
- Communication Studies
- Foreign Languages and Literature
- Philosophy
- Theatre, Film Studies and Dance

## Objectives

Graduate programs in the College of Fine Arts and Humanities serve various persons and needs: those preparing for professional careers in one of the arts; certified elementary, secondary, vocational or junior college teachers; graduate students preparing for a career in research and teaching on the university level; and college and university graduates who wish to continue their personal or professional development.

# College of Science and Engineering

College Office:  
145 Wick Science Building  
Telephone: 320-308-2192  
Fax: 320-308-4262

E-mail: [cose@stcloudstate.edu](mailto:cose@stcloudstate.edu)  
Web site: [www.stcloudstate.edu/cose](http://www.stcloudstate.edu/cose)

**Dean:** Dr. David DeGroot  
**Associate Dean:** Dr. Dale Williams

## Vision

Educating and preparing future professional and educational leaders in science, mathematics, engineering, and technology.

## Mission

The College of Science and Engineering is committed to providing an up to date, stimulating, and effective learning environment for all students through general education, pre-professional, undergraduate and graduate programs.

## Goals

- Programs within the college shall effectively prepare students for productive careers and for continued study at the graduate level.
- Departments will continue to improve the learning process through the use and assessment of a combination of formal and experiential modes of instruction, utilizing laboratory and fieldwork, undergraduate and graduate research, and internships.
- Departments will develop curricula that conform to or exceed accepted professional standards, and obtain and maintain accreditation where available.
- Departments will emphasize the interrelatedness of disciplines and seek to create within the student an appreciation of the global and diverse nature of contributions to science and engineering and an understanding of the unifying effect of the human intellect.
- Students will be expected to achieve an appropriate level of technical expertise in their field of studies, to understand and appreciate the underlying issues of their field and to understand the impact these issues have on human endeavors.
- Active collaborations with industry and other institutions of higher learning will be sought, to expand and enrich the learning opportunities for our students.
- To help achieve the above goals, the College shall foster an environment which encourages and supports faculty initiatives in improving teaching effectiveness, scholarly achievement, research, professional study, and contributions to students and to the community.

## Departments Offering Graduate Degree Programs

- Biology, M.A./M.S.
  - Cell and Molecular Biology, M.A.
  - Ecology and Natural Resources Biology, M.A.
- Computer Science, M.S.
- Electrical Engineering, M.S.
- Environmental and Technological Studies, M.S.
- Mathematics, M.S.
- Mechanical Engineering, M.S.
- Statistics, M.S.

## Departments Offering Supporting Graduate Courses

- Chemistry
- Computer Networking and Applications
- Earth and Atmospheric Sciences
- Nursing Science
- Physics, Astronomy and Engineering Science

# College of Social Sciences

College Office: E-mail: Not available  
101 Whitney House Web site: [www.stcloudstate.edu/coss](http://www.stcloudstate.edu/coss)  
Telephone: 320-308-4790  
Fax: 320-308-0919

**Interim Dean:** Dr. Sharon Cogdill  
**Interim Associate Dean:** Dr. Phil Godding

## Departments and Centers Offering Graduate Degree Programs

- Community Studies
  - Gerontology, M.S.
  - Gerontology Certificate
- Criminal Justice
  - Criminal Justice, M.S.
  - Public Safety Executive Leadership, M.S.
- Economics
  - Applied Economics, M.S.
- Economics and Political Science
  - Public and Nonprofit Institutions, M.S.
- Geography
  - Geography, M.S.
  - Geographic Information Science, M.S.
  - Tourism Planning and Development, M.S.
  - Geographic Information Science Certificate
- History
  - History, M.A., M.S.
  - Public History, M.A.
- Psychology
  - Industrial/Organizational Psychology
- Social Work
  - Master of Social Work, M.S.W.

## Departments, Centers and Programs Offering Supporting Graduate Courses

- Community Studies
- Ethnic Studies
- Sociology/Anthropology
- Women's Studies

## Objectives

The graduate programs and courses in the College of Social Sciences are designed to meet the needs of both full-time and part-time students, providing the skills and knowledge needed for professional advancement, further graduate study, or for enrichment of understanding. The focus of the College's programs is applied knowledge, preparing graduates to address the needs of the state, the region, and the nation.

Special resources and opportunities available to students in the College include: a diverse range of internship and practicum experiences, opportunities to participate in on-going research, state-of-the-art computer assisted telephone interviewing (CATI) and geographic information systems facilities. The following facilities provide support for graduate study: The Central Minnesota Historical Center, Minnesota Economic Development Center, the Social Science Research Institute, the Social Sciences Microcomputer Laboratory, the Center for Economic Education, the Spatial Analysis Research Center, the Archaeology Laboratory, and the Archaeological Computing Laboratory.

Section 8  
Graduate Programs



# Applied Behavior Analysis (CPSY)

This program is offered on-campus and is available for completion on-line.

## Accreditation Specific to the Program

- This program is accredited by the Association for Behavior Analysis
- Coursework is approved by the Behavior Analyst Certification Board

## Program Overview

This master of science program is designed for those students who desire advanced academic and professional training in behavior analysis. Students may specialize by taking electives in areas such as: autism spectrum disorders, developmental disabilities, behavior therapy, functional analysis, chemical dependency, or the experimental analysis of behavior.

## Employers

Graduates are prepared to find employment in a variety of agencies, private practice, or consulting. Job settings may include: behavior therapist in clinical settings, behavior support specialists in educational settings, behavioral medicine, intensive behavior therapy programs for children with autism, residential and vocational programs serving persons with developmental disabilities and persons with mental illness, and behavior analyst III/supervisor at regional Minnesota treatment centers.

Graduates may also elect to pursue doctoral training in fields such as experimental or applied analysis of behavior, professional scientific psychology, educational psychology, and school psychology.

## Admission Deadline Specific to the Program

- Fall semester, spring semester and summer sessions: March 1

## Length of Program — Measured by Semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- Distance student: six semesters taking six credits per semester.
- Students must apply and be accepted as either a distance student or an on-campus student.
- All students must complete a 600 clock-hour internship.

## Graduate Assistantship Overview

- Generally two graduate assistantship positions for on-campus students are available both fall and spring semesters.
- Graduate assistants assist faculty members with research projects and teaching activities.

## Degrees and Plans Offered

- Master of Science in Applied Behavior Analysis: Plan A (Thesis) 39 credits
- Master of Science in Applied Behavior Analysis: Plan B (Written Comprehensive Examination) 36 credits
- Course sequence for BACB (CPSY 630, 641, 634, 597, and either 530 or 633)

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the  
College of Education

A232 Education Building

**Phone:** 320.308.2160

**Fax:** 320.308.3216

**Department E-mail:** [elcp@stcloudstate.edu](mailto:elcp@stcloudstate.edu)

**Department Web site:**

[www.stcloudstate.edu/elcp](http://www.stcloudstate.edu/elcp)

**Department Graduate Handbook:**

<http://www.stcloudstate.edu/elcp/handbooks/distanceed/default.asp>

**Department Chairperson**

Dr. Niloufer Merchant

**Department Secretary**

Ms. Debra Buranen

**Graduate Coordinator**

Dr. Kim Schulze

**BACB Coordinator**

Dr. Eric Rudrud

**Graduate Faculty**

Daneshpour, Edrisinha, Jorgensen,  
Mason, M. Mayhew, Merchant,  
Mills-Novoa, Rapp, Rudrud, Schulze,  
Vesely

## Master of Science — Applied Behavior Analysis Plan A, 39 credits; Plan B, 36 credits

### Research courses

#### Plan A, 12 credit minimum; Plan B, 6 credit minimum

- CPSY 641. Single Case Design, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CPSY 699. Thesis (Plan A only), 6 credits

### Core courses

#### Plan A or B, 18 credit minimum

- CPSY 597. Practicum in Behavior Analysis, 3 credits
- CPSY 630. Advanced Applied Behavior Analysis, 3 credits
- CPSY 633. Behavior Therapy I, 3 credits
- CPSY 634. Behavioral Assessment, 3 credits
- CPSY 635. Behavior Therapy II, 3 credits
- CPSY 643. Social Bases of Behavior, 3 credits

### Internship course

#### 6 credit minimum

- CPSY 697. Supervised Internship in Behavior Analysis, 6 credits

### Electives

#### Plan A, 3 credit minimum; Plan B, 6 credit minimum

- CPSY 530. Seminar, 3 credits
- Plan B only: (electives are to be approved by adviser), 3 credits

### Internship/practicum experience

All students are required to complete a 600-hour clinical internship in an applied setting agreed upon by the student and the faculty advisor. Internship activities are under the direction of a faculty supervisor and an on-site supervisor. On-site supervision will be provided by a Licensed Psychologist (or equivalent) and or a BCBA certified behavior analyst or equivalent.

Students are required to obtain malpractice insurance during their internship. Information regarding malpractice insurance can be obtained from the American Psychological Association at [www.apa.org](http://www.apa.org) or the American Counseling Association at [www.counseling.org](http://www.counseling.org).



# Applied Economics Graduate Programs (ECON)

## The Profession

The Master of Science in Applied Economics prepares a student to work with private firms or governmental agencies in forecasting, market research, or policy analysis.

## Employers

Graduates of the Master of Science in Applied Economics program work with private consulting firms, and research departments in large corporations and banks. They do forecasting and market research, as well as financial planning analysis. Others have gone on to law school.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- Prior to taking core courses for the Master of Science in Applied Economics, students must have met the requirements for admission to the School of Graduate Studies at St. Cloud State University.
- Students should have completed the following prerequisites or equivalents:
  - ECON 405. Intermediate Macroeconomics, 3 credits
  - ECON 406. Intermediate Microeconomics, 3 credits
  - MATH 221. Calculus and Analytical Geometry I, 3 credits

## Length of Program - Measured by Semesters

- Part-time student: eight semesters.
- Full-time student: four semesters.
- The program has been designed to accommodate both part-time and full-time students.
- Most courses are offered in the evening to accommodate working students.

## Graduate Assistantship Overview

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants in the Department of Economics generally provide research assistance to professors, and help somewhat with grading. They also have the chance to work on research or consulting projects with professors and through the Minnesota Economic Development Center.

## Degrees and Plans Offered

- The Five-Year BA/MS Track in Economics
- Master of Science: Plan A (Thesis) at 36 credits
- Master of Science: Plan B (Starred Paper) at 36 credits
- Master of Science: Plan C (Professional Portfolio) at 36 credits
- Each plan requires a preliminary oral and a final oral examination.
- The preliminary and final examination cannot be held during the same semester.

## Master of Science - Applied Economics

The Master of Science in Applied Economics is a two-year program requiring a core of 21 credits, nine credits of electives, and either a thesis (Plan A), starred paper (Plan B), or professional portfolio.

Offered through the  
Department of Economics  
in the College of Social  
Sciences

386 Stewart Hall

**Phone:** 320.308.2227

**Fax:** 320.308.2228

**E-mail:** economics@stcloudstate.edu

**Web:** www.stcloudstate.edu/economics

### Department Chairperson

Dr. King Banaian

### Program Assistant

Miss Melanie Swan

### Director of Applied Economics

#### Graduate Program

Dr. Mary Edwards

#### Graduate Faculty

Banaian, Bodvarsson, Edwards,  
Gallagher, Grossman, Hampton,  
Hughes, Kang, Komai, Larkin, Lo, Luitel,  
Luksetich, MacDonald, Moghaddam,  
Ratha, Rebeck



## **Plan A, Plan B or Plan C, 36 credits**

### **Core courses**

#### **Plan A, Plan B, or Plan C, 21 credits**

- ECON 586. Mathematical Economics, 3 credit
- ECON 605. Macroeconomic Theory, 3 credits
- ECON 606. Microeconomics Theory, 3 credits
- ECON 615. Econometrics, 3 credits
- ECON 670. Business Cycles and Forecasting, 3 credits
- ECON 677. Managerial Economics, 3 credits
- ECON 687. Advanced Topics in Economic Modeling, 3 credits

#### **Plan requirement - 6 credits**

- ECON 699. Thesis, 6 credits (Plan A only)
- ECON 630. Seminar, 3 credits (Plan B only)
- ECON 697. Starred Paper, 3 credits (Plan B only)
- ECON 644. Internship, 6 credits (Plan C only)

### **Elective courses**

#### **Plan A, Plan B, or Plan C, 9 credits**

- ECON 542. Law and Economics, 3 credits
- ECON 551. Resource and Environmental Economics, 3 credits
- ECON 560. Public Finance, 3 credits
- ECON 561. Public Economics: State and Local, 3 credits
- ECON 565. Urban and Regional Economics, 3 credits
- ECON 571. Money and Banking, 3 credits
- ECON 572. Industrial Organization and Public Policy, 3 credits
- ECON 573. Labor Economics, 3 credits
- ECON 574. International Economics, 3 credits
- ECON 578. History of Economic Thought, 3 credits
- ECON 630. Seminar in Economic Education, 1-3 credits
- ECON 632. Research Methodology, 3 credits
- MGMT 550. Employee Selection, 3 credits
- MGMT 551. Employee and Labor Relations, 3 credits
- MGMT 567. Organization Theory, 3 credits
- FIRE 571. Corporate Financial Policies, 3 credits
- FIRE 572. Financial Institutions, 3 credits
- FIRE 573. International Finance, 3 credits
- FIRE 574. Security Analysis, 3 credits
- MBA 625. Advanced Marketing Information and Research, 3 credits

## **The Five-Year BA/MS Track in Economics**

The Five-Year B.A./M.S. track is an accelerated, rigorous program option available to undergraduates who maintain a 3.3 GPA and who show the ability and discipline necessary to successfully complete an accelerated combination undergraduate and graduate program in economics. The track allows a student to receive the Bachelor of Arts in Economics and the Master of Science in Applied Economics in five years. Students are usually admitted to this track during their sophomore year and are granted early conditional admission to graduate school upon completion of a special undergraduate core program. This special undergraduate core is more rigorous than the traditional undergraduate core. Students are allowed to take 500-level and 600-level courses prior to graduation and count some or all of these credits towards the B.A. degree. However, students may opt out early with a B.A. provided that certain course requirements are satisfied.

In addition to the accelerated timetable, the five-year track differs from the stand alone BA track in the following ways:

1. Students in the five-year track may double count certain 500-level economics courses for either graduate or undergraduate credit. Students will be expected to enroll in these courses during their senior year.
2. Students may enroll in the thesis, starred paper, or internship tracks between their fourth and fifth years. They will be encouraged to begin work on their projects during the summer between their fourth and fifth years.
3. Students may complete the BA in Economics and MS in Applied Economics with 13 fewer required semester credits than if they chose to take the BA and MS through the traditional tracks. This reduction in required credits is made possible by allowing students to double count 12 credits of 400/500 level courses, including two courses which are core requirements for the graduate degree (ECON 586 and ECON 687), three fewer credits of free university electives, and three fewer economics electives

Students interested in the five-year track are encouraged to begin preparations for early admission to graduate school as soon as possible, preferably during the sophomore year. Students will be granted early conditional admission to the M.S. in Applied Economics upon successful completion of the following requirements:

- An undergraduate core (26 credits) consisting of ECON 205, 206, 405, 406, 481, MATH 115, MATH 221, BCIS 240 or STAT 219.
- A B or better in each of ECON 405, 406, 586 and 687 (note: ECON 586 and 687 are two of the courses students are allowed to double count. Students must obtain approval from the graduate dean to take these courses to ensure double counting.)

In addition to the undergraduate core above, students will be required to complete a 24-credit graduate core, various elective requirements and plan requirements. The requirements for each plan are listed below:

### **The Five-Year Track**

**Core: Plan A, Plan B or Plan C**

#### **24 credits**

- ECON 586. Mathematical Economics, 3 credits
- ECON 605. Macroeconomic Theory, 3 credits
- ECON 606. Microeconomic Theory, 3 credits
- ECON 615. Econometrics, 3 credits
- ECON 670. Business Cycles and Forecasting, 3 credits
- ECON 677. Managerial Economics, 3 credits
- ECON 687. Advanced Topics in Economic Modeling, 3 credits
- FIRE 571. Corporate Financial Policies, 3 credits

#### **Plan Requirement - 6 credits**

- ECON 699. Thesis, 6 credits (Plan A – thesis only)
- ECON 630. Seminar, 3 credits (Plan B – starred paper only)
- ECON 697. Starred Paper, 3 credits (Plan B only)
- ECON 644. Internship, 6 credits (Plan C – internship only)

#### **Electives courses - 21 credits**

##### **Choose 6 credits**

- Any two of the following, which will be double counted for undergraduate and graduate credit: ECON 561, 565, 572, 574; FIRE 571, 574; MGMT 550, 567.
- These courses must be completed before the BA can be conferred and would double count toward undergraduate and graduate credits (they are transferred onto the graduate transcript following completion of the BA).

##### **Choose 15 credits**

- Any other five 300-level or 400-level courses offered by the Economics department.
- These may not count towards graduate credit.
- Students in the five-year track will be conferred the BA in economics upon completion of their undergraduate core, ECON 586, ECON 687 and the electives listed above.

Five-year students are eligible for graduate assistantship funding after completion of the bachelor of arts degree.



# Applied Statistics Graduate Program (STAT)

***This program is currently not accepting applications.***

Offered through the  
Department of Statistics and  
Computer Networking  
in the College of Science and  
Engineering

139 Engineering and Computer Center

**Phone:** 320.308.6169

**Fax:** 320.308.4269

**E-mail:** [statistics@stcloudstate.edu](mailto:statistics@stcloudstate.edu)

**Web site:** [http://www.stcloudstate.edu/  
statistics](http://www.stcloudstate.edu/statistics)

## **Department Chairperson**

Dr. David Robinson

## **Department Secretary**

Ms. Linda Fuchs

## **Graduate Coordinator**

Dr. David Robinson

## **Graduate Faculty**

Ghosh, Li, Mowe, Olagunju, Onyiah,  
Robinson, Rysavy, Singh

## **The Profession**

This program will provide students the opportunity to learn how to manage data, design and analyze experiments and surveys, apply state-of-the-art statistical software and techniques to information from today's technologically based industries. Graduates of the program will be qualified to work and apply their knowledge in settings for which data analysis and interpretation is an integral component.

## **Employers**

The world is becoming more technological and quantitatively based. Many professions depend on data and conclusions grounded in the data. The potential information carried by data means that the profession of applied statistician is becoming more vital and relevant in a wide variety of contexts. Here is a list of settings in which applied statisticians play an important role: agriculture, animal health, astronomy, bioinformatics, biostatistics, census, chemistry, clinical trials, computer science, consulting, ecology, economics, education, engineering, environment, epidemiology, finance, forestry, genetics, geography, government regulation, government surveys, history, industry, insurance, law, manufacturing, market research, medicine, national defense, pharmacology, physics, population research, psychology, public health, quality improvement, reliability, risk assessment, sociology, space science, sports, social science, statistical computing, surveys and writing. (Source: American Statistical Association Web site: <http://amstat.org/careers/cops/index.html> )

## **Admission Requirements Specific to the Program:**

- An applicant for this degree must have completed the equivalent of an undergraduate degree with a GPA of 2.75 or better (or equivalent qualification).
- Must achieve a GRE score of 1000 or better.
- Fully qualified applicants for this degree must have completed the equivalent of the following undergraduate courses: STAT 229, STAT 321, MATH 221, MATH 222, MATH 321
- Applicants deficient in one or more of these courses will be conditionally accepted, subject to satisfactory completion of these requirements.

## **Length of Program — Measured by Semesters**

- Part-time student: five to six semesters taking six credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- The program has been designed to accommodate both part-time and full-time students.

## **Graduate Assistantship Overview**

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- First-year graduate assistants provide support for undergraduate students enrolled in STAT 193 through grading, tutoring, and mentoring students.
- Second-year graduate assistants assist with STAT 193 through leading problem/discussion sessions and providing some lectures.

## **Degree and Plan Offered**

- Master of Science: Plan A (Thesis) 33 credits

## Master of Science — Applied Statistics

The Master of Science in Applied Statistics program will provide advanced instruction and training for its graduate students, emphasizing the practical aspects of statistical work to meet the needs of regional, state, national and international industries and economies. Graduates of this program will have the ability and knowledge to:

- Work for industries nationwide needing master's degree expertise, especially industries in Minnesota such as 3M, Medtronic, Mayo Clinic, banking and mortgage, government agencies like IRS and Census Bureau, businesses, or insurance companies.
- Advance in a career already begun by gaining further training in applied statistics.
- Apply statistical skills in industry.
- Pursue doctoral work, if they wish, in statistics, applied statistics, or biostatistics.
- Understand statistical terminology in a wide variety of contexts, and interpret it for a non-statistician.
- Apply sound statistical principles for analyzing data.
- Use advanced statistical techniques in areas such as survival analysis, generalized linear models, regression and analysis of variance, and advanced probability.
- Carry out original research in an applied statistical area and write the results of that research in a coherent and technically-correct manner.
- Communicate well with people in a wide variety of statistical contexts.
- Demonstrate leadership and service in their chosen careers.

### Plan A, 33 credits - Research course

STAT 699. Thesis, 6 credits

### Core courses - 27 credit minimum

STAT 518. Advanced SAS Programming, 3 credits

STAT 521. Regression and Analysis of Variance, 3 credits

STAT 552. Computational Statistical Data Analysis, 3 credits

STAT 617. Statistical Theory, 3 credits

STAT 618. Survival Analysis, 3 credits

STAT 619. Generalized Linear Models, 3 credits

STAT 649. Statistical Consulting, 2 credits

STAT 650. Statistics Seminar, 1 credit

### Choose one course

STAT 524. Statistical Designs for Process Improvement

STAT 530. Multivariate Statistical Methods, 3 credits

STAT 536. Applied Categorical Data Analysis, 3 credits

### Choose one course

STAT 620. Bayesian Data Analysis, 3 credits

STAT 621. Design and Analysis of Experiments, 3 credits

### Internship/Practicum

Statistical consulting is the practicum required in this program. Students do consulting with faculty and students from other departments who are engaged in research. This practical experience is extremely valuable preparation for work as an applied statistician.

### Available Facilities

Students in the applied statistics graduate program have access to a network of PCs running Windows XP, with SAS, SPSS, S-Plus, Minitab, Maple, Matlab, and a variety of other well known software packages. These facilities are considered state-of-the-art in terms of computing power and software availability.

# Biological Sciences Graduate Programs (BIOL)

## Offered through the Department of Biological Sciences in the College of Science and Engineering

262 Robert H. Wick Science Building

**Phone:** 320.308.2039

**Fax:** 320.308.4166

### **Department Chairperson**

Dr. Timothy Schuh

### **Department Secretaries**

Ms. Barbara Kjellberg,

Ms. Betty Lommel

Ms. Mary McKenzie

### **Graduate Coordinator**

Dr. Marco Restani

### **Graduate Faculty**

Arriagada, Cook, Cronn, Gazal,  
Hauslein, Julius, Kvaal, Lewis,  
Marcattilio, Meerschaert, Minger,  
Restani, Schoenfuss, Schrank,  
Simpson, Tubbiola, Turner, Voelz,  
Williams

## **Program Overview**

The graduate program in biology offers the following tracks:

- Master of Arts in Ecology and Natural Resources Biology at 36 credits
- Master of Science in Ecology and Natural Resources Biology at 30 credits
- Master of Arts in Cell and Molecular Biology at 32 credits
- Master of Science in Cell and Molecular Biology at 32 credits

Programs within the department of Biological Sciences are designed to provide a stepping stone into teaching and research positions, medical product sales, professional careers as medical doctors, and environmental specialists. The objectives of the program are to provide the student with in-depth knowledge in a chosen area of biology, while also gaining a breadth of knowledge in related disciplines. Practical experiences and communication are also emphasized.

## **Admission Requirements Specific to the Programs**

- Applicants to the ecology and natural resources track should have earned a minimum of 32 undergraduate credits in chemistry before gaining admission to this program.
- Applicants to the cell and molecular biology track should have earned a minimum of 32 undergraduate credits in biology and eight credits in chemistry before gaining admission to this program.
- All prospective students need to contact the coordinator of the biology graduate program to establish an adviser when seeking admission. Please discuss your interests with the department before applying. Contact the biology program graduate coordinator by telephone or via E-mail. This is part of the application process for the biology graduate program and will delay the application process if not completed. This step is necessary to ensure that SCSU has faculty with areas of expertise that match those of the students.
- In some cases it may be necessary for the student to complete additional prerequisite undergraduate work.

## **Faculty Specializations**

Students will develop a graduate program of study with their faculty adviser the first semester enrolled in the program. Faculty advisers include:

### **Biological Sciences: Ecology and Natural Resources**

Dr. Jorge Arriagada—plant systematics

Dr. William Cook —community ecology

Dr. Matthew Julius—aquatic and evolutionary ecology

Dr. Anthony Marcattilio— behavioral ecology

Dr. Marco Restani—wildlife ecology

Dr. Sandra Turner—community, ecosystem and landscape ecology

Dr. Neal Voelz—aquatic ecology

Dr. Steve Williams—fish biology

### **Biological Sciences: Cell and Molecular Biology**

Dr. John Cronn-microbiology

Dr. Oladele Gazal-reproductive endocrinology

Dr. Christopher Kvaal-molecular biology

Dr. JoAnn Meerschaert-cell biology

Dr. Heiko Schoenfuss-evolutionary morphology

Dr. Gordon Schrank-general and medical microbiology

Dr. Tim Schuh-developmental biology

Dr. Maureen Tubbiola-mammalian physiology

### **Length of Program - Measured by Semesters**

- The program has been designed to accommodate both part-time and full-time students.
- Full-time student: four semesters taking nine to twelve credits per semester.
- Part-time student: five to six semesters taking six credits per semester.
- Completion of the graduate programs in ecology and natural resources or in cell and molecular biology requires attendance in daytime courses; some required courses may be offered in the evening or summer term.

### **Graduate Assistantship Overview**

- Seven graduate teaching assistantships are generally sponsored each year, and are available both fall and spring semesters.

### **Master of Science-Biological Sciences Ecology and Natural Resources (ENR)**

#### **Plan A: Thesis at 30 credits**

The ecology and natural resources program is designed for students with a background and interest in ecology, limnology, and population biology. Students should contact the Department of Biological Sciences and arrangements will be made to talk with a prospective faculty adviser. Each application is reviewed and admission to the program is based on: previous course work, experience, GPA, GRE scores, and recommendation forms.

- Timely design of research should allow a full time student to complete the program in two years. Part time attendance will necessarily increase enrollment time. Students should plan to spend the summer between the first and second year conducting research.
- Three graduate level courses with companion field technique courses are at the heart of this program. All students will enroll in Current Trends in Ecology (BIOL 632) and Advanced Ecological Techniques (BIOL 633) the first spring semester after acceptance to the program.
- Students will select one of the other two topics and field experience courses. Additionally, students will gain experience in developing and writing a research project grant proposal (BIOL 628), presenting current advances in research to faculty and students (BIOL 630) as well as data analysis and manuscript/thesis preparation (BIOL 652).

#### **Biological sciences courses - 19 credits**

- BIOL 628. Research Design, 2 credits
- BIOL 630. Seminar, 1 credits
- BIOL 632. Current Trends in Ecology, 3 credits
- BIOL 633. Advanced Ecological Techniques, 2 credits
- BIOL 650. Biological Research, 3 credits
- BIOL 652. Data Analysis and Manuscript. Thesis Preparation, 2 credits
- BIOL 699. Thesis, 6 credits

#### **Choose one sequence - 5 credits**

- BIOL 634. Current Trends in Population Biology, 3 credits AND
- BIOL 635. Advanced Techniques in Population Biology, 2 credits

#### **OR**

- BIOL 636. Current Trends in Limnology, 3 credits AND
- BIOL 637. Advanced Techniques in Limnology, 2 credits

#### **Biological sciences elective courses - 6 credits**

Choose 6 credits of additional coursework at the 500- or 600-level as approved by the graduate adviser.

### **Master of Arts — Biological Sciences Ecology and Natural Resources (ENR) Plan B: Non-Thesis at 36 credits**

The ecology and natural resources program is designed for students with a background and interest in ecology, limnology, and population biology. Students should contact the Department of Biological Sciences and arrangements will be made to talk with a prospective faculty adviser. Each application is reviewed and admission to the program is based on: previous course work, experience, GPA, GRE scores, and recommendation forms.

- Timely design of research should allow a full time student to complete the program in two years. Part time attendance will necessarily increase enrollment time. Students should plan to spend the summer between the first and second year conducting research.
- Three graduate level courses with companion field technique courses are at the heart of this program. All students will enroll in Current Trends in Ecology (BIOL 632) and Advanced Ecological Techniques (BIOL 633) the first spring semester after acceptance to the program.
- Students will select one of the other two topics and field experience courses. Additionally, students will gain experience in developing and writing a research project grant proposal (BIOL 628), presenting current advances in research to faculty and students (BIOL 630) as well as data analysis and manuscript/thesis preparation (BIOL 652).

#### **Biological sciences courses - 24 credits**

- BIOL 628. Research Design, 2 credits
- BIOL 630. Seminar, 1 credit
- BIOL 632. Current Trends in Ecology, 3 credits
- BIOL 633. Advanced Ecological Techniques, 2 credits
- BIOL 650. Biological Research, 3 credits
- BIOL 652. Data Analysis and Manuscript. Thesis Preparation, 2 credits
- BIOL 630. Seminar, 1 credit (Repeated)
- BIOL 634. Current Trends in Population Biology, 3 credits
- BIOL 635. Advanced Techniques in Population Biology, 2 credits

BIOL 636. Current Trends in Limnology, 3 credits  
BIOL 637. Advanced Techniques in Limnology, 2 credits

**Biological sciences elective courses - 12 credits**

Choose 12 credits of additional coursework at the 500- or 600-level as approved by the graduate adviser.

**Master of Science — Biological Sciences  
Cell and Molecular Biology (CMB)**

**Plan A: Thesis at 32 credits**

- The CMB option is designed for students interested in careers as a biotechnologist or geneticist. The degree may be useful for those interested in teaching at the community college level.
- Students must complete a broad selection of courses and a final department written examination. This plan is designed for either full-time or part-time students.

**Biological sciences courses - 12 credits**

BIOL 628. Research Design, 2 credits  
BIOL 630. Seminar, 2 credits  
BIOL 652. Data Analysis & Manuscript/Thesis Preparation, 2 credits  
BIOL 699. Thesis, 6 credit

**Core courses - Choose 6 credits**

BIOL 668. Advanced Topics in Microbiology, 2 credits  
BIOL670. Advanced Topics in Genetics, 2 credits  
BIOL 672. Advanced Topics in Physiology, 2 credits  
BIOL 674. Advanced Topics in Cell and Development, 2 credits

**Biological sciences electives - 14 credits**

Choose 14 credits of electives in biological sciences or related field as approved by the graduate adviser.

**Final oral thesis defense**

A final oral thesis defense is required of students in the CMB thesis track.

**Master of Arts — Biological Sciences  
Cell and Molecular Biology (CMB)  
Plan B: Non- Thesis at 38 credits**

**Cell and Molecular Biology**

- The CMB option is designed for students interested in careers as a biotechnologist or geneticist. The degree may be useful for those interested in teaching at the community college level.
- Students must complete a broad selection of courses and a final department written examination. This plan is designed for either full-time or part-time students.

**Biological sciences courses - 12 credits**

BIOL 628. Research Design, 2 credits  
BIOL 630. Seminar, 2 credits  
BIOL 652. Data Analysis and Manuscript/Thesis Preparation, 2 credits  
BIOL 666. Cell and Molecular Biology Lab 1, 3 credits  
BIOL 680. Cell and Molecular Biology Lab 2, 3 credits  
(BIOL 650 can substitute for BIOL 666 or 680)

**Core courses - 8 credits**

BIOL 668. Advanced Topics in Microbiology, 2 credits  
BIOL670. Advanced Topics in Genetics, 2 credits  
BIOL 672. Advanced Topics in Physiology, 2 credits  
BIOL 674. Advanced Topics in Cell and Development, 2 credits  
BIOL 678. Graduate Teaching Practicum, 2 credits

**Biological sciences electives - 18 credits**

Choose 18 credits of electives in biological sciences or related field as approved by the graduate adviser.

The student must also have satisfactory complete a written comprehensive examination related to topics presented in advanced courses.

# Child and Family Studies Graduate Programs (CFS)

## Child and Family Studies Degree Options Offered

- Master of Science in Child and Family Studies: Early Childhood Special Education
- Master of Science in Child and Family Studies: Family Studies
- Master of Sciences in Child and Family Studies: Early Education  
(The above master of science degrees offer the student the option of Plan A (Thesis) at 32 credits or Plan B (Starred Paper) at 36 credits)
- Fifth-Year Certificate: Child and Family Studies
- Graduate Teacher Licensure available in Early Childhood Special Education, and Parent Education

## Length of M.S. program — measured by semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- The CFS program is designed for both full-time and part-time students. Most courses are offering in the evening with a limited offering of weekend classes and ITV classes.
- The graduate summer school offerings typically include courses applicable to teaching licensure and professional development. During the academic school year licensure courses are scheduled on weekends and evenings.

## Graduate Assistantship Overview

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants are involved in research, occasional teaching, provide administrative support, and help with advising, publicity, and computer work.

## Master of Science — Child and Family Studies: Early Childhood Special Education

Early childhood special education is a degree that has been jointly developed with the special education department. This degree is for persons who would like to assume teaching positions in programs for young children who have disabilities or in programs working with parents of children with disabilities.

**Plan A, students complete thesis: 32 credits**

**Plan B, students complete starred papers: 36 credits**

### Research courses

**Plan A, 6-9 credits; Plan B, 3-9 credits**

- ED 615. Introduction to Research, 3 credits
- CFS 621. Research Methods: Child/Family, 3 credits
- CFS 622. Advanced Studies of Parents and Families, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CFS 699. Thesis (Plan A only), 6 credits

### Core courses

**Plan A, 18 credits; Plan B, 21 credits**

- CFS 505. Selected Topics in Child and Family, 1-4 credits
- CFS 506. Early Literacy in Inclusionary Settings, 3 credits
- CFS 513. Guidance of Young Children, 3 credits
- CFS 515. Foundations of Parent/Family Education, 3 credits
- CFS 521. Development of Young Children, 3 credits
- CFS 522. Families: Theories and Strategies, 3 credits

Offered through the  
Department of Child and  
Family Studies in the College  
of Education

B109 Education Building

**Phone:** 320.308.2132

**Fax:** 320.308.0908

**E-mail:** [cfs@stcloudstate.edu](mailto:cfs@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/cfs/](http://www.stcloudstate.edu/cfs/)

### Department Chairperson

Dr. Glen Palm

### Department Secretary

Ms. Kelli Schreiner

### Graduate Coordinator

Dr. Glen Palm

### Graduate Faculty

Gilman, Minnema, Ofstedal, Own, Palm,  
Zarghami

### Specific Track Advisers

Early Childhood Special Education

Dr. Cheri Gilman

Dr. Jane Minnema

Family Studies

Dr. Glen Palm

Early Education

Dr. Glen Palm



- CFS 560. Student Teaching: Prekindergarten, 1-4 credits  
 CFS 605. Issues and Topics in Early Childhood, 1-4 credits  
 CFS 608. Developmental Screening and Assessment, 3 credits  
 CFS 611. Foundations of Early Education, 3 credits  
 CFS 623. Analysis of Early Education, 3 credits  
 CFS 625. Methods of Parent/Family Education, 2 credits  
 CFS 626. Working with Families with Special Circumstances, 2 credits  
 CFS 627. Home Visiting, 2 credits  
 CFS 631. Development of Infants and Toddlers, 3 credits  
 CFS 632. Analysis of Families with Children with Disabilities, 3 credits  
 CFS 633. Methods: Young Children with Disabilities, 3 credits  
 CFS 635. Parenthood and Adult Development, 2 credits  
 CFS 636. Fathers in Parent Education, 2 credits  
 CFS 643. Methods: Infants and Toddlers with Disabilities, 3 credits  
 CFS 645. Working with Parents in Group, 2 credits  
 CFS 653. Methods: EC Methods: Reading, Math, Science, 3 credits  
 CFS 661. Practicum in Development of Young Children, 1 credit

#### **Special needs specialization block courses**

##### **Plan A, 8 credits; Plan B, 12 credits**

- SPED 503. Foundations I, 3 credits  
 SPED 505. Classroom and Behavior Management, 3 credits  
 SPED 647. Developmental Disabilities: Methods, 3 credits  
 ED 620. Characteristics of Students with Physical, Health and Developmental Disabilities, 3 credits  
 CFS 680. ECSE Infant /Toddler Student Teaching, 2 credits  
 CFS 681. ECSE Preschool Student Teaching, 2 credits  
 CFS 682. ECSE K-Primary Student Teaching, 2 credits

Additional courses may be needed for teaching licensure, contact your adviser.

**NOTE:** A minimum of half of a graduate program's credits must be at the 600 level.

## **Master of Science — Child and Family Studies: Family Studies**

Family studies is a degree for early childhood family education teachers and other graduate students seeking a family emphasis.

**Plan A, students complete thesis: 32 credits**

**Plan B, students complete starred papers: 36 credits**

#### **Research courses**

##### **Plan A, 6-9 credits; Plan B, 3-9 credits**

- ED 615. Introduction to Research, 3 credits  
 CEEP 678. Introduction to Graduate Statistics, 3 credits  
 CFS 621. Research Methods: Child/Family, 3 credits  
 CFS 622. Advanced Studies of Parents and Families, 3 credits  
 CFS 699. Thesis (Plan A only), 6 credits  
 Choose from equivalent courses with the adviser's approval.

#### **Core courses**

##### **Plan A, 18 credits; Plan B, 21 credits**

- CFS 505. Selected Topics in Child and Family, 1-4 credits  
 CFS 515. Foundations of Parent/Family Education, 3 credits  
 CFS 521. Development of Young Children, 3 credits  
 CFS 522. Families: Theories and Strategies, 3 credits  
 CFS 605. Issues and Topics in Early Childhood, 1-4 credits  
 CFS 625. Parent Education Methods, 2 credits  
 CFS 631. Development of Infants and Toddlers, 3 credits  
 CFS 635. Parenthood and Adult Development, 2 credits  
 CFS 645. Working with Parents in Group, 2 credits  
 CFS 661. Practicum in Development of Young Children, 1 credit  
 CFS 665. Parent Education Methods Practicum, 1 credit  
 CFS 666. Parent Education Group Practicum, 1 credit  
 CFS 675. Parent Education Student Teaching, 3 credits

#### **Family studies specialization block**

##### **Plan A, 8 credits; Plan B, 12 credits**

- CFS 626. Working with Families with Special Circumstances, 2 credits  
 CFS 627. Home Visiting, 2 credits  
 CFS 632. Analysis of Families with Children with Disabilities, 3 credits  
 CFS 636. Fathers in Parent Education, 2 credits  
 CFS 646. Adv. Group Skills in Parent Ed., 2 credits  
 CFS 654. Parent Education with Parents of 5-10 year olds, 2 credits  
 CFS 655. Parent Education with Parents of 10-15 year olds, 2 credits

Additional courses may be used for this block with permission of the adviser. Additional courses may be needed for teaching licensure, contact your adviser.

**NOTE:** A minimum of half of a graduate program's credits must be at the 600 level.

## Master of Science — Child and Family Studies: Early Education

Early education is a degree that is primarily for those persons who would like to gain advanced knowledge and skills about curriculum, methods and materials, and teaching/learning styles specifically pertaining to young children.

**Plan A, Students complete a thesis: 32 credits**

**Plan B, Students complete a starred papers: 36 credits**

### Research courses

**Plan A, 6-9 credits; Plan B, 3-9 credits**

Choose from the following courses or equivalent with adviser's approval:

- ED 615. Introduction to Research, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CFS 621. Research Methods: Child/Family, 3 credits
- CFS 699. Thesis (Plan A only), 6 credits

### Core courses

**Plan A, 18 credits; Plan B, 21 credits**

- CFS 513. Guidance of Young Children, 3 credits
- CFS 521. Development of Young Children, 3 credits
- CFS 522. Families: Theories and Strategies, 3 credits
- CFS 560. Student Teaching: Prekindergarten, 1-4 credits
- CFS 611. Foundations of Early Education, 3 credits
- CFS 623. Analysis of Early Education, 3 credits
- CFS 626. Working with Families with Special Circumstances, 2 credits
- CFS 627. Home Visiting, 2 credits
- CFS 633. Methods: Young Children with Disabilities, 3 credits
- CFS 636. Fathers in Parent Education, 2 credits
- CFS 653. Early Childhood Methods: Reading, Math, Science (5-8 years), 3 credits
- CFS 661. Practicum in Development of Young Children, 1 credit

### Early education specialization block

**Plan A, 8 credits; Plan B, 12 credits**

- CFS 506. Early Literacy in Inclusionary Settings, 3 credits
- CFS 515. Foundations of Parent/Family Education, 3 credits
- CFS 625. Methods of Parent/Family Education, 2 credits
- CFS 635. Parenthood and Adult Development, 2 credits
- CFS 643. Methods: Infants and Toddlers with Disabilities, 3 credits
- CFS 645. Working with Parents in Group, 2 credits
- CFS 653. Methods: EC Methods: Reading, Math, Science, 3 credits
- CDS 560. Language Development, 3 credits

Additional courses may be needed for teaching licensure, contact the adviser.

**NOTE:** A minimum of half of a graduate program's credits must be at the 600 level.

## Fifth-Year Certificate Program — Child and Family Studies

Students who wish to pursue a teacher licensure program in CFS at the graduate level but who do not wish to pursue a master's degree, should apply to the School of Graduate Studies for admission to the CFS fifth-year program.

After admission to the fifth-year program, the department will review your previous course work and experience to determine which licensure requirements you may already have met. When this departmental review is complete, you will complete a licensure plan of study. A GPA of 2.75 or higher must be maintained for successful completion of the fifth-year certificate program.

## Graduate Teacher Licensure

Courses are available that lead to eligibility for licensure in early childhood special education and parent education. It is possible to combine course work and to receive more than one license. It is the students' responsibility to consult with the child and family studies department and state licensing agencies for current licensing requirements.

Students who wish to pursue licensure but who do not intend to complete a master's degree must complete an application to the School of Graduate Studies for the fifth-year program. Students seeking admission to the fifth-year certificate program should follow the application procedures listed in the graduate bulletin.

## Early Childhood Special Education Licensure

### Foundations

- CFS 611. Foundations of Early Education, 3 credits

### Development

- CFS 521. Development of Young Children, 3 credits
- CFS 631. Development of Infants and Toddlers, 3 credits
- CDS 560. Language Development, 3 credits

### Methods

- CFS 633. Methods: Young Children with Disabilities, 3 credits
- CFS 643. Infants and Toddlers with Disabilities, 3 credits

### Family

- CFS 632. Analysis of Families with Children with Disabilities, 3 credits

**NOTE:** Students must also meet other state requirements for teachers, as needed, based on their undergraduate degree and experience. Licensure students will also have to complete Human Relations and Drug Education requirements and pass the appropriate PRAXIS exams to be recommended for licensure.

### **Special Needs**

- CFS 608. Developmental Screening and Assessment, 3 credit
- SPED 505. Behavior Theories and Practices in Special Education, 3 credits
- SPED 520. Characteristics of Students with Physical, Health and Developmental Disabilities, 3 credits

### **Student Teaching**

- CFS 680. Infant/Toddler Student Teaching, 2-4 credits
- CFS 681. Preschool Student Teaching, 2-4 credits
- CFS 682. K-Primary Student Teaching, 2 credits

## **Parent Education Graduate Teacher Licensure**

### **Child Development**

- CFS 521. Development of Young Child, 3 credits
- CFS 631. Development of Infants/Toddlers, 3 credits

### **Family Development**

- CFS 515. Foundations of Parent/Family Education, 3 credits
- CFS 522. Families: Theories and Strategies, 3 credits

### **Parent Education Methods**

- CFS 625. Parent Education Methods, 2 credits
- CFS 665. Parent Education Methods Practicum, 1 credit
- CFS 635. Parenthood and Adult Development, 2 credits
- CFS 645. Working with Parents in Groups, 2 credits
- CFS 666. Parent Education Group Practicum, 1 credit

### **Parent Education Electives**

#### **6 credits**

Previous course work in education, child psychology or family studies may be accepted to meet this licensure requirement. Consult with the advisor to determine which courses can be counted as electives.

- CFS 626. Working with Families in Special Circumstances, 2 credits
- CFS 627. Home Visiting, 2 credits
- CFS 632. Analysis of Families with Children with Disabilities, 2 credits
- CFS 636. Fathers in Parent Education, 2 credits
- CFS 646. Advanced Group Skills in Parent Education, 2 credits
- CFS 654. Parent Education with Parents of 5-10 year olds, 2, credits
- CFS 655. Parent Education with Parents of 5-10 year olds, 2 credits

### **Student Teaching**

- CFS 675. Parent Education Student Teaching, 3 credits

# College Counseling and Student Development (CEEP)

## Mission Statement

The Master of Science in College Counseling and Student Development (CCSD) at St. Cloud State University is committed to the preparation of counseling and student services professionals for work within the university setting. The purpose of the program is to provide a comprehensive view of college student services and to facilitate the development of skills essential for a student services administrator within the unique world of higher education. By adhering to the standards set by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), and the Council for Accreditation of Counseling and related Education Programs (CACREP) the CCSD program at SCSU offers a unique opportunity to integrate theory, practice, and research for the preparation of competent professionals who assist in the cognitive and personal development of college students. Our faculty and student development staff represent a broad diversity of educational and experiential background essential to our students to gain an understanding of the nature of working as a counselor and student services professional.

## Employers

The graduate program in college counseling and student development prepares students for a variety of professions within higher education settings such as admissions, residential life, career counseling and placement, financial aid, records and registration, international student services, special advising, multicultural and minority student services, student activities and other student support systems.

Employers include two-year and four-year colleges and universities. Graduates can choose between technical colleges, community colleges, private liberal arts colleges, comprehensive universities and land grant institutions.

## Admission Application Deadlines Specific to the Program

- Fall semester — March 1 for spring interview to be admitted for fall semester.
- Fall semester — June 15 for summer interview to be admitted for fall semester if program openings remain.
- Spring semester — not available.

## Admission Requirements Specific to the Program

- Interviews are scheduled during the spring semester for fall admission. Applicants will typically interview with two to three faculty members and students as well as other applicants in a group format.
- During the admission decision undergraduate GPA and the GRE are closely reviewed. The interview is also an important factor. Prior experience within student services is also a benefit.
- Admission decisions are not made throughout the year. The majority of decisions are made following spring interviews.

## Length of Program — Measured by Semesters

- Part-time student: eight semesters taking six credits per semester.
- Full-time student: four semesters taking 12 credits per semester.
- Course work includes both day and evening classes.

## Graduate Assistantship Overview

- The number of graduate assistantship positions vary each year, and are available both fall and spring semesters.
- Assistants will have the opportunity to work in a challenging environment within the CEEP department as well as within SCSU's Student Life and Development.

Offered through the  
Department of Counselor  
Education and Educational  
Psychology in the College of  
Education

A253 Education Building

**Phone:** 320.308.3131

**Fax:** 320.308.4082

### Department Chairperson

Dr. Jana Preble

### Department Secretary

Ms. Lora Muggli

### Graduate Coordinator

Dr. Daniel Macari

### Graduate Faculty

Downing, Hoover, Hotz, Jensen,  
Kuhlman, Macari, Mayhew, Murphy,  
T. Peterson, Preble, Renn, Wilson

## Degrees and Plans Offered

- Master of Science, Plan A (Thesis) at 54 credits
- Master of Science, Plan B (Written Comprehensive Examination) at 48 credits

## Master of Science — College Counseling and Student Development

### Thesis versus non-thesis option (Plan A versus Plan B)

Before completing Proposed Program of Graduate Study blue forms for candidacy, students need to decide whether to follow Plan A or Plan B, thesis or non-thesis option, respectively. For those planning to pursue a doctoral degree in the future, conducting research and publishing a work should strongly be considered. Research can be done with either Plan A or Plan B. In addition, the number of credits outlined below represents minimum requirements. Requirements are subject to change.

### Plan A, 54 credits; Plan B, 48 credits

#### Research courses, Plan A

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Graduate Statistics, 3 credits
- CEEP 699. Thesis, 6 credits

#### Research courses, Plan B

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Graduate Statistics, 3 credits

### Plan A or B, 42 credit minimum

#### Core courses

#### Pre-practicum core, 15 credit minimum

- CEEP 619. Professional Orientation and Ethics, 3 credits
- CEEP 651. Counseling Theories, 3 credits
- CEEP 665. Measurement Techniques, 3 credits
- CEEP 667. Career Development, 3 credits
- CEEP 668. Counseling Procedures, 3 credits

### College student development courses

#### 27 credit minimum

- CEEP 645. Foundations of Student Services, 3 credits
- CEEP 658. Multicultural Counseling, 3 credits
- CEEP 666. Group Process and Dynamics, 3 credits
- CEEP 669. Practicum, 4 credits
- CEEP 673. Issues in College Student Development, 3 credits
- CEEP 681. Practice in Small Group, 3 credits
- CEEP 530. Seminar, 3 credits
- CEEP 697. Internship in Student Affairs, 5 credits

## Supervised Counseling Practicum

This four-credit practicum experience (CEEP 669) follows the pre-practicum core courses and will provide for the application of theories and techniques to counseling experience.

- All full-time students are automatically placed in a counseling practicum.
- Part-time student must apply in writing to the coordinator of

CCSD for placement in a counseling practicum a minimum of seven months before beginning the practicum. Most part-time students apply one year in advance.

- Late applicants might not be admitted. This may result in delayed internship and graduation.
- Required liability insurance is included as part of the registration fee for the practicum.
- Courses related to the graduate program in College Counseling and Student Development may be taken concurrently with the practicum or internship.

## Supervised Internship

An internship handbook is distributed to students during the spring semester prior to their beginning their internship. The handbook provides the details of securing an internship site, and no student should proceed to set up an internship without first attending the internship orientation meeting held early in spring semester. The supervised internship will provide practical experience in a university setting (student life and development, academic advising, and University Program Board). Students should determine and investigate at least three possible internship sites. The selected sites must have final approval of the CCSD faculty. All CCSD students must complete a 600-hour internship. This is normally completed as a 20 hour per week experience for one academic year. CEEP 658, Multicultural Counseling should be completed prior to an internship.

All students must complete the following internship application requirements.

1. Attend an internship orientation meeting usually scheduled for the end of January.
2. Complete by February of the year prior to the internship, one copy of the Internship Application form. (See the department secretary in A253 Education Building, or call 320.308.3131.)
3. Complete one copy of Proposed Program of Graduate Study (blue form) and have it signed by the adviser and the graduate dean. (See process for admission to candidacy below.)
4. Submit a resume with application.
5. Attach a list of learning objectives that may be translated into a formal contract at the beginning of the internship.
6. All of the above materials are to be submitted to the coordinator of the CCSD program.

Internship sites are normally finalized during spring semester prior to beginning the internship the following fall semester. Required liability insurance is included as part of the registration fee for internship.

Students with full-time experience in a college student development setting may substitute some courses with consent of adviser. Departmental approval is given only for those courses in which the experienced student demonstrates the competencies encompassed in the courses for which substitution is requested.

# Communication Sciences and Disorders Graduate Program (CSD)

## Accreditation Specific to the Program

- American Speech Language-Hearing Association
- Council on Academic Accreditation in Audiology and Speech Language Pathology; re-accreditation awarded and effective March 1, 2001 through February 28, 2009.

## Employers

- Graduates have enjoyed professional employment in a variety of settings including: elementary and secondary schools, hospitals, rehabilitation centers, and private practice.

## Communication Sciences and Disorders Admission Limitations

- The Communication Sciences and Disorders Department grants admission to approximately 15 to 18 Phase II full-time students each academic year.
- A small number of full-time admissions may be granted to students beginning study at Phase I of the degree program.
- The CSD program, due to accrediting agency standards, cannot admit part-time students.

## Admission Deadlines Specific to the Program

- Fall Semester — February 1
- Spring Semester — Not available
- Summer Semester — February 1
- Students are strongly encouraged to begin their academic program during either summer or fall semester.
- Initiating study during fall semester is crucial for students in Phase I.

## Admission Requirements Specific to the Program

- Admissions is highly competitive.
- Admission decisions are made as completed application files are received.
- Students must have met the requirements for admission to graduate school at St. Cloud State University.
- The departmental selection is heavily based on the applicant's scores earned on the verbal and quantitative subsections of the Graduate Record Examination (GRE), on undergraduate GPAs, and on recommendation letters from faculty familiar with the applicant's potential for success in graduate school.
- Departmental admissions standards require a 3.0 or better GPA on undergraduate CDIS course work or on course work completed in the last two years of a baccalaureate degree in another discipline.

## Admission Procedures and Standards

- All application materials for admission must be received by the St. Cloud State University School of Graduate Studies by February 1.
- The Department of Communication Sciences and Disorders conducts the admission process once per year.
- Students who are accepted into the graduate program will receive notification approximately one month after the application deadline.
- Students who are offered admission to graduate study have two weeks in which to accept or reject the offer. The admission process continues until the available slots are filled.
- When all available slots are filled, applications will not be considered until the next academic year.
- Offers for admission to graduate study in CSD are good only for the specific

Offered through the  
Communication Sciences  
and Disorders Department  
in the College of Fine Arts  
and Humanities

A216 Education Building  
**Phone:** 320.308.2092  
**Fax:** 320.308.6441  
**Web:** [www.stcloudstate.edu/commdisorders](http://www.stcloudstate.edu/commdisorders)

### Department Chairperson

Dr. Monica Devers

### Department Secretary

Ms. Elaine Taufen

### Graduate Coordinator

Dr. G.N. Rangamani

### Graduate Faculty

Crowell, Devers, LaVoi, Lofton,  
Rangamani, Whites

year in which a student applied; students must reapply each year they wish to be considered for admission.

- Students accepted into Phase II of the program may begin their study in either summer or fall.
- Phase I students must begin study during fall semester.

### **Length of Program — Measured by Semesters**

- Full-time student, Phase I: six to seven semesters taking 12 credits per semester.
- Full-time student, Phase II: four to five semesters taking 12 credits per semester.

### **Length of the Degree Program**

- Students admitted into Phase I can complete the master of science degree in six to seven semesters of full-time study.
- Full-time students admitted to Phase II can complete the master of science degree in four to five semesters.
- The length of time needed to complete the degree increases for students who have deficiencies in undergraduate prerequisites, who have not accumulated at least 100 undergraduate clinical clock hours, who elect to complete additional course work, or who elect to carry less than a normal academic load.

### **Graduate Assistantship Overview**

- Eight to ten half-time graduate assistantships are available each year.
- Graduate assistants assist faculty with research and teaching endeavors.
- To apply for departmental graduate assistantships, contact Dr. Monica Devers.

### **Degrees and plans offered**

- Master of Science: Communication Sciences and Disorders, Plan A (Thesis) at 49 credits
- Master of Science: Communication Sciences and Disorders, Plan B (Written Comprehensive Examination) at 49 credits

## **Master of Science — Communication Sciences and Disorders**

The graduate program in communication sciences and disorders (CSD) is accredited by the American Speech-Language-Hearing Association. Students earning a master of science degree will have completed the academic course work and clinical experiences that make them eligible to apply for the ASHA Certificate of Clinical Competence in Speech-Language Pathology. As an accredited program, the graduate degree in communication sciences and disorders documents students' knowledge and skills acquisition (KASA) as stipulated to meet the certification standards effective January 1, 2005. The Communication Sciences and Disorders Department does not offer a graduate degree in audiology.

### **Phase I and Phase II**

The Master of Science degree in Communication Sciences and Disorders is subdivided into Phase I and Phase II. A student must have applied and been accepted into the CSD graduate program in order to complete courses in either phase of the degree program. Admission standards and application deadlines are the same for students accepted into Phase I and Phase II.

Students begin study at Phase I if they are accepted into the graduate program without an undergraduate degree or preparation in the professional discipline or with less than 25 credits of CSD course work. Students with an undergraduate major or minor in communication disorders initiate study at Phase II.

### **Phase I Overview**

The courses in Phase I are prerequisites for Phase II courses. Students will not be permitted to enroll in Phase II courses until Phase I courses have been completed. Phase I consists of a minimum of 33 semester credits. Additional Phase I credits would be required for students with baccalaureate degrees that did not include at least one course in each of the following four areas: 1) human biology, 2) physical science, 3) mathematics, and 4) social/behavioral sciences.

When CSD courses required in Phase I are double-numbered for both undergraduate and graduate credit, Phase I students are expected to enroll for graduate level credit. Students beginning study at Phase I need not reapply for Phase II of the graduate degree program. Progression into Phase II is contingent upon a student maintaining at least a 3.0 grade point average across each semester of Phase I course work. Students must discontinue study in Phase I at any point where the grade point average falls below a 3.0 minimum.

### **Phase II Overview**

Phase II consists of 49 credits that entail 37 credits of academic course work and a minimum of 12 credits of practicum. Phase II credit requirements may exceed 49 credits if prerequisites have not been met, students elect to complete additional course work, or an additional practicum is required to meet clinical clock hour requirements for certification. A 3.0 grade point average must be maintained during each semester of Phase II course work.

### **Thesis or Non-thesis Plan**

In order to fulfill the requirements for the master of science degree, students may choose to complete a thesis (Plan A) or written comprehensive examinations (Plan B).

- Students completing a thesis enroll for six thesis credits and therefore do not have to complete six credits of support course electives.
- Students interested in writing a thesis are encouraged to make their interest known early in their graduate education.
- Students must successfully defend the thesis work in partial fulfillment of the requirements for the M.S. degree.

- Comprehensive examinations are held during fall and spring semesters. Students typically write these examinations during the fall semester of their second year.
- Students must successfully pass the comprehensive examinations in partial fulfillment of requirements for the M.S. degree.

## Teacher Licensure

Students who complete a Master of Science degree in Communication Sciences and Disorders from an ASHA accredited program are eligible to apply for a Minnesota teacher licensure as an educational speech-language pathologist. No specific teacher licensure block of courses is required for a Minnesota teacher license, but students interested in employment in a school setting are encouraged to take education courses of relevance to fulfill the support course electives. The Pre-professional Skills Test (PPST) is no longer required of individuals applying for a Minnesota teacher license in speech-language pathology.

## Master of Science in Communication Sciences and Disorders

### Phase I program

#### 33 credit minimum

- CSD 220. Phonetics, 3 credits
- CSD 322. Anatomy and Physiology of the Speech Mechanism, 3 credits
- CSD 324. Speech Science, 3 credits
- CSD 325. Hearing Science, 3 credits
- CSD 350. Clinical Methods and Procedures, 3 credits
- CSD 526. Neurological Bases of Speech and Language, 3 credits
- CSD 534. Articulation Disorders, 3 credits
- CSD 541. Hearing Measurement, 3 credits
- CSD 542. Audiologic Rehabilitation, 3 credits
- CSD 560. Language Development, 3 credits
- CSD 561. Language Disorders, 3 credits

Additional courses beyond the 33 credits in Phase I are required for students with baccalaureate degrees that do not include at least six semester credits in math, human biology, chemistry, physics or computer science and at least six semester credits in the social or behavioral sciences.

### Phase II program: Plan A or Plan B, 49 credits

#### Research courses

#### Plan A, 11 credit minimum; Plan B, 5 credit minimum

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CSD 620. Research in Communication Disorders, 2 credits
- CSD 699. Thesis (Plan A only), 6 credits

#### Professional core courses

### Plan A or B, 26 credits minimum

- CSD 636. Diagnostics in Speech-Language Pathology, 2 credits
- CSD 677. Seminar: Professional Issues and Ethics in Speech-Language Pathology, 2 credits
- CSD 642. Audiological Evaluation and Management of Speech-Language Pathology, 2 credit

### Disorders courses

#### Language area

#### 3 of 4 courses minimum

- CSD 540. Communication Disorders of the Aged, 2 credits
- CSD 566. Augmentative Communication Systems, 2 credits
- CSD 635. Aphasia, 2 credits
- CSD 678. Seminar: Language Disorders in Children, 2 credits

### Speech area

#### 5 of 7 courses minimum

- CSD 634. Cleft Palate, 2 credits
- CSD 637. Motor Speech Disorders, 2 credits
- CSD 638. Alaryngeal Speech, 2 credits
- CSD 639. Dysphagia: Diagnosis and Management, 2 credits
- CSD 670. Seminar: Voice Disorders, 2 credits
- CSD 671. Seminar: Phonological Disorders, 2 credits
- CSD 676. Seminar: Fluency Disorders, 2 credits

### Elective courses

There is no minimum requirement. When minimums in above areas are electives, a student needs four additional credits of disorders courses to total 26 credits.

### Graduate practicum\*

#### 6 credit minimum

- CSD 648. Graduate Practicum: University Clinic
- CSD 649. Graduate Practicum: Off-Campus Site

### Internship\*

#### 6 credits minimum

- CSD 650. Internship: Medical/Rehab
- CSD 651. Internship: Educational

### Support course area electives

#### 0- 6 credits

- Plan A, 0 credits
- Plan B, 6 credits

**\*NOTE:** Additional practicum may be required to meet ASHA certification standards. Practicum courses cannot be substituted for courses in research or the professional area.



# Community Education Graduate Program (ELCP)

## Accreditation specific to the program

- National Council for Accreditation and Teacher Education (NCATE)

## The Profession

The Master of Science in Community Education prepares students for a profession as a community education director. The Minnesota Department of Children, Families, and Learning has approved our program for meeting the professional preparation requirements for licensure.

## Employers

Graduates will be able to seek employment in public community education settings, military education settings, area education agencies or regional educational service units, and positions at state agencies.

## Master of Science in Community Education

- Completing a Master of Science in Community Education provides the first step in pursuing Educational Administration Licensure.
- Upon completion of the M.S. a graduate may choose to pursue licensure.

## Admissions Requirements Specific to the Program

- A bachelor's degree from an accredited institution is required.
- Undergraduate GPA is closely reviewed. A large emphasis is placed on scholarship within the undergraduate education core.
- Admission decisions are made as completed application files are received.

## Length of M.S. Program — Measured by Semesters

- Part-time student: four to five semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- During the academic school year courses are scheduled on weekends and evenings. Summer courses are scheduled in two-week blocks.

## Graduate Assistantship Overview

- One to two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants do a variety of activities, including assisting faculty in various research and instructional preparation tasks.

## Degrees and Plans Offered

- Master of Science in Community Education: Plan A (Thesis) at 37 credits
- Master of Science in Community Education Plan B (Comprehensive Examination) at 34 credits
- Licensure Track in Community Education at 22 credits

## Masters of Science — Community Education

### Research Thesis, Plan A

#### 12 credits

EDAD 682. Research Design in EDAD, 3 credits

EDAD 699. Thesis, 6 credits

CEEP 678. Introduction to Graduate Statistics, 3 credits

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the College  
of Education

B210 Education Building

Phone: 320.308.2160

Fax: 320.308.3216

### Department Chairperson

Dr. Niloufer Merchant

### Department Secretary

Ms. Debra Buranen

### Graduate Coordinator

Dr. Charles Moore

### Graduate Faculty

Dahms-Walker, Imbra, Kayona,  
Moore, Worner

### **Research Non-thesis, Plan B**

#### **6 credits**

- EDAD 612. Program and Assessment/Evaluation Techniques, 3 credits
- EDAD 680. Introduction to Research in EDAD, 3 credits

### **Core courses**

#### **22 credits**

- EDAD 502. Overview of Community Education, 3 credits
- EDAD 507. Community Education Internship, 3 credits
- EDAD 509. Situational Leadership, 3 credits
- EDAD 601. Introduction to EDAD, 1 credit
- EDAD 603. Organizational Theory, 3 credits
- EDAD 620. Introduction to School Law, 3 credits
- EDAD 630. Administering School Personnel and Supervision, 3 credits
- EDAD 650. Introduction to School/Community Relations, 3 credits

### **Related courses**

- Plan A, 3 credits
- Plan B, 15 credits (9 of 15 credits must be taken in EDAD)

### **Minnesota Administrative Licensure Requirements**

Currently the state of Minnesota requires that applicants for administrative licensure have at least three years teaching experience or equivalent thereof. Licensure requires a Master of Science in Educational Leadership/Administration or an equivalent plus 30 semester credits, obtainable through the sixth-year program or the specialist degree program. A final portfolio assessment is also required of licensure candidates.



# Computer Science Graduate Program (CSCI)

## Accreditation Specific to the Program

- Computer Science Accreditation Commission

## The Profession

The Master of Science in Computer Science prepares students for a profession in the field of information systems. The program qualifies students for a job as a software engineer, a system administrator, a programmer, or a software system analyst and designer.

## Employers

Graduates have enjoyed professional employment in a variety of settings, including Guidant, Medtronic, IBM, Beckman Coulter, Silicon Graphics, Quest Publishing, software consulting companies and as instructors at two-year colleges.

## Admission requirements specific to the program

- Admission is competitive.
- An applicant for this degree must have completed the equivalent of an undergraduate degree with a GPA of 3.0 or higher.
- A strong showing (more than 75th percentile) in the quantitative GRE score is essential.
- A strong score in at least one of the analytical and verbal scores is required.
- Positive letters of recommendation are important, as is a good undergraduate performance.
- Lack of a computer science background is usually not a major concern, since prerequisite courses are prescribed. However, a background in the sciences and mathematics is essential.
- Admission decisions are made at specific times associated with the application deadlines, usually in the week following the deadlines.
- A final admission decision may take up to six weeks to receive from the application deadline and up to ten weeks for I-20s to be issued to international students.
- Fully-qualified applicants will have taken courses that cover the following topics:
  - Non-linear data structures, sorting and searching algorithms.
  - Computer architecture: hardware organization, I/O interface, interrupt mechanisms and pipeline processor design.
  - File systems; hashed indexed, ISAM files; B-trees; external sorting.
  - Programming languages: design and implementation.
  - Operating systems: process, memory and file system management, device handlers.
  - Finite mathematics and modern algebra.

## Additional Program Preparation Requirements

- CSCI 201, 200, and MATH 253, 273, 373 and preparatory courses CSCI 591, 592, and 593.
- Those deemed to have inadequate preparation, or those whose ability to perform well at the graduate level is in doubt, are required to take preparatory courses CSCI 591, 592, and 593, or test out of the same.

## Application Deadlines Specific to the Program

- Fall semester — March 1
- Spring semester — October 1
- Summer sessions: No admission available

## Offered through the Department of Computer Science in the College of Science and Engineering

139 Engineering and Computing Center

**Phone:** 320.308.4966

**Fax:** 320.308.4269

**E-mail:** [computerscience@stcloudstate.edu](mailto:computerscience@stcloudstate.edu)

**Web:** [www.stcloudstate.edu/cose/computer.asp](http://www.stcloudstate.edu/cose/computer.asp)

### Department Chairperson

Dr. Ramnath Sarnath

### Department Secretary

Ms. Sue Pope

### Graduate Coordinator

Dr. Jayantha Herath

### Graduate Faculty

Anda, Bagley, Deng, Hamnes, Herath,  
Hu, Jha, Julstrom, Sarnath,  
Schoenberger

## Length of Program — Measured by Semesters

- Part-time student following Plan A: five semesters taking six credits per semester (not counting preparatory courses, if taken).
- Part-time student following Plan B: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester (not counting prerequisites and preparatory courses).

## Graduate Assistantship Overview

- Five to seven graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants in computer science provide teaching assistance to faculty in a variety of situations. In situations where an arrangement can be arrived at, the assistantship is provided via internships in local industry.

## Degrees and Plans Offered

- Master of Science: Plan A (Thesis) at 30 credits
- Master of Science: Plan B (Starred Paper) at 32 credits

## Program Overview

Upon entering the graduate program, students must select an advisor and a degree plan and submit a program of study before completing 18 credits (usually before the end of the second semester of course work). Students can choose one of two degree plans: Plan A, which requires a thesis and a minimum of 30 credits, or Plan B, which requires a starred paper and a minimum of 32 credits.

## Master of Science — Computer Science (Non-teaching) Plan A, 30 credits

### Research course

#### 6 credits

CSCI 699. Thesis in Computer Science, 1-6 credits

### Core courses

#### 11 credits

CSCI 610. Advanced Concepts in Operating Systems, 3 credits

CSCI 620. Advanced Computer Architecture, 3 credits

### Take two credits

CSCI 680. Seminar in Computer Science, 1-2 credits

### Choose one

CSCI 502. Introduction to the Theory of Computation, 3 credits

CSCI 504. Design and Analysis of Algorithms, 3 credits

## Elective courses

### 9 credits

At least three credits at the 600 level (see below for distribution requirements).

### Additional course work

#### 4 credits

As approved by the advisor/committee

## Plan B, 32 credits

### Research course

#### 3 credits

CSCI 697. Starred Paper in Computer Science, 3 credits

### Core courses

#### 11 credits

CSCI 610. Advanced Concepts in Operating Systems, 3 credits

CSCI 620. Advanced Computer Architecture, 3 credits

### Take two credits of

CSCI 680. Seminar in Computer Science, 1-2 credits

### Take either

CSCI 502. Introduction to the Theory of Computation, 3 credits

CSCI 504. Design and Analysis of Algorithms, 3 credits

## Electives

### 12 credits

At least three credits at the 600 level (see below for distribution requirements)

### Additional course work

#### 6 credits

As approved by the advisor/committee

## Distribution Requirements for CSCI Elective Credits for both Plan A and Plan B

The set of elective courses must be chosen from the courses listed below and must include courses from at least two of the following areas:

### Theory

CSCI 502. Introduction to the Theory of Computation, 3 credits

CSCI 504. Design and Analysis of Algorithms, 3 credits

CSCI 521. Introduction to Finite Switching and Automata, 4 credits

CSCI 601. Recursive Function Theory, 3 credits

CSCI 602. Models of Computation, 3 credits

CSCI 604. Advanced Data Structures, 3 credits

### Software development

CSCI 530. Object-Oriented Software Development, 3 credits

CSCI 531. Software Engineering I, 5 credits

CSCI 532. Software Engineering II, 5 credits

### **Systems software**

- CSCI 540. Introduction to Artificial Intelligence, 3 credits
- CSCI 541. Neural Networks, 3 credits
- CSCI 542. Expert Systems, 3 credits
- CSCI 543. Evolutionary Computation, 3 credits
- CSCI 641. Machine Vision and Manipulators, 3 credits
- CSCI 642. Natural Language Processing, 3 credits



### **Artificial Intelligence**

- CSCI 540. Introduction to Artificial Intelligence, 3 credits
- CSCI 541. Neural Networks, 3 credits
- CSCI 542. Expert Systems, 3 credits
- CSCI 543. Evolutionary Computation, 3 credits
- CSCI 641. Machine Vision and Manipulators, 3 credits
- CSCI 642. Natural Language Processing, 3 credits

### **Applications**

- CSCI 503. Theory, Design and Construction of Compilers, 3 credits
- CSCI 550. Computer Graphics, 3 credits
- CSCI 615. Advanced Topics in Computer and Network Security, 3 credits
- CSCI 621. VLSI Design and Testing, 4 credits

### **NOTE:**

- For Plan A and B at least one-half of the credits must be earned at the 600 level.
- A course may not count as both a core and as an elective. A student who successfully completes a course may not take, for credit, any prerequisite to that course afterwards.
- Students taking graduate courses before being admitted to the graduate program may apply up to nine of those credits to the degree, with the consent of the adviser.
- Students may be able to apply up to ten semester credits of graduate credits completed elsewhere, with approval of the advisor and the graduate dean.
- Students who are required to take preparatory classes (CSCI 591, 592 and 593) must complete the courses with grades of B or higher. Failure to do so will render them ineligible to continue in the program. Up to three credits of these preparatory courses can be used towards the graduate program, subject to a maximum of two credits per course.

# Community Counseling Graduate Program (CPSY)

## The Profession

The purpose of this program is to educate individuals to work in a human service agency as a mental health counselor/psychologist. This program permits students to complete a degree with an emphasis in community counseling. Post degree training in marriage and family therapy or chemical dependency counseling is also available. Students may apply for licensure in marriage and family therapy, chemical dependency or psychological practitioner.

## Employers

Graduates find employment as community mental health counselors/psychologists and work for a variety of federal, state and community agencies. Crisis counseling centers, correctional settings, public and private mental health facilities also employ graduates.

## Admission Deadline Specific to the Program

- Fall semester, spring semester and summer sessions: March 1

## Admission Requirements Specific to the Program

- To be considered for admission, the applicant must complete the admission procedures as outlined under "Admission to Master's Degree Programs".
- Complete a personal data form obtained from the department.
- Successfully complete a personal interview with representatives of the profession, advanced students in the program and the counseling faculty. Interviews are generally held in April.
- For the specific interview dates and an appointment, contact the department. If attendance at an interview is totally impractical, the program coordinator may, in special circumstances, designate an alternate method.
- Careful attention will be given to previous work experience, academic background, scholarship, emotional maturity, interpersonal skills and commitment to the counseling profession.
- Admission is competitive and selection is based on an evaluation of all factors.
- Admission decisions are not made throughout the year. Decisions are made only following the April interviews.

## Part-Time Students – Program Requirements

It is department policy to assist part-time students to complete a counseling program while continuing concurrent employment. However, many courses require daytime attendance. Following admission to graduate study, all part-time students must complete a minimum of 12 graduate credits per year of course work, approved by their adviser, in order to maintain candidacy in the counseling program. Students must complete the pre-practicum core courses early in their program of studies.

## Length of Program — Measured by Semesters

- Part-time student: 12 semesters taking six credits per semester.
- Full-time student: six semesters taking 12 credits per semester (including summers).
- The program is designed for both full- and part-time students with some classes available in the evenings and summer sessions.
- Students must expect to complete their course loads by enrolling mainly in daytime courses.

## Graduate Assistantship Overview

- Generally 10 graduate assistantship positions are available both fall and spring semesters.
- Graduate assistants assist faculty members with teaching and research projects.
- Graduate assistantships require full-time student status.

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the College of  
Education

B210 Education Building

**Phone:** 320.308.2160

**Fax:** 320.308.3216

**Web site:** [www.stcloudstate.edu/elcp](http://www.stcloudstate.edu/elcp)

### Department Chairperson

Dr. Niloufer Merchant

### Department Secretary

Ms. Debra Buranen

### Graduate Coordinator

Dr. Niloufer Merchant

### Graduate Faculty

Daneshpour, Jorgensen, Mason,  
M. Mayhew, Merchant, Mills-Novoa,  
Rudrud, Schulze, Vesely

- An application must be submitted to the department chairperson. It is recommended that applicants for department graduate assistantships meet the April 1 deadline.
- In addition, all applicants for department assistantships are required to contact the Office of Scholarship and Financial Aid to determine eligibility and apply for a federal work-study assistantship.

### **Degrees and Plans Offered**

- Master of Science in Counseling Psychology: Community Counseling: Plan A (Thesis) at 52 credits
- Master of Science in Counseling Psychology: Community Counseling: Plan B (Written Comprehensive Examination) at 52 credits

### **Required Orientation Program**

All new students (both part-time and full-time) must attend the fall orientation meeting held in late August or early September. (See the department secretary for details.)

### **Advising**

Each new student will be assigned an adviser shortly after the interview process. The student should make contact with the assigned adviser as soon as possible to plan a program of study. Not all advisers are immediately available for conferences, particularly during summer session.

### **The Pre-practicum Core Courses**

The program includes a common core of course work that is a prerequisite to the supervised counseling practicum experience.

- CPSY 619 Professional Orientation and Ethics, 3 credits
- CPSY 651 Counseling Theories, 3 credits
- CPSY 665 Measurement Techniques, 3 credits
- CPSY 667 Career Development, 3 credits
- CPSY 668 Counseling Procedures, 3 credits

**Part-time students must complete CPSY 619, 651, and 668 early in their course selection.**

### **Supervised Counseling Practicum**

This experience follows the pre-practicum core courses and provides for the application of theories and techniques to counseling experience. Each part-time student must apply in writing to the graduate coordinator for placement in a counseling practicum at least nine months before beginning the practicum. Late applications might not be admitted since full-time students are placed first and therefore space is limited. This may result in a delayed internship and graduation.

### **Candidacy**

Admission to graduate study does not constitute candidacy for a counseling degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the community psychology faculty. Advancement to degree candidacy requires that the candidate must have:

1. Completed between 12 and 24 semester credits of graduate study at St. Cloud State University with a minimum grade point average of 3.0;
2. Submitted to the coordinator of counseling programs a current transcript and a completed candidacy form signed by the student and the adviser;
3. Clearly demonstrated the aptitude and ability to pursue graduate work, exhibited a commitment to counseling as a profession; and
4. Demonstrated potential for a successful career in the field of study selected. Admission to degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by the faculty only after careful evaluation of all pertinent factors. Candidate review occurs during March of each year.

### **Supervised Counseling Internship**

This experience follows the counseling practicum and is a final capstone experience which will provide counseling experience in a work setting. Community counseling students must complete a minimum of a 600-hour internship. The candidate must apply in writing to the internship coordinator by completing an internship placement request form before February 15 (once per year) for all placements during the following summer or academic year. This means a minimum of seven months before beginning an internship. (See the department secretary for details.)

### **Final Comprehensive Evaluation (Plans A and B)**

All students are required to complete a final written comprehensive examination. To be eligible for evaluation, the candidate must complete the procedures outlined earlier in this bulletin under "Graduate study-Final evaluation procedures" during their final semester of study.

**The deadline for application to take the comprehensive examination for each semester is posted in the department office.**

### **The Curriculum**

The following programs reflect the curriculum available at the time the bulletin was printed but does not necessarily represent the requirements at the time an applicant applies for a program. It should be noted that some additions, deletions, or changes may have been approved through the curriculum process after the printing of this bulletin, and it is the responsibility of the applicant to check on changes which might affect his/her program. The number of credits outlined below represents minimum requirements. The counseling psychology faculty may require additional credits to overcome individual deficits.

## Master of Science — Counseling Psychology: Community Counseling Plan A 52 credits, Plan B 52 credits

### Research courses

#### Plan A, 12 credit minimum

- CPSY 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CPSY 699. Thesis, 6 credits

#### Plan B, 6 credits minimum

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CPSY 675. Research Methods, 3 credits

### Core courses

#### Plan A or B, 40 credit minimum

- CPSY 619. Professional Orientation and Ethics, 3 credits
  - CPSY 651. Counseling Theories, 3 credits
  - CPSY 658. Multicultural Counseling, 3 credits
  - CPSY 665. Measurement Techniques, 3 credits
  - CPSY 666. Group Process and Dynamics, 3 credits
  - CPSY 667. Career Development, 3 credits
  - CPSY 668. Counseling Procedures, 3 credits
  - CPSY 669. Counseling Practicum, 4 credits
  - CPSY 671. Theories of Marriage and Family Therapy, 3 credits
  - CPSY 696. Supervised Internship in Counseling, Minimum 6 credits (600 Hrs.)
  - CPSY 681. Practice in Small Group Process, 3 credits
  - PSY 640. Advanced Developmental Psychology, 3 credits
  - OR CFS 621. Advanced Development of Young Children, 3 credits
  - OR CPSY 530. Seminar: Individual and Family Development, 3 credits
- (Other courses may be substituted with consent of the adviser.)

### Elective courses

#### Plan A, 0 credit minimum; Plan B, 6 credit minimum

Electives must be approved by the adviser.

## Chemical Dependency Certificate Program (graduate-level)

This certificate program provides academic and experiential training intended to prepare persons in counseling for chemical dependency counselor licensure.

To be admitted to the graduate chemical dependency certificate program, the applicant must first be admitted to the community counseling program. In addition, the student must:

- Complete a personal data form with an accompanying letter of application.
- Provide three recommendation forms.
- Provide written verification of one year of abstinence from drugs if chemically dependent and in recovery.
- Successfully complete a personal interview with faculty from the chemical dependency training program and representa-

tives of the chemical dependency profession. Interviews are conducted each semester.

- Careful attention will be given to previous work experience, academic background, scholarship, interpersonal skills, and commitment to the field of chemical dependency.

### The Curriculum

The following program reflects the curriculum available at the time the bulletin was printed but does not necessarily represent the requirements at the time an applicant applies for a program. It should be noted that some additions, deletions, or changes may have been approved through the curriculum process after the printing of the bulletin and it is the responsibility of the applicant to check on changes which might affect her/his program.

Course work in the Chemical Dependency certificate program may be modified to meet shifting licensing and profession needs. It is vital that students stay in contact with the certificate coordinator, Dr. Barbara Vesely, for current program details.

### Chemical Dependency Core

#### 18 credits

- CPSY 502. Professional Issues in Chemical Dependency, 3 credits
- CPSY 537. Theories of Chemical Dependency, 3 credits
- CPSY 538. Chemical Dependency Counseling in Selected Populations, 3 credits
- CPSY 539. Diagnosis, Intervention and Treatment of Chemical Dependency, 3 credits
- CPSY 545. Chemical Dependency Internship, 3 credits (minimum)\*
- CPSY 684. Psychopharmacology, 3 credits

**NOTE:** \*Students will have completed six credits of internship as CPSY 696 or CPSY 545 as part of their master's degree program. Three additional credits beyond the master's degree are required to meet the internship requirements for chemical dependency licensure.

### Chemical Dependency Internships

The internship experience involves 440 hours of supervised training in an inpatient chemical dependency treatment center in central Minnesota and surrounding communities.

- An additional 440 hours of supervised training in an outpatient treatment setting are required to complete the requirements. Sites include public and private treatment facilities for adolescents and adults, regional human service centers, and veterans' hospitals.
- Acceptance for internship requires approval of the internship review committee following the completion of all course work.

### Program Inquiries

Dr. Barbara Vesely, Coordinator  
Chemical Dependency Graduate Certificate  
St. Cloud State University  
720 South Fourth Avenue, St. Cloud, MN 56301-4498  
Phone 320.308.4895, E-mail: [bnvesely@stcloudstate.edu](mailto:bnvesely@stcloudstate.edu)



# Rehabilitation Counseling Graduate Program (CEEP)

## Accreditation specific to the program

- Council on Rehabilitation Education (CORE)

## The Profession

Rehabilitation counselors help people deal with the personal, social, and vocational effects of disabilities. They counsel people with disabilities resulting from birth defects, illness or disease, accidents, or the stress of daily life. They evaluate the strengths and limitations of individuals, provide personal and vocational counseling, and arrange for medical care, independent living, vocational training and job placement. The scope of problems in the rehabilitation field is expanding and the number of individuals with disabilities is increasing. As the nature of services becomes more complex, opportunities in recent years have been excellent in all areas of rehabilitation counseling.

## Degrees and Plans Offered

- Master of Science: Rehabilitation Counseling, Plan A (Thesis and Written Comprehensive Exam) at 49 credits
- Master of Science: Rehabilitation Counseling, Plan B (Written Comprehensive Exam) at 48 credits

## Mission Statement

The mission of the Master of Science in Rehabilitation Counseling is to educate students in the areas of rehabilitation counseling and psychological services, and to help them develop the professional understanding, knowledge, attitude, and skills needed to assist individuals and groups with disabilities in achieving their maximum level of independence and functioning. The program is specifically designed to encourage students to join and participate in appropriate professional activities and to develop enthusiasm for work in this field. With course work, interaction with professional staff, and direct experience, students will be provided the opportunity to:

- Reinforce knowledge, understanding, and a professional attitude;
- Attain the knowledge and skills to counsel diverse populations effectively;
- Gain an understanding of the research process;
- Master the principles of program design, implementation and evaluation;
- Develop self-understanding and preparation for doctoral-level training or certification.

## Employers

- Possible areas of employment are: State/federal rehabilitation programs, state services for the blind and visually impaired; comprehensive rehabilitation centers, sheltered workshops, chemical dependency treatment centers, private rehabilitation, worker's compensation programs, employee assistance programs and pain management centers.

## Admission Deadlines Specific to the Program

- Fall semester — March 1 for spring interview to be admitted for fall.
- Fall semester — June 15 for summer interview to be admitted for fall if program openings remain.
- Spring semester — Students are typically not admitted for spring semester.

## Admission Requirements Specific to the Program

- To be considered for admission, the applicant must complete the general graduate school admission procedure.
- Complete a personal data form obtained from the Department of Counselor Education and Educational Psychology.
- Successfully complete a personal interview with representatives of the profession, advanced students in the program and the counseling faculty.

Offered through the  
Department of Counselor  
Education and Educational  
Psychology in the College  
of Education

A253 Education Building

Phone: 320.308.3131

Fax: 320.308.4082

Department Web site: <http://www.stcloudstate.edu/ceep>

### Department Chairperson

Dr. Jana Preble

### Department Secretary

Ms. Lora Muggli

### Graduate Coordinator

Dr. Brad Kuhlman

### Graduate Faculty

Downing, Hoover, Hotz, Jensen,  
Kuhlman, Macari, Mayhew, Murphy,  
T. Peterson, Preble, Renn, Wilson

- Careful attention will be given to previous work experience, academic background, scholarship, emotional maturity, multicultural experiences, interpersonal skills and commitment to the counseling profession.
- The interview is most heavily weighted in the admission process.
- Admission is competitive and selection is based on an evaluation of all factors.
- For the specific interview dates and an appointment, contact the departmental secretary. If attendance at an interview is totally impractical, the program coordinator may designate an alternate method.
- Admission decisions are generally not made throughout the year. The majority of decisions are made following spring interviews.

### **Length of Program — Measured by Semesters**

- Part-time student: eight semesters taking six credits per semester.
- Full-time student: four semesters taking 12 credits per semester.
- Evening classes are available.
- This program may be completed in four semesters and one summer of full-time study by starting classes in fall semester.

### **Part-time Students – Program Requirements**

It is department policy to assist part-time students to complete the counseling program while continuing concurrent employment. Some daytime hours on campus are required for practicum and internship.

Following admission to graduate study, all part-time students must complete a minimum of nine graduate credits per year of course work, approved by their adviser, in order to maintain accepted status in the counseling program. Students must complete the pre-practicum core courses early in the program of studies.

### **Graduate Assistantship Overview**

- The number of graduate assistantship positions vary each year, and are available both fall and spring semesters.
- Graduate assistants work 10 or 20 hours per week in a university program or with a faculty member on administration, course work or research projects.
- Graduate assistantships require full-time student status.
- An application must be submitted to the department chairperson. It is recommended that applicants for department graduate assistantships meet the March 1 deadline.
- In addition, all applicants for department assistantships are required to contact the Office of Scholarship and Financial Aid to determine eligibility and apply for a federal work-study assistantship.

### **Required Orientation Program**

All new students (both part-time and full-time) must attend the fall semester orientation meeting held early in fall semester. (See the department secretary for details.)

### **Advisement**

Each new student will be assigned an adviser shortly after they are admitted. Part-time students will need to plan their schedules with their advisers. New full-time students have their first semester planned by the program. Information on a full-time course schedule will be sent to you.

Not all advisers are immediately available for conferences, particularly if the student is admitted during summer session. In these cases, any counseling faculty member can assist you.

### **Double Emphasis**

A student may wish to complete a double emphasis to facilitate greater employability. The second emphasis must be completed with a minimum of 10 semester credits which are not included in the first emphasis program. A separate 600-hour internship must be completed for each emphasis.

### **The Pre-practicum Core Courses**

All counseling emphases include a common core of course work prerequisite to the supervised counseling practicum experience.

- CEEP 651. Counseling Theories, 3 credits
- CEEP 665. Measurement Techniques, 3 credits
- CEEP 667. Career Development, 3 credits
- CEEP 668. Counseling Procedures, 3 credits

### **Supervised Counseling Practicum**

This off-campus experience follows the pre-practicum core courses and provides for the application of theories and techniques to counseling experience.

### **Candidacy**

Admission to graduate study does not constitute candidacy for a degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the counseling faculty. Advancement to degree candidacy requires that the candidate must have:

1. Completed between 12 and 36 semester hours of graduate study at St. Cloud State University with a minimum grade point average of 3.0.
2. Submitted to their adviser one completed program form signed by the student at the completion of the practicum.
3. Clearly demonstrated the aptitude and ability to pursue graduate work and exhibited a commitment to counseling as a profession.
4. Demonstrated potential for a successful career in the field of counseling.

Admission to degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by all program faculty only after careful evaluation of all pertinent factors. Proposed program of study forms may be obtained from the departmental secretary, Room A253 of the Education Building.

## Academic Review and Retention Policy

The faculty meet regularly to discuss the progress of students in the program. The following elements are reviewed: academic progress and promise; counseling skills acquisition and development; personality traits or personal issues that may be interfering with progress in the program; legal and ethical issues. In the event there is faculty concern about a student regarding any of these areas, a faculty member will meet with the student to discuss necessary remediation and steps to take toward improvement or to offer assistance to the student in finding a more suitable field of study. While there was preliminary evaluation of a prospective student's suitability for counseling at the time of admission, evaluation also occurs throughout a student's course of study. During the pre-practicum core, course evaluations are made by faculty as to whether students have developed the skills and personal characteristics necessary to proceed to practicum. During practicum, regular evaluations are made by faculty to determine whether the student is prepared to proceed to internship, whether the practicum experience needs to be repeated or other assistance is necessary to continue in the program. During the internship, regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for recommendation for graduation and certification and/or licensure.

## Supervised Counseling Internship

This experience follows the counseling practicum and is a final capstone experience which will provide counseling experience in a work setting. Rehabilitation counseling students must complete a 600-hour internship. The candidate must apply in writing to the internship coordinator by completing an internship placement request form before March 15 for all placements during the following academic year.

## Final Comprehensive Evaluation (Plans A and B)

All students are required to complete a final written comprehensive examination.

To be eligible for evaluation, the candidate must complete the procedures outlined earlier in this bulletin under "Graduate Study Options and Requirements — Final evaluation procedures" during the final semester of study.

Deadline for application to take the comprehensive examination for each semester is the second Friday of that semester (sign up with the department secretary). Students will be notified of the fall and spring examination dates at the beginning of fall semester.

## The Curriculum

The following program reflects the curriculum available at the time the bulletin was printed but does not necessarily represent the requirements at the time an applicant applies for a program. It should be noted that additions, deletions, or changes may have been approved through the curriculum process after the printing of this bulletin, and it is the responsibility of the applicant to check on changes that affect her/his program.

## Master of Science — Counseling Psychology: Rehabilitation Counseling

The purpose of this program is that of educating students in the areas of rehabilitation and psychological services. Students develop the professional understanding, knowledge, attitude, and skill needed to assist individuals and groups with disabilities in achieving their maximum level of independence and functioning. The program provides a balance between technical rehabilitation knowledge and basic counseling competency and is accredited by the Council on Rehabilitation Counselor Education (CORE.)

The number of credits outlined below represents minimum requirements. The counseling psychology faculty may require additional credits to overcome individual deficits.

### Plan A, 49 credits or Plan B, 48 credits

#### Research courses

##### Plan A, 12 credit minimum

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CEEP 699. Thesis, 6 credits

##### Plan B, 6 credit minimum

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits

#### Pre-Practicum core courses

##### Plan A and B, 12 credit minimum

- CEEP 651. Counseling Theories, 3 credits
- CEEP 665. Measurement Techniques, 3 credits
- CEEP 667. Career Development, 3 credits
- CEEP 668. Counseling Procedures, 3 credits

#### Rehabilitation counseling courses

##### Plan A and B, 25 credit minimum

- CEEP 629. Vocational Evaluation and Placement, 3 credits
- PSY 640. Advanced Developmental Psychology, 3 credits
- CEEP 650. Introduction to Rehabilitation Process and Practice, 3 credits
- CEEP 652. Medical and Biological Factors in Counseling, 3 credits
- CEEP 653. Psycho-social and Cultural Factors in Counseling, 3 credits
- CEEP 669. Supervised Counseling Practicum, 4 credits
- CEEP 696. Supervised Internship in Counseling, 6 credits

#### Elective courses

##### Plan A, 0 credit minimum Plan B, 5 credit minimum

Electives must be approved by the adviser.

Students with three or more years of full-time experience in vocational rehabilitation settings may substitute some courses with consent of their adviser. Recommendations by the rehabilitation counseling faculty will be given only for those courses in which the experienced student demonstrates the competencies encompassed in the courses for which substitution is requested.

# School Counseling Graduate Program (CEEP)

## The Profession

School counselors work in K-12 educational settings to assist with the educational, vocations, personal, and social development of all students. In carrying out their responsibilities, school counselors work with students, parents, teachers, school personnel and community agencies.

## Degrees and Plans Offered

- Master of Science in School Counseling: Plan A (Thesis) at 58 credits
- Master of Science in School Counseling: Plan B (Starred Paper) at 52 credits

## Mission Statement

The general purpose of the School Counseling Program in the Department of Counselor Education and Educational Psychology is to educate students in the areas of school counseling, developmental guidance, and related psychological/educational services. Students develop the professional understanding, knowledge, attitude, and skills needed to assist individuals and groups in a multicultural, democratic society to achieve their maximum level of independence and functioning. The School Counseling Program embraces a developmental philosophy in preparing students to provide counseling and related services in a pluralistic society. The philosophical framework encompasses enhancing personal growth and development; creating awareness of self in relation to society; developing an identity as a professional school counselor; and attaining the knowledge and skills to counsel effectively with diverse populations.

## Employers

The job outlook is excellent for school counselors in K-12 educational settings. Counselors will be required each year to replace those leaving the profession due to retirement and new positions are being created to respond to emerging issues in schools.

## Admission Deadlines Specific to the Program

- Fall semester – March 1 for spring interview to be admitted for fall semester.
- Fall semester – June 15 for summer interview to be admitted for fall semester if program openings remain.
- Spring semester – Not available.

## Admission Requirements Specific to the Program

To be considered for admission, the applicant must complete the admission procedure. In addition, the student must complete the following department requirements:

- Complete a personal data form obtained from the Department of Counselor Education and Educational Psychology.
- Successfully complete a personal interview with representatives of the profession, advanced students in the program and the counseling faculty. An interview is required and is held in April. If program openings remain a second round of interviews will be held in July.
- Careful attention will be given to previous work experience, academic background, scholarship, emotional maturity, interpersonal skills and commitment to the counseling profession. Previous experience working with children and adolescents and previous school experience is most heavily weighted in the admission process.
- For the specific interview dates and an appointment, contact the departmental secretary. If attendance at an interview is totally impractical, the program coordinator may designate an alternate method.
- Admission decisions are not made throughout the year. Decisions are made only following the two interview schedules.

## Offered through the Department of Counselor Education and Educational Psychology in the College of Education

A253 Education Building

**Phone:** 320.308.3131

**Fax:** 320.308.4082

### Department Chairperson

Dr. Jana Preble

### Department Secretary

Ms. Lora Muggli

### Graduate Coordinator

Dr. Trae Downing

### Graduate Faculty

Downing, Hoover, Hotz, Jensen, Kuhlman, Macari, Mayhew, Murphy, T. Peterson, Preble, Renn, Wilson

### Accreditation Specific to the Program

- Council for Counseling and Related Educational Programs (CACREP)
- National Council for Accreditation of Teacher Education (NCATE)

## School Counseling Certificate Program

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

- Admission is competitive and selection is based on an evaluation of all factors.

### **Length of Program — Measured by Semesters**

- Part-time student: six to eight semesters taking six credits per semester.
- Full-time student: four semesters and one summer taking 12 credits per semester.
- Course work includes both day and evening classes.

### **Part-time Student — Program Requirements**

As a department, we understand that many part-time students may prefer to complete their graduate studies while continuing concurrent employment. However, some daytime hours are required in order to complete the program, especially for practicum and internship experiences.

Following admission to graduate studies, all part-time students must complete a minimum of nine graduate semester credits per year of course work, approved by their adviser, in order to maintain candidacy in the counseling program. Students must complete the pre-practicum core courses early in the program of studies.

### **Graduate Assistantship Overview**

- Generally 10 to 12 graduate assistantship positions are available both fall and spring semesters.
- Graduate assistants work 10 hours per week with a faculty member on administration, course or research projects.
- Graduate assistantships require full-time student status.
- An application must be submitted to the department chairperson. It is recommended that applicants for department graduate assistantships meet the April 1 deadline.
- In addition, all applicants for department assistantships are required to contact the Office of Scholarship and Financial Aid to determine eligibility and apply for a federal work-study assistantship.

### **Required Orientation Program**

All new students (both part-time and full-time) must attend the fall semester orientation meeting held early in fall semester. (See the department secretary for details.)

### **Advisement**

Each new student will be assigned an adviser shortly after they are admitted. Part-time students will need to plan their schedules with their advisers. New full-time students have their first semester planned by the program. Information on a full-time course schedule will be sent to you.

### **Double Emphasis**

A student may wish to complete a double emphasis to facilitate greater employability. The second emphasis must be completed with a minimum of 10 semester credits which are not included in the first emphasis program.

### **The Pre-practicum Core Courses**

All counseling emphases include a common core of course

work prerequisite to the supervised counseling practicum experience.

- CEEP 619 Professional Orientation and Ethics, 3 credits
- CEEP 651 Counseling Theories, 3 credits
- CEEP 658 Multicultural Counseling, 3 credits
- CEEP 665 Measurement Techniques, 3 credits
- CEEP 667 Career Development, 3 credits
- CEEP 668 Counseling Procedures, 3 credits

### **Supervised Counseling Practicum**

This experience follows the pre-practicum core courses and provides for the application of theories and techniques to counseling experience. Each part-time student must apply in writing to their program coordinator for placement in a counseling practicum at least nine months before beginning the practicum. Late applications might not be admitted. This may result in delayed internship and graduation.

### **Candidacy**

Admission to graduate study does not constitute candidacy for a degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the school counseling faculty. Advancement to degree candidacy requires that the candidate must:

1. Have completed between 12 and 24 semester hours of graduate study at St. Cloud State University with a minimum grade point average of 3.0.
2. Have submitted to their adviser one completed program form signed by the student.
3. Have clearly demonstrated the aptitude and ability to pursue graduate work and exhibited a commitment to counseling as a profession.
4. Have demonstrated potential for a successful career in the field of counseling.

Admission to degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by all program faculty only after careful evaluation of all pertinent factors. Proposed program of study forms may be obtained from the department secretary, Room A253 of the Education Building. Note that it is important to have blue program forms submitted before completing an internship placement request form. (See the section below.)

### **Academic Review and Retention Policy**

The School Counseling Program faculty meet regularly to discuss the progress of students in the program. The following elements are reviewed: academic progress and promise; counseling skills acquisition and development; personality traits or personal issues that may be interfering with progress in the program; legal and ethical issues. In the event that there is a faculty concern about a student regarding any of these areas, a faculty member will meet with the student to discuss necessary remediation and steps to take toward improvement or to offer assistance to the student in finding a more suitable field of study. While there was preliminary evaluation of a prospec-

tive student's suitability for counseling at the time of admission, evaluation also occurs throughout a student's course of study. During the pre-practicum core, course evaluations are made by faculty as to whether students have developed the skills and personal characteristics necessary to proceed to practicum. During practicum, regular evaluations are made by faculty to determine whether the student is prepared to proceed to internship or whether the practicum experiences need to be repeated or other assistance is necessary to continue in the program. During the internship, regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for recommendation for graduation and licensure.

### **Supervised Counseling Internship**

This experience follows the counseling practicum and is a final capstone experience which will provide counseling experience in a work setting. School counseling students must complete a 600-hour internship. School counseling students must have all courses required for the master's degree except CEEP 654, Guidance for Special Needs and CEEP 681, Practice in Small Group Process before beginning an internship. The candidate must apply in writing to the internship coordinator by completing an internship placement request form before February 15 for all placements during the following academic year. This means a minimum of seven months before beginning an internship. (See department secretary for details.)

### **Final Comprehensive Evaluation (Plans A and B)**

All students are required to complete a final written comprehensive examination.

To be eligible for evaluation, the candidate must complete the procedures outlined earlier in this bulletin under "Graduate Study Options and Requirements — Final evaluation procedures" during the final semester of study.

Deadline for application to take the comprehensive examination for each semester is the second Friday of that semester (sign up with the departmental secretary.) Examinations are given on the nearest Friday to midpoint of the semester. (The midpoint is indicated in the University calendar as the date the second half of the semester begins.) Confirm examination date with departmental secretary.

### **The Curriculum**

The following program reflects the curriculum available at the time the bulletin was printed but does not necessarily represent the requirements at the time an applicant applies for a program. It should be noted that additions, deletions, or changes may have been approved through the curriculum process after the printing of this bulletin, and it is the responsibility of the applicant to check on changes that affect her/his program.

## **Master of Science — Counseling**

### **Psychology: School Counseling**

The following program meets the current requirements of the Minnesota State Department of Education for licensure as a K-12 school counselor. Requirements are subject to change. The counseling psychology faculty may require additional credits to overcome deficits.

#### **Plan A, 58 credits; Plan B, 52 credits**

##### **Research courses**

##### **Plan A, 12 credit minimum**

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CEEP 699. Thesis, 6 credits

##### **Plan, B, 6 credit minimum**

- CEEP 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits

##### **Core courses**

##### **Plan A and Plan B, 46 credits minimum**

- CEEP 619. Professional Orientation and Ethics, 3 credits
- CEEP 651. Counseling Theories, 3 credits
- CEEP 654. Guidance for Special Needs, 3 credits
- CEEP 658. Multicultural Counseling, 3 credits
- CEEP 665. Measurement Techniques, 3 credits
- CEEP 666. Group Process and Dynamics, 3 credits
- CEEP 667. Career Development, 3 credits
- CEEP 668. Counseling Procedures, 3 credits
- CEEP 669. Counseling Practicum, 4 credits
- CEEP 670. Developmental Guidance Programs and Procedures, 3 credits
- CEEP 672. Family, School and Organizational Partnerships, 3 credits
- CEEP 681. Practice in Small Group Process, 3 credits
- CEEP 696. Supervised Internship, Minimum 6 credits

##### **Choose one**

- PSY 640. Advanced Developmental Psychology, 3 credits
- CFS 621. Advanced Development of Young Children, 3 credits
- CEEP 530. Seminar: Individual and Family Development, 3 credits

Students with full-time experience in a school counseling setting may substitute some courses with consent of adviser. Departmental approval is given only for those courses in which the experienced student demonstrates the competencies encompassed in the courses for which substitution is requested.

### **Licensure Requirements for those without a Teaching License**

**Students without a Minnesota teaching license must complete**

- CEEP 361. Introduction to Educational Psychology,

# Criminal Justice Graduate Program (CJS)

Offered through the  
Department of Criminal  
Justice Studies in the College  
of Social Sciences

257 Stewart Hall

**Phone:** 320.308.4101

**Fax:** 320.308.2993

**E-mail:** crimjustice@stcloudstate.edu

**Web:** www.stcloudstate.edu/criminaljustice

## Department Chairperson

Dr. Robert Prout

## Department Secretary

Ms. Deborah Yorek

## Graduate Director

Dr. Robert Prout

## Graduate Faculty

Andzenge, Campbell, Clifford,

Gilbertson, Hennessy, Hesse,

Lawrence, Maloney, Prout, Schreiber,

Seefeldt

- The Criminal Justice program is available on the St. Cloud campus.
- The program can also be fully completed through online courses coordinated by the Center for Continuing Studies.

## Admission Requirements Specific to the Program

- Undergraduate GPA is closely reviewed.
- Admission decisions are made as completed application files are received.
- Before applicants can be admitted to the graduate program in criminal justice, they must meet the admission procedures for graduate school at St. Cloud State University.
- Applicants who do not meet the standard admission requirements may be permitted to demonstrate their scholarship and qualify for acceptance by completing a limited program of graduate course work. Further information pertaining to this alternative may be obtained from the School of Graduate Studies and the director of the criminal justice graduate program.

## Length of Program — Measured by Semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.

## Graduate Assistantship Overview

- Four graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Criminal justice graduate assistants will find challenging assistantships in a variety of settings including assisting professors in teaching and research duties.

## Specializations

Each student has the option of choosing one of three specializations. The courses within the criminal justice administration and criminal justice counseling tracks are specified. Within the elective track, direct student involvement in course selection is considered.

- Criminal justice administration
- Criminal justice counseling
- Elective track — developed by the student and the graduate advisor

## Degrees and plans offered

- Master of Science: Plan A (Thesis)
- Master of Science: Plan C (Professional Portfolio)
- Each plan requires a preliminary conference and a final oral examination.

1. The Master of Science in Criminal Justice is designed to serve the needs of several types of students:
  - a. Persons with no prior criminal justice employment experience or with no undergraduate degree in the field of criminal justice who wish to prepare for careers in law enforcement, corrections, administration of justice, or an allied area.
  - b. Persons who currently are employed full- or part-time in criminal justice careers at the local, county, state, or federal level.
  - c. Persons with career experience in the criminal justice system who have secured leaves of absence and/or wish to acquire new competencies before returning to their careers.
  - d. Persons who have an interest in increasing their general knowledge and understanding of criminal justice, criminal justice research methods and resources, and microcomputing as tools for professional advancement.
  - e. Persons pursuing related graduate degrees who wish to complement their primary area of specialization with selected graduate course work in criminal justice.

- f. Persons seeking scholarly preparation to teach or to do research themselves in criminal justice programs, perhaps moving directly from the master's degree to doctoral study.
  - g. Persons without a related undergraduate degree in criminal justice who wish to prepare to teach, consult, or do research in the field of criminal justice.
2. The curriculum is course-centered and traditional. Central to the Master of Science in Criminal Justice are the research courses and core courses required for all students. The specialization courses provide a solid base of knowledge in a specific sub-system of criminal justice, and enhance each student's opportunity to develop unique competencies.
  3. Criminal justice master's degrees may be completed with a thesis (Plan A), or a professional portfolio of projects and papers (Plan C). Each plan requires a preliminary conference and a final oral examination.
  4. Students enrolled in 500-level courses for which they receive the same number of credits as those students enrolled in the 400-level counterparts should expect to complete extra advanced level work. Such work includes, but is not limited to, additional required textbooks or readings, extra papers, class presentations, additional examinations, or extra examination questions.

### **Plan A: Thesis**

Students pursuing the Plan A option are required to complete a minimum of 15 credits in research courses, CJS 660, CJS 689, and a minimum of 15 credits in specialization courses for a minimum total of 36 credits. A master's thesis and final oral defense of the thesis are requirements for degree completion.

### **Plan C: Professional Portfolio**

Students pursuing the Plan C option are required to complete a minimum of nine credits in research courses, CJS 660, CJS 689, 12 credits in application and implementations courses, and a minimum of 15 credits in their specialization, for a minimum total of 42 credits. The final product prepared by the student is a professional portfolio. Preliminary and final oral examinations over the professional portfolio are required.

## **Master of Science — Criminal Justice**

**Plan A (Thesis), 36 credits;  
Plan C (Professional Portfolio),  
42 credits**

### **Research courses**

**Plan A, 15 credit minimum; Plan C, 9 credit minimum**

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CJS 677. Framing and Analyzing Research Problems, 3 credits
- CJS 679. Research in Criminal Justice, 3 credits
- CJS 699. Thesis, 6 credits (Plan A only)

### **Core course**

### **Plan A or Plan C, 3 credit minimum**

- CJS 660. Theories of Criminal Behavior and Justice, 3 credits

### **Seminar course**

#### **Plan A or Plan C, 3 credit minimum**

- CJS 689. Advanced Graduate Seminar, 3 credits

### **Application and Implementation course**

#### **Plan C only, 12 credits**

- CJS 644. Practicum, 12 credits in a criminal justice setting.
- Approval from the graduate coordinator is required.

### **Choose one specialization for Plan A or Plan C**

- Approval from the graduate director is required before registering for courses.

### **Specialization 1: Criminal Justice Administration 15 credit minimum**

- CJS 511. Organization and Administration in Criminal Justice, 3 credits
- CJS 515. Corrections: Theory and Practice, 3 credits
- CJS 520. Critical Issues in Law Enforcement, 3 credits
- CJS 530. Criminal Law, 3 credits
- CJS 531. Criminal Procedure, 3 credits
- CJS 533. Ethical Studies in Criminal Justice, 3 credits
- CJS 540. Law of Corrections, 3 credits
- CJS 541. Correctional Alternatives, 3 credits
- CJS 545. Crisis Intervention, 3 credits
- CJS 546. Child Abuse and the Criminal Justice System, 3 credits
- CJS 550. Juvenile Justice System, 3 credits
- CJS 555. Private Security and the Criminal Justice Community, 3 credits
- CJS 557. White Collar Crime, 3 credits
- CJS 561. Juvenile Legal Process, 3 credits
- CJS 565. Policing a Diverse Society, 3 credits
- CJS 589. Seminar in Criminal Justice, 3 credits
- CJS 600. Special Problems, 1-3 credits
- CJS 601. History of Criminal Justice, 3 credits
- CJS 644. Practicum, 3-12 credits
- CJS 650. Readings, 1-3 credits
- CJS 661. Juvenile Justice and Schools, 3 credits
- CJS 681. Current Problems and Issues in Criminal Justice. May be repeated to a maximum of six credits
- CJS 689. Advanced Graduate Seminar, 3 credits
- PHIL 582. Philosophy of Law and Punishment, 3 credits
- POL 582. Public Personnel Administration, 3 credits
- POL 583. Managing Local Governments, 3 credits
- POL 584. Public Budgeting, 3 credits
- POL 585. Administrative Law, 3 credits

### **Specialization 2: Criminal Justice Counseling**



**12 credit minimum**

- CEEP 651. Counseling Theories, 3 credits
- CEEP 666. Small Group Process, 3 credits
- CEEP 668. Counseling Procedures, 3 credits
- CEEP 672. Family, School and Organizational Partnerships, 3 credits

**Choose 3 credits**

- CJS 511. Organization and Administration in Criminal Justice, 3 credits
- CJS 515. Corrections: Theory and Practice, 3 credits
- CJS 520. Critical Issues in Law Enforcement, 3 credits
- CJS 530. Criminal Law, 3 credits
- CJS 531. Criminal Procedure, 3 credits
- CJS 533. Ethical Studies in Criminal Justice, 3 credits
- CJS 540. Law of Corrections, 3 credits
- CJS 541. Correctional Alternatives, 3 credits
- CJS 545. Crisis Intervention, 3 credits
- CJS 546. Child Abuse and the Criminal Justice System, 3 credits
- CJS 550. Juvenile Justice System, 3 credits
- CJS 557 White Collar Crime, 3 credits
- CJS 561. Juvenile Legal Process, 3 credits
- CJS 565 Policing a Diverse Society, 3 credits
- CJS 589. Seminar in Criminal Justice, 3 credits
- CJS 600. Special Problems, 1-3 credits
- CJS 601. History of Criminal Justice, 3 credits
- CJS 644. Practicum 1-12 credits (Plan B only)
- CJS 650. Readings, 1-3 credits
- CJS 661. Juvenile Justice and Schools, 3 credits
- CJS 681. Current Problems and Issues in Criminal Justice. May be repeated to a maximum of six credits
- CJS 689. Advanced Graduate Seminar, 3 credits
- PHIL 582. Philosophy of Law and Punishment, 3 credits

**Specialization 3: Elective track — created by the student and the graduate adviser**

Course selection for the specialization three is based upon the needs of the student with adviser approval.

**NOTE:**

- One-half of the minimum requirements for the entire program must be completed in 600-level courses.
- CJS 511, 515, 520, 530, 531, 533, 540, 541, 545, 546, 550, 555, 557, 565, or 561, and PHIL 582 may not be utilized in the student's program if the concomitant 400-level course was completed at the undergraduate level at St. Cloud State University.

# Curriculum and Instruction Graduate Program (ED)

## Admission Requirements Specific to the Program

- Undergraduate GPA is closely reviewed.
- Admission decisions are made as completed application files are received.
- Before applicants can be admitted to the graduate program in curriculum and instruction, they must meet the admission requirements for graduate studies at St. Cloud State University.
- An applicant for this degree must have completed an undergraduate teacher education program from an accredited teacher preparation institution.

## Length of Program — Measured by Semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- The on campus program is designed for both full-time and part-time students.
- Courses are offered evenings during the academic year and during the day-time in the summer.
- A cohort program is available. Please see the end of this section for details.

## Graduate Assistantship Overview

- One to two graduate assistantship positions are generally sponsored each year and is available both fall and spring semesters.
- The graduate assistant helps with the advising of undergraduate students.

## Degrees and Plans Offered

- Master of Science: Plan A (Thesis) at 30 credits
- Master of Science: Plan B (Starred Paper) at 33 credits
- Master of Science: Plan C (Professional Portfolio) at 36 credits
- Each plan requires a preliminary conference and a final oral examination.

## Master of Science — Curriculum and Instruction Plan A (Thesis), 30 credits; Plan B (Starred Paper), 33 credits; Plan C (Portfolio), 36 credits

### Research courses

**Plan A, 12 credit minimum; Plan B, 6 credit minimum; Plan C, 3 credit minimum**

ED 610. Introduction to Curriculum and Instruction, 3 credits (Plan A, Plan B and Plan C)

ED 698. Plan B, Starred Paper(s), 3 credits (Plan B)

ED 699. Plan A, Thesis, 6 credits (Plan A)

Research course for Plan A students selected from the following choices: ED 614, ED 615, CEEP 675, CEEP 678, ANTH 530, or other with the approval of adviser.

### Foundation courses

**Plan A, 18 credit minimum; Plan B, 27 credit minimum; Plan C, 33 credit minimum**

ED 647. Curriculum: Theory and Development, 3 credits

### Curriculum

**3 credits**

ED 647. Curriculum: Theory and Development, 3 credits

Offered through the  
Department of Teacher  
Development in the College  
of Education

A132 Education Building

**Phone:** 320.308.3007

**Fax:** 320.308.2933

### Department Chairperson

Dr. Ramon Serrano

### Department Secretary

Ms. Pam Thienes

### Graduate Coordinator

Dr. Ramon Serrano

### Graduate Faculty

Bacharach, Davis, Davison,  
Davison-Jenkins, Frank, D. Heine, P.  
Heine, Hornstein, Kazemek, Kochmann,  
Miller, Rojas, Scott-Halverson, Serrano,  
Subrahmanyam, Tabakin.

- **The curriculum and instruction program is available on the St. Cloud campus.**
- **A cohort program is available that meets one night a week and two Saturdays a month.**
- **A cohort graduate program that will include K-12 Reading licensure courses is also available in North Branch, MN.**

## Instruction/Learning

### 3 credits

ED 654. Instruction and Assessment, 3 credits

## Foundations

### 3 credits

ED 611. Historical and Philosophical Foundations, 3 credits

ED 612. Social and Cultural Foundations, 3 credits

## Teaching Field Applications and elective courses

**Plan A, 9 credit minimum; Plan B, 18 credit minimum;**

**Plan C, 24 credit minimum**

Select 500- or 600-level courses from the various department offerings, approved workshops, specialty fields, and transfer credits. At least one course approved by the adviser must be taken in another department.

**NOTE:** CED prefix courses cannot be used in a master's degree program.

## Master of Science — Curriculum and Instruction Cohort Program

### Key Features

- Provides advanced professional educational opportunities for licensed, experienced teachers (18 to 25 teachers per cohort).
- The program can be completed in two years, including summer sessions.
- A student will take three 10-week courses over two semesters during the academic year.
- Classes will meet one night per week, from 6:00 to 10:00 p.m. during the academic year.
- During the summer, courses will follow the regular summer schedule and students will take three or four classes.
- Provides opportunity for teachers to develop professional networks of support through a cohort model.
- Provides theoretical basis for teaching as well as ideas for improving the effectiveness and satisfaction of practice.
- Allows options for the culminating project.

### Plan A (Thesis), 30 credits; Plan B (Starred Paper), 33 credits; Plan C (Portfolio), 36 credits

#### Core courses

#### 12 credits

ED 610. Introduction to Curriculum and Instruction, 3 credits

ED 647. Curriculum Development and Assessment, 3 credits

ED 654. Instruction and Assessment, 3 credits

#### Choose one course

ED 611. History and Philosophy of Education, 3 credits

ED 612. Social and Cultural Foundations of Education, 3 credits

## NOTE:

ED 699 and a research course required for Plan A

ED 698 required for Plan B

## Choose remaining credits from the following courses

Classroom management

Children's rights

Action research

Cooperative learning

Conflict mediation

Reading in content areas

Classroom computers

Keyboarding and technology

Active assessment

Mentoring and supervision

Gender equity in education

Teachers and change

Critical pedagogy

and other special topic offerings (e.g., middle-level education, urban education, literacy)

## Location

SCSU Campus, Education Building

Parking is available with a permit in any campus lot.

For more information contact:

Dr. Lalita Subrahmanyam

Department of Teacher Development

320.308.3057

lsubrahmanyam@stcloudstate.edu

## Graduate Middle Level Specialty Licensure

The Middle School Teaching Endorsement in Science, Social Studies, Math, or Communication Arts and Literature is no longer the teaching license granted by the State of Minnesota's Department of Education. Effective October 1, 2004, the licensure (which may be added to a current K/1-6 or 7-12 licensure in one or more of the four content areas) is called the Middle Level 5-8 \_\_\_\_\_ (fill in either Math, Communication Arts and Literature, Science, or Social Studies) Specialty.

The new licensure guidelines are not course specific, leaving the University coursework requirements up to the Teacher Development and content area faculty. All candidates are required to pass the Praxis II Examination in the specific middle level content area before they can obtain the licensure for the specialty.

St. Cloud State University course requirements for each of the middle level specialties are described below. Please note that any changes in the State of Minnesota guidelines will take precedence and may result in changes in this process.

- **Course requirements for adding the Middle Level 5-8 Specialty License to a current Grades 7-12 Secondary Teaching License in the same field:**

- ED 627 Education of the Emerging Adolescent, 3 credits (Fulfills both Early Adolescent Development and Middle School Philosophy and Organization requirements of the State of Minnesota.)
- No content area course work required.

• **Course requirements for adding Middle Level 5-8 Specialty License to a current Elementary Grades K/1-6 Teaching License or to a current 7-12 or K-12 Teaching License in a discipline different from the primary license:**

- ED 627 Education of the Emerging Adolescent, 3 credits (Fulfills both Early Adolescent Development and Middle School Philosophy and Organization requirements of the State of Minnesota.)
- Content area requirements (approval of content area adviser is required).

**Communication Arts and Literature**

- Graduate level multicultural literature (these numbers vary, so discuss with an adviser).
- Upper level writing course.
- Course in middle level pedagogy: ENGL 351, Introduction to Language Arts Pedagogy (3 credits), may be changed to a graduate number with approval of adviser.
- ENGL 554 Teaching Young Adult Literature, 3 credits
- CMST 553 Teaching Communication in Grades 5-8, 3 credits

**Mathematics**

- MATH 171. Fundamentals of Mathematics, 3 credits
- MATH 112. \*College Algebra, 3 credits
- MATH 211. Survey of Calculus I, 3 credits
- MATH 330. Mathematics for Elementary Teachers, 3 credits
- MATH 336. \*\*Data Analysis and Probability for K-8 Teachers, 3 credits
- MATH 337. \*\*Geometry for K-8 Teachers, 3 credits
- MATH 431/531. \*\*Professional Subject Matter for Middle Grades Mathematics, 3 credits

\*College Algebra will be waived if, based on a placement test exam or prior coursework, the student is placed into and successfully completes a higher-level math class (MATH 115, 211, 221).

\*\*Three of the courses can be taken at the graduate level. MATH 431 can be taken as MATH 531. MATH 336 and 337 can also be offered as MATH 583 (special topics) at the same time and place. Students taking the class at a graduate level will complete an extra graduate-level project (to be arranged with the instructor of the course). The other classes are not available at the graduate level.

**Science**

For candidates working towards a Middle School Science Specialty at the graduate level there are several options for course work. It is important that all candidates contact a sci-

ence education adviser early in the process to ensure that they are taking the approved courses for the various science disciplines. The following should serve as a general guide:

- All students take SCI226, Science for Elementary Teachers 1 (3 credits) and SCI 227, Science for Elementary Teachers 2 (3 credits).
- All students must take one approved introductory lab course in chemistry, earth science, and biology. These courses can vary somewhat depending on previous coursework; check with the science education adviser.

**Social Studies**

One graduate level course each from any five of the following areas (15+ credits):

- History (recommended)
- Geography (recommended)
- Anthropology
- Social Science
- Political Science
- Psychology
- Sociology
- Economics

**Process for Licensure Approval**

1. Candidate must complete ED 627, Education of the Emerging Adolescent (3 credits). Candidates may check the course schedule and sign-up on-line whenever the course is offered. In case of difficulty, please call the Department of Teacher Development Office Manager, Pam Thienes at 320.308.2040.
2. Candidate must obtain signed approval of all upper level undergraduate or graduate level content area courses from a content area adviser on the Graduate Middle Level Specialty Course Approval Form.
3. Candidate must also obtain signed approval from an adviser to transfer courses taken at another institution that meet the requirements.
4. Candidate must complete all coursework as per the approved list of courses. If changes are made subsequently, they must be signed and approved by the adviser.
5. Candidate must complete the Praxis II examination for the content area in which licensure is sought. Candidate must designate SCSU as the University where the Praxis II scores must be sent (code #R6679).
6. Candidate must submit the following application materials to St. Cloud State University's Office of Records and Registration, Attention: Darla Calverley:
  - Completed and signed Middle Level Specialty Course Approval Form.
  - Completed and signed Middle Level Specialty Checklist for Completion of Requirements.
  - Original transcripts in a sealed envelope from all universities in which course work was approved by adviser.



- A separate check payable to SCSU for \$5 for an SCSU transcript.
  - Completed, signed, and dated State of Minnesota Licensure Application and Conduct Review Form (obtainable from the Department of Education Web site: [www.education.state.mn.us](http://www.education.state.mn.us)).
  - Licensure Fee (\$57) payable to the Commissioner of Minnesota Department of Education.
7. After all materials including examination scores are verified, the application will be sent to the State of Minnesota Department of Education for final approval of licensure.

#### **Contact Persons**

##### **Department of Teacher Development**

Dr. Lalita Subrahmanyam, [lsubrahmanyam@stcloudstate.edu](mailto:lsubrahmanyam@stcloudstate.edu)

Dr. Terry Miller, [tkmiller@stcloudstate.edu](mailto:tkmiller@stcloudstate.edu)

##### **Mathematics Specialty**

Shirley Buls, [srbuls@stcloudstate.edu](mailto:srbuls@stcloudstate.edu)

Janis Cimperman, [jmcimperman@stcloudstate.edu](mailto:jmcimperman@stcloudstate.edu)

Susan Haller, [skhaller@stcloudstate.edu](mailto:skhaller@stcloudstate.edu)

Bishnu Naraine, [bnaraine@stcloudstate.edu](mailto:bnaraine@stcloudstate.edu)

Roosbeh Vakil, [rvakil@stcloudstate.edu](mailto:rvakil@stcloudstate.edu)

##### **Social Studies Specialty**

Dr. Mary Elizabeth Grade, [begrade@stcloudstate.edu](mailto:begrade@stcloudstate.edu)

##### **Science Specialty**

Dr. Jean Hoff, [jlhoff@stcloudstate.edu](mailto:jlhoff@stcloudstate.edu)

Dr. Patricia Simpson, [psimpson@stcloudstate.edu](mailto:psimpson@stcloudstate.edu)

Dr. Mark Minger, [maminger@stcloudstate.edu](mailto:maminger@stcloudstate.edu)

##### **Communication Arts and Literature Specialty**

Dr. Chris Gordon, [cmgordon@stcloudstate.edu](mailto:cmgordon@stcloudstate.edu)

Dr. Raymond Philpott, [raphilpott@stcloudstate.edu](mailto:raphilpott@stcloudstate.edu)

##### **University Records and Registration**

Darla Calverley, [ddcalverley@stcloudstate.edu](mailto:ddcalverley@stcloudstate.edu), 320.308.4933.

# Educational Administration and Leadership Graduate Programs (EDAD)

## Accreditation specific to the program

National Council for Accreditation and Teacher Education (NCATE)

## The Profession

The educational administration and leadership program prepares students for a profession in education administration for K-12 school organizations. Specifically, these positions include principals, superintendents, and special education directors.

## Employers

Graduates will be able to seek employment in public and private K-12 school settings, area education agencies or regional educational service units, and positions at the state department level.

## Educational Leadership Options

Master of Science in Educational Administration and Leadership

- Provides the first step in pursuing educational administration licensure.
- Upon completion of the M.S. a graduate may choose to pursue licensure through the sixth-year program or the specialist degree program.
- Applicants must have a bachelor's degree from an accredited institution.
- Undergraduate GPA is closely reviewed. A large emphasis is placed on scholarship within the undergraduate education core.
- Admission decisions are made as completed application files are received.

## The Sixth-Year Certificate Program in Educational Administration and Leadership

- Will lead to administration licensure.
- Is a competency-based program that provides an alternative to meet Minnesota state requirements for licensure as a K-12 school principal, special education director, or as a superintendent of schools.
- Applicants must possess a Master of Science in Educational Administration and Leadership or an acceptable equivalent to be considered for admission.
- Applicants who have an M.S. in other disciplines may have deficiencies to complete before admission is granted.
- Admission decisions are made as completed application files are received.
- Upon completion of the sixth-year certificate program, a graduate will be eligible to apply for specific Minnesota administrative licensure.

## Specialist Degree Programs in Educational Administration and Leadership

- Will lead to administration licensure.  
The specialist degree programs include a core of pre-professional leadership courses and academic experiences appropriate to the particular program.
- A minimum of 36 credits, including the field study is required. Students will find that the field study is primarily focused on problems and inquiries related to educational leadership or administration.
- Applicants must have a Master of Science in Education Administration and Leadership or an acceptable equivalent, as well as evidence of academic ability to complete the program to be considered for admission.
- Admission decisions are made as completed application files are received.
- Upon completion, a student is eligible to qualify as a K-12 principal, or special education director, or superintendent.

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the College  
of Education

B210 Education Building

**Phone:** 320.308.2160

**Fax:** 320.308.3216

**Department Chairperson**

Dr. Niloufer Merchant

**Department Secretary**

Ms. Debra Buranen

**Graduate Coordinator**

Dr. Charles Moore

**Graduate Faculty**

Dahms-Walker, Imbra, Kayona, Moore,  
Worner

## Minnesota Administrative Licensure Requirements

Currently the state of Minnesota requires that applicants for administrative licensure have at least three years teaching experience. Licensure requires a Masters of Science in Educational Leadership/Administration plus 30 semester credits, obtainable through the sixth-year program or the specialist degree program. A final portfolio assessment is also required of licensure candidates.

### Length of M.S. Program — Measured by Semesters

- Part-time student: four to five semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- During the academic school year courses are scheduled on weekends and evenings.
- Summer courses are scheduled in two-week blocks.

### Graduate Assistantship Overview

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants do a variety of activities, including assisting faculty in various research and instructional preparation tasks.

### Degrees and Plans Offered

- Master of Science in Educational Administration and Leadership: Plan A (Thesis) at 31 credits
- Master of Science in Educational Administration and Leadership: Plan B (Written Comprehensives) at 34 credits
- Master of Science in Educational Administration and Leadership: Plan C (Portfolio) at 36 credits
- Sixth-Year Certificate Program in Educational Administration and Leadership at 30 credits
- Specialist Degree in Educational Administration and Leadership at 36 credits

## Master of Science — Educational Administration and Leadership

The educational leadership program develops leaders for Minnesota's schools — teachers, principals, special education directors, community education directors, superintendents, and central office personnel committed to providing the finest learning opportunities for K-12 students. Courses offered focus upon developing the skills and personal traits necessary for successful school administration. In addition, field-based learning experiences are an integral, crucial aspect of the program.

Programs have been approved by the Minnesota Department of Children, Families and Learning for meeting the professional preparation requirements for licensure in the following

areas: K-12 school principal, director of special education, school district superintendent, and director of community education. In addition, the department participates in the development of special studies programs which lead to graduate degrees in other areas of educational administration.

### Plan A, 31 credits; Plan B, 34 credits; Plan C, 36 credits

#### Research courses

##### Plan A, 12 credits

##### 6 credits

- EDAD 682. Research Design in EDAD, 3 credits
- EDAD 699. Thesis, 6 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits

##### Plan B or Plan C

##### 6 credits

- EDAD 680. Introduction to Research in EDAD, 3 credits
- EDAD 612. Program and Assessment/Evaluation Technique, 3 credits

#### Administrative courses

##### Plans A, Plan B, or Plan C

##### 16 credits

- EDAD 601. Introduction to EDAD, 1 credit
- EDAD 610. Administrative Leadership, 3 credits
- EDAD 620. Introduction to School Law, 3 credits
- EDAD 630. Administering School Personnel and Supervision, 3 credits
- EDAD 640. Introduction to School Finance, 3 credits
- EDAD 650. Introduction to School/Community Relations, 3 credits

#### Practicum course

##### Plan A, B, and C

##### 3 credits

- EDAD 670. Practicum in EDAD, 3 credits

#### Related studies courses

##### Plans B or Plan C

##### 9-12 credits

- Select courses in consultation with the graduate advisor.

## Sixth-Year Program — Educational Administration and Leadership (30 credits)

#### Administrative core courses

##### 15 credits

- EDAD 603. Organizational Theory, 3 credits
- EDAD 609. Supervision of Special Education, 3 credits
- EDAD 612. Program and Assessment/Evaluation Techniques, 3 credits
- EDAD 619. Legal Financial Aspects of Special Education, 3 credits
- EDAD 622. Legal Aspects of EDAD, 3 credits
- EDAD 631. Advanced Supervision Techniques, 3 credits

EDAD 652. Community Relations, 3 credits  
EDAD 657. Educational Policy, 3 credits

### **Administrative specialty courses**

#### **8 credits**

EDAD 601. Introduction to EDAD, 1 credit  
EDAD 605. Principal: K-12, 3 credits  
EDAD 608. Superintendency, 3 credits  
EDAD 611. Portfolio Review, 1 credit  
EDAD 613. Administration of Special Education, 3 credits  
EDAD 616. SPED Program Development for Administrators, 3 credits  
EDAD 642. Auxiliary Functions.-Site Admin., 3 credits  
EDAD 645. Auxiliary Functions.-District Admin., 3 credits

### **Field experience courses**

#### **3 to 4 credits (320 hours)**

EDAD 674. Field Experience: K-12, 4 credits  
EDAD 676. Field Experience: Special Education Director (200 hours), 3 credits  
EDAD 678. Field Experience: Superintendency, 4 credits

### **Elective courses**

#### **3 credits**

Select electives in consultation with the graduate advisor.

**NOTE:** It is recommended that sixth year students with a master's outside of educational administration take EDAD 620, 630, 640 and 650.

## **Specialist Degree — Educational Administration and Leadership (36 credits)**

### **Research courses**

#### **9 credits**

EDAD 686. Field Study Design in EDAD, 3 credits  
EDAD 694. Field Study, 3 credits  
CEEP 678. Introduction to Grad. Statistics, 3 credits

### **Administrative courses**

#### **15 credits**

EDAD 603. Organizational Theory, 3 credits  
EDAD 609. Supervision of Special Education, 3 credits  
EDAD 612. Program and Assessment/Evaluation Techniques, 3 credits  
EDAD 619. Legal Financial Aspects of Special Education, 3 credits  
EDAD 622. Legal Aspects in EDAD, 3 credits  
EDAD 631. Advanced Supervision Techniques, 3 credits  
EDAD 652. Community Relations, 3 credits  
EDAD 657. Educational Policy, 3, credits

### **Administrative specialty courses**

#### **8 credits**

EDAD 601. Introduction to EDAD, 1 credit  
EDAD 605. Principal: K-12, 3 credits

EDAD 608. Superintendency, 3 credits  
EDAD 611. Portfolio Review, 1 credit  
EDAD 613. Administration of Special Education, 3 credits  
EDAD 616. SPED Program Development for Administrators, 3 credits  
EDAD 642. Auxiliary Function.-Site Admin., 3 credits  
EDAD 645. Auxiliary Function.-District Admin., 3 credits

### **Field experience course**

#### **4 credits (320 hours)**

EDAD 674. Field Experience: Principal: K-12, 4 credits  
EDAD 676. Field Experience: Special Education Director (200 hours), 3 credits  
EDAD 678. Field Experience: Superintendency, 4 credits

**NOTE:** It is recommended that specialist students with a master's outside of educational administration take EDAD 620, 630, 640 and 650.

## **Special Education Director Credentialing Course Work**

The Special Education Director program is closely linked to the Principal or Superintendent Certificate programs. The Special Education Director program provides the academic and experiential training needed to prepare students for the special education director licensure provided by CFL.

- This is an optional program that builds upon the Principal or Superintendent Certificate program.
- To be admitted to the Special Education Director program the applicant must meet with the appointed faculty member.
- Careful attention will be given to previous work experience, academic background, scholarship, interpersonal skills and commitment to the field of special education.
- Students need to fulfill the requirements for the principal or superintendent certificate program in addition to the following course work.

EDAD 609. Supervision of Special Education, 3 credits  
EDAD 616. SPED Program Development for Administrators, 3 credits  
EDAD 619. Legal Financial Aspects of Special Education, 3 credits  
EDAD 676. Special Education Field Experience, 3 credits\*

**\*NOTE:** The field experience involves 200 supervised hours with a practicing special education director. Acceptance for internship requires application and approval from your adviser.

### **Program Inquires**

For program information contact: Dr. Charles Moore at 320.308.2160 or cemoore@stcloudstate.edu.



# Electrical Engineering Graduate Program (ECE)

## The Program

The Master of Science in Electrical Engineering program is designed for full and part-time students desiring advanced study in electrical engineering. The program emphasizes advanced courses in the areas of computers, communications, signal processing, bio-medical engineering, controls, and computer aided design of integrated circuits. The objectives of the MSEE program are based on the missions of the department, the college and the university, and consistent with ABET criteria:

- Our graduates will have the ability to apply technical knowledge to analyze and solve practical electrical engineering problems.
- Our graduates will have the ability to practice engineering in a professional manner with effective communication and teamwork skills.
- Our graduates will have the ability to pursue post-graduate or continuing education opportunities to acquire the latest knowledge and skills.
- Our graduates will be able to understand the societal and ethical issues associated with the engineering profession.

## Admission Requirements Specific to the Program

### Full admission

- Admission is competitive.
- An applicant's undergraduate GPA is also closely reviewed, especially for scholarship in the undergraduate engineering and math core.
- Students with a Bachelor of Science in Electrical Engineering and a minimum GPA of at least 3.0 in the last two years of their undergraduate program may be formally admitted to regular status.
- The University requires that the Graduate Record Examination (GRE) be taken before admission. The minimum GRE score requirements are: Quantitative: 700, Verbal: 400, Analytical Writing: 4.0. A writing course ENGL 634 is required for students who score below 5.0 in the analytic writing portion of the GRE.
- Some undergraduate courses may be required for applicants who have BS degrees but need additional undergraduate training in specific areas.
- The department will review the admission file when all official application materials are received. An admission or denial letter will be sent within a week of the department reviewing the materials.

## Offered through the Department of Electrical and Computer Engineering in the College of Science and Engineering

211 Engineering and Computing Center

**Phone:** 320.308.3252

**Fax:** 320.308.5127

**E-mail:** ecedept@stcloudstate.edu

**Web:** www.stcloudstate.edu/ece

### Department Chairperson

Dr. Sura Lekhakul

### Department Secretary

Ms. Mona Daniel

### Graduate Director

Dr. Yi Zheng

### Graduate Faculty

Deng, George, Glazos, Heneghan, Hou, Lekhakul, Petzold, Thamvichai, Vogt, Yao, Zheng

### Accreditation Specific to the Program

- Accreditation Board for Engineering and Technology (ABET)
- Engineering Accreditation Commission (EAC)

- BSEE graduates with a GPA between 2.75 and 3.0 in their last two years may be conditionally admitted. Conditionally admitted students will obtain full admission status after they have completed four specified ECE courses that count toward the MSEE degree with a minimum GPA of 3.25 or higher, with no grade below B in any of the four courses.
- BSEE graduates having GRE scores between 3.5 to 4.0 in the analytical writing portion and 350 to 400 in the verbal portion may be conditionally admitted. Writing courses such as ENGL 332 or ENGL 634 are required with a minimum grade of B in each course.
- Students that have undergraduate degrees in technical areas such as mathematics, physics, computer science, and engineering may be provisionally admitted, but they will be required to complete the following undergraduate courses to obtain full admission status with a minimum GPA of 3.00 or higher, with no grade below B in any class. Some of the required courses listed below may be transferred depending on the students' educational background or waived for those who pass a course examination.

ECE 201, ECE202. Circuit Analysis sequence  
ECE 221. Digital Logic Design  
ECE 301. Signals and Systems Analysis  
ECE 311. Analog Electronics I  
ECE 322. Advanced Logic Design

**Choose two**

ECE 312. Analog Electronics  
ECE 323. Digital electronics sequence  
ECE 381. Solid State Electrons  
ECE 391. Engineering Electromagnetics

Choose one 400-level course.

**For SCSU engineering students**

Qualified ECE juniors at SCSU can apply to the MSEE program and be allowed to take ECE 500-level courses during their senior year to meet both BS degree and MSEE degree requirements. A maximum of six ECE 500 credits can be double counted for both programs in BSEE and MSEE.

**Required course**

EE 302 Signal and Systems Analysis, 3 credits

**Choose one sequence from**

EE 311 and EE 312 Analog electronics sequence,  
8 credits  
EE 322 and EE 323 Digital electronics sequence,  
8 credits

**Choose two sequences from**

ECE 531, ECE 532\* Communication sequence, 6 credits  
ECE 551, ECE 552\* Control sequence, 3 credits  
ECE 521, ECE 522\* Computer sequence, 3 credits  
*\*ECE 532 or 552 can be replaced by ECE 571 Digital Signal Processing*  
*\*ECE 522 can be replaced by ECE 523 Computer Network Architecture*

**Application Deadlines Specific to the Program**

- Fall semester — July 1
- Spring semester — November 1
- Summer sessions — May 1

**Length of Program — Measured by Semesters**

- Part-time student: eight semesters taking three to six credits per semester.
- Full-time student: four semesters taking nine credits per semester.

**Graduate Assistantship Overview**

- Three to six graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants in Electrical and Computer Engineering provide teaching and research assistance to faculty in a variety of situations.

**Degrees and Plans Offered**

- Master of Science in Electrical Engineering: Plan A (Thesis) at 30 credits
- Master of Science in Electrical Engineering: Plan B I (Starred Paper) at 33 credits
- Master of Science in Electrical Engineering: Plan B II (Course Work/Comprehensive Exam) at 33 credits

**Master of Science — Electrical Engineering**

The student must select one of three options: thesis, starred paper or course work only option. The thesis, research paper topic, or the coursework only option must be approved, in advance, by the student's graduate committee. The courses chosen from the Department of Electrical and Computer Engineering and from other departments must form a cohesive package that relates closely to individual student goals.

**Graduate (600) level EE course sequences:**

1. ECE 621, 622. Advanced Computer Architecture, Parallel Computing
2. ECE 631, 632 or 633. Digital Communications, Digital Coding of Waveforms, or Advanced Wireless Applications
3. ECE 651, 652. Optimal Control, Stochastic Control
4. ECE 671, 672. Advanced Digital Signal Processing, Random Signal and Noise
5. ECE 681, 682. Advanced Integrated Circuit, VLSI Design

**Plan A, 30 credits (Thesis)**

**Research courses**

**6 credits**

ECE 699. Thesis, 6 credits

**Core courses**

**18 credit minimum in 500- and 600-level ECE courses**

- 1 complete graduate 600-level ECE course sequence.
- 12 credits minimum from 600-level ECE courses (exclusive of thesis).

**Related courses**

**6 credit maximum**

Select related graduate courses from outside of the Department of Electrical and Computer Engineering from departments such as mathematics, statistics, computer science, and physics.

**Final oral examination on thesis material.**



### **Plan B, Option I, 33 credits (Starred Paper)**

#### **Research courses**

##### **3 credits**

ECE 690. Research in Electrical Engineering. 1-3 credits

#### **Core courses**

##### **24 credits minimum in 500-and 600-level ECE courses.**

2 complete graduate 600-level ECE course sequences.

18 credits minimum from 600-level ECE courses (exclusive of research).

#### **Related courses**

##### **6 credit maximum**

Select related graduate courses from outside of the Department of Electrical and Computer Engineering from departments such as mathematics, statistics, computer science, and physics.

**Final oral examination on starred paper and course work material.**

### **Plan B, Option II, 33 credits (Course Work and Comprehensive Examination)**

#### **Core courses**

##### **27 credits minimum in 500- and 600-level ECE classes**

3 complete 600-level ECE course sequences.

21 minimum credits from 600-level ECE courses

#### **Related courses**

##### **6 credit maximum**

Select related graduate courses from outside of the Department of Electrical and Computer Engineering from departments such as mathematics, statistics, computer science, and physics.

**Final written and oral examination on course work.**

### **Disqualification**

Students will be disqualified from the program if their semester GPA, in courses specified for their programs, is below 3.0 for any two semesters. The student's advisory committee and the graduate committee will consider reinstatement requests.

# English Graduate Programs (ENGL)

## Program Overview

The master's degree in English is appropriate for a program leading to the Ph.D. degree, for community college or secondary teaching, for general cultural enrichment, or for teaching English as a second language. The following programs are offered:

- Master of Arts in English
- Master of Science in English — teacher education
- Master of Arts in Teaching English as a Second Language (TESL)

## Admission Requirements Specific to the Programs

- Details are provided under each emphasis area.

## Admission Deadlines Specific to the Program

- Fall semester: June 1
- Spring semester: October 1
- Summer terms: May 1

## Length of program — measured by semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- These programs are designed for both full-time and part-time students.
- Full-time students must expect to complete much of their course load in evening classes.
- Graduate courses are also offered in summer school, but a student cannot be assured of completing degree requirements solely with summer school work.
- The TESL program offers approximately seven courses online each semester allowing a student to complete an on-line/ITV program.

## Graduate Assistantship Overview

- Fifteen to twenty graduate assistantship positions are offered to instruct English 191.
- The Write Place offers five to six assistantships to provide tutoring to students.
- The Intensive English Center offers ten assistantships.
- Five to nine graduate assistantships are offered to instruct ESL courses.

## Degrees and Plans Offered

- Master of Arts: English, Plan A (Thesis or Creative Work with orals) at 36 credits
- Master of Arts: English, Plan B (Two Starred Papers with orals) at 36 credits
- Master of Arts: TESL, Plan A (Thesis with orals) at 36 credits
- Master of Arts: TESL, Plan B (Two Starred Papers with orals) at 39 credits
- Master of Science: English, Teacher Education, Plan A (Thesis with orals) at 36 credits
- Master of Science: English, Teacher Education, Plan B (Two Starred Papers with orals) at 36 credits
- Master of Science: English, Teacher Education, Plan C (Professional Portfolio with orals) at 39 credits

## Master of Arts — English

The Master of Arts degree in English is appropriate for a program leading to the Ph.D., for community or technical college teaching, and for general cultural enrichment. A student can pursue a Master of Arts in English with a general emphasis or an emphasis in college teaching or rhetoric and applied writing.

- For unconditional admission to the graduate programs in English a minimum of 24 undergraduate semester credits in English is required.

Offered through the  
Department of English  
in the College of Fine Arts  
and Humanities

106 Riverview

**Phone:** 320.308.3061

**Fax:** 320.308.5524

**E-mail:** english@stcloudstate.edu

**Web:** www.stcloudstate.edu/english

### Department Chairperson

Dr. Robert Inkster

### Department Secretaries

Ms. Carol Fish,

Ms Barb Gammon

Ms. Sue Gill

### Graduate Director, English

Dr. Glenn Davis

### Graduate Director, Teaching English as a Second Language

Dr. James Robinson

### Graduate Faculty

Abartis, J.B. Anderson, Barton, Cogdill,  
Condon, Connaughton, Crow, Davis,  
Dillman, Dorn, Foster, Fountaine, Fox,  
Gordon, Heiman, Hibbard, R. Inkster,  
Jackson, Keith, Kilborn, Kim, Klepetar,  
Koffi, Madden, Meissner, Mohrbacher,  
S. Olson, Perry, Philippot, J. Robinson,  
Ross, Rundquist, Sebberson, Teutsch-  
Dwyer, Veeder

- For unconditional admission to the M.A. degree, the applicant must have completed not less than 24 undergraduate semester credits in English, exclusive of general education courses, and must meet the admission standards as required by the School of Graduate Studies.
- Graduate students interested in future doctoral study should develop competence in an appropriate foreign language.
- To graduate a minimum of 18 credits must be earned in courses limited to graduate students.

### **Plan A, 36 credits (Thesis)**

#### **Core courses**

ENGL 606. Research in English: Bibliographic Strategies (or equivalent course), 3 credits

One 600-level course in British literature, 3 credits

One 600-level course in American literature, 3 credits

ENGL 699. Thesis, 6 credits

#### **OR**

ENGL 698. Creative Work, 6 credits

### **Choose one emphasis**

#### **Emphasis one: Teaching College English**

##### **English courses**

##### **21 credit minimum**

Four courses (12 credits) from 552, 553, 561, 562, 650, 652, 653, 655, 656, 665

Two courses (6 credits) from 607, 631, 632, 633, 634

One course (3 credits) from 564, 565, 569, 669

(Only three credits in any combination from 653, 655, 665 may count toward the degree.)

##### **Cognate courses**

For the emphasis in teaching college English, no cognates may count towards the degree.

#### **Emphasis two: Rhetoric and applied writing**

##### **English courses**

##### **15 credit minimum**

Two courses (6 credits) from 607, 631, 632, 633

One course (3 credits) from 503, 532, 697

One course (3 credits) 634

One additional course elected in English (3 credits)

(Only three credits in any combination from 653, 655, 665 may count toward the degree.)

##### **Cognate courses**

Six credits maximum may be earned in approved cognate courses.

#### **Emphasis three: General Master of Arts in English**

##### **English courses**

##### **21 credit minimum**

Choose 21 credits from ENGL courses

(Only three credits in any combination from 653, 655, 665 may count toward the degree.)

**NOTE:** A student completing the Plan A program must pass a

final oral examination on the thesis submitted to the student's final evaluation committee.

### **Plan B, 36 credits (Non-thesis, two Starred Papers)**

#### **Core courses**

ENGL 606. Research in English: Bibliographic Strategies (or equivalent course), 3 credits

One 600-level course in British literature, 3 credits

One 600-level course in American literature, 3 credits

ENGL 698. Creative Work, 6 credits

(Two starred papers written in conjunction with approved courses and supported with substantial research.

The starred paper option requires one paper supported with substantial research and one creative work.

Obtain department specifications for starred papers from the graduate director in English.)

#### **Emphasis one: Teaching College English**

##### **English courses**

##### **27 credit minimum**

ENGL 607. Research in English: Empirical Designs, 3 credits

Four courses (12 credits) from 552, 553, 561, 562, 650, 652, 653, 655, 656, 665

Two courses (6 credits) from 631, 632, 633, 634

One course (3 credits) from 564, 565, 569, 669

Two courses (2-6 credits) from 693, 694, 696 (internship options)

(Only three credits in any combination from 653, 655, 665 may count toward the degree.)

##### **Cognate course**

For the emphasis in teaching college English, no cognates may count towards the degree.

#### **Emphasis two: Rhetoric and applied writing**

##### **English courses**

##### **21 credit minimum**

ENGL 634. Academic and Professional Writing, 3 credits

Two courses (6 credits) from 607, 631, 632, 633

One course (3 credits) from 503, 532, 697

(Only three credits in any combination from 653, 655, 665 may count toward the degree.)

##### **Cognate courses**

Six credits maximum may be earned in approved cognate courses.

#### **Emphasis three: General Master of Arts in English**

##### **English courses**

##### **21 credit minimum**

Choose 21 credits from ENGL courses.

(Only three credits in any combination from 653, 655,

665 may count toward the degree.)

**NOTE:** A student completing the Plan B program must pass a final oral examination on the starred papers submitted to the student's final evaluation committee.

## Master of Science — English: Teacher Education

For admission to the Master of Science in English, Teacher Education program, a student must have:

- Completed an undergraduate teacher education program from an accredited teacher preparation institution.
- Completed a minimum of 24 semester credits of undergraduate credits in English exclusive of general education courses.
- Met the admission standards as required by the School of Graduate Studies.

### Plans A and B, 36 credits

#### Research courses

##### Plan A, 9 credits; Plan B, 3 credits

- ENGL 606. Research in English: Bibliographic Strategies (or equivalent course), 3 credits (Plan A and B)
- ENGL 699. Thesis, 6 credits (Plan A only)

#### Core courses

##### Plan A, 15 credit minimum; Plan B, 18 credit minimum

- One 600-level course in British literature, 3 credits
  - One 600-level course in American literature, 3 credits
  - Other credits to be selected with English department adviser.
- (Only three credits in any combination from 653, 655, 656 may count toward the degree.)

#### Professional education courses

##### Plan A or Plan B, 9 credit minimum

Students will select College of Education courses in consultation with the English advisor.

#### Elective courses

##### Plan A, 3 credits; Plan B, 6 credits

Credits from related fields to be selected with the English department adviser.

#### Prior to graduation

- At least one-half of the master of science degree program must be earned in courses limited to graduate students.
- A student in Plan A must pass a final oral examination on the thesis submitted to the student's final evaluation committee.
- A student in Plan B must pass a final oral examination over the starred papers submitted to the student's final evaluation committee.

### Plan C, 39 credits (Portfolio)

#### Research courses

### 3 credit minimum

ENGL 606. Research in English: Bibliographic Strategies (or equivalent course), 3 credits

#### Core courses

##### 18 credits

One 600-level course in British literature, 3 credits  
One 600-level course in American literature, 3 credits  
Selected courses in English, not to include more than one course by independent study.  
(Only 3 credits in any combination from 653, 655, 665

may count toward the degree.)

#### Educational foundation courses

##### 6 credits

Students will select College of Education courses in consultation with the English advisor.

#### English application and implementation courses

##### 12 credits

ENGL 600: Special Problems, 3 credits; taken in conjunction with development of final portfolio  
9 credits of selected work with the English adviser's approval.  
(Select from methods, workshops, practica, internships, school curriculum development, special projects related to the teaching assignment, and from other courses in the major or in related fields.)

Candidates are required to successfully complete a final oral examination, covering the materials included in the professional portfolio. The portfolio is to be developed as sanctioned by the adviser. The examination will be conducted by two members of the English department and one member from outside the department.

## Master of Arts — Teaching English as a Second Language Emphasis

- **This master degree program and licensure program can be completed on campus.**
- **The program can also be completed through online and ITV courses coordinated by the Center for Continuing Studies.**

Students wishing to enroll in the online/ITV TESL program without having to attend on the St. Cloud campus can take courses at almost any institution within the Minnesota State Colleges and University system or high school offering ITV technology. For more information on the programs and technology available, contact the Center for Continuing Studies at 320-308-3081.

### Admission Requirements Specific to the Program

For unconditional admission to the TESL program, one year of a second language or equivalent proficiency and completion of an introductory course in linguistics is required.

## **Plan A, 36 credits (Thesis)**

### **Research courses**

#### **9 credits**

- ENGL 607. Research in English: Empirical Designs, 3 credits, OR
- ED 615. Methods of Educational Research, 3 credits
- ENGL 699. Thesis, 6 credits

### **Pedagogy courses**

#### **6 credits, choose two courses**

- ENGL 561. Teaching ESL: Theory and Methods, 3 credits
- ENGL 562. TESL Methods: Reading and Writing, 3 credits

#### **OR**

- ENGL 661. Theories of Second Language Acquisition, 3 credits
- ENGL 662. College Level ESL, 3 credits

#### **9 credits, choose three courses**

- ENGL 563. ESL and Culture, 3 credits
- ENGL 567. Topics in Teaching ESL, 3 to 6 credits
- ENGL 652. Computers, English, and Pedagogy, 3 credits
- ENGL 656. Teaching College Writing, 3 credits
- ENGL 667. Assessment, Evaluation, and Testing in TESL, 3 credits
- ENGL 669. Seminar in TESL and Language Acquisition Research, 3 to 6 credits
- ENGL 668. Research in TESL: Topics, 3 credits
- ED 557. Bilingual-Bicultural Education, 3 credits
- ED 558. Literacy for Second Language Learners, 3 credits

### **Linguistics**

#### **6 credits, choose two classes**

- ENGL 564. English Syntax, 3 credits
- ENGL 565. History of the English Language, 3 credits
- ENGL 566. American English, 3 credits
- ENGL 569. Topics in Linguistics, 3 credits
- ENGL 663. Phonetics and Phonology, 3 credits
- ENGL 664. Pedagogical Grammar, 3 credits
- ENGL 666. Sociolinguistics, 3 credits

### **Elective courses**

A maximum of six credits may be earned as electives from any of the courses listed above, or from any other graduate course in the English department, or from cognate courses in other departments.

**NOTE:** A minimum of half of the credits should be earned in courses limited to graduate students.

## **Plan B, 36 credits (Non-thesis)**

### **Research courses**

#### **6 credits**

- ENGL 668. Research in TESL: Topics, 3 credits (online)

### **Choose one course**

- ENGL 607. Research in English, 3 credits
- ED 614. Action Research, 3 credits
- ED 615. Methods of Educational Research, 3 credits

### **Pedagogy courses**

#### **6 credits**

- ENGL 561. Teaching ESL: Theory and Methods, 3 credits
- ENGL 562. TESL Methods: Reading and Writing, 3 credits

#### **OR**

- ENGL 661. Theories of Second Language Acquisition, 3 credits (online)
- ENGL 662. College Level ESL, 3 credits (online)

#### **9 credits, choose three courses**

- ENGL 563. ESL and Culture, 3 credits (online)
- ENGL 567. Topics in Teaching ESL, 3 to 6 credits
- ENGL 668. Research in TESL: Topics, 3 credits
- ENGL 652. Computers, English, and Pedagogy, 3 credits
- ENGL 656. Teaching College Writing, 3 credits
- ENGL 667. Assessment, Evaluation, and Testing, 3 credits (online)
- ENGL 669. Seminar in TESL and Language Acquisition Research, 3 to 6 credits (online)
- ED 557. Bilingual-Bicultural Education, 3 credits
- ED 558. Literacy for Second Language Learners, 3 credits

### **Linguistic courses**

#### **9 credits**

- ENGL 564. English Syntax, 3 credits
- ENGL 565. History of the English Language, 3 credits
- ENGL 566. American English, 3 credits
- ENGL 569. Topics in Linguistics, 3 credits
- ENGL 663. Phonetics and Phonology, 3 credits
- ENGL 664. Pedagogical Grammar, 3 credits
- ENGL 666. Sociolinguistics, 3 credits

### **Elective courses**

Six credit maximum may be earned as electives from any of the courses listed above or from any other graduate course in the English department, or from cognate courses in other departments.

**NOTE:** A minimum of half of the credits toward the graduate degree should be earned in courses limited to graduate students.

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

- The TESL licensure program is available on-campus.
- The TESL licensure program is available through online and ITV classes coordinated by the Center for Continuing Studies.

Students wishing to enroll in the online/ITV TESL program without having to attend on the St. Cloud campus can take courses at almost any school within the Minnesota State Colleges and University system or high school offering ITV technology. For more information on the programs and technology available, contact the Center for Continuing Studies at 320-308-3081.

### Licensure Program Overview

- The Master of Arts, TESL emphasis can be taken independently or in conjunction with K-12 licensure for the State of Minnesota.
- ESL Licensure is a K-12 teaching license.
- It includes 34 credits of education courses AND
  - a foreign language requirement composed of: one year of college (8 credits) or two years of high school or some combination of both or the equivalent.
  - Graduate students may qualify for K-12 licensure in Teaching English as a Second Language (TESL) in the state of Minnesota by completing an appropriate education block (including student teaching) plus the following courses.

### Prerequisite courses

The student must have completed an undergraduate bachelor's degree, be in graduate standing, and have completed one year of a foreign language or equivalent.

ENGL 361. Introduction to Linguistics, 3 credits (online)

### Licensure courses

#### Linguistic courses

##### 3 credits

- ENGL 564. English Syntax, 3 credits
- ENGL 565. History of the English Language, 3 credits
- ENGL 663. Phonetics and Phonology, 3 credits
- ENGL 664. Pedagogical Grammar for ESL Teachers, 3 credits

#### Method courses

##### 9 credits

- ENGL 561. Teaching ESL: Theory and Methods, 3 credits
- ENGL 562. TESL Methods: Reading and Writing, 3 credits
- ENGL 567. Topics in TESL, 3 credits
- ENGL 661. Theories in Second Language Acquisition, 3 credits
- ENGL 662. TESL for Academic Purposes, 3 credits
- ENGL 667. Assessment, Evaluation, and Testing in TESL, 3 credits

ED 558. Literacy for L-2 Learner, 4 credits

### Language and culture courses

#### 9 credits

- ENGL 563. ESL and Culture, 3 credits
- ENGL 566. American English, 3 credits
- ENGL 569. Topics in Linguistics, 3 credits
- ENGL 666. Sociolinguistics, 3 credits
- ED 557. Bilingual-Bicultural Education, 3 credits

### Elective course

- One additional course from the above or ENGL 669. Seminar in TESL Theory and Practice, 3 credits.



# Environmental and Technological Studies Graduate Programs (ETS)

Offered through the Department of Environmental and Technological Studies in the College of Science and Engineering with cooperation from the College of Education

216 Headley Hall  
**Phone:** 320.308.3235  
**Fax:** 320.308.5122  
**E-mail:** ets@stcloudstate.edu  
**Web:** www.stcloudstate.edu/ets

## Department Chairperson

Dr. Kurt Helgeson

## Department Secretary

Ms. Marlene Stangl

## Graduate Coordinator

Dr. Mitch Bender

## COSE Graduate Faculty

Akubue, Bender, Helgeson, Kasi,  
Nicholson, Rose, Schwaller

## Accreditation specific to the program

- National Environment Society
- Technology Specialists of the World Trade Association
- Educational Association of the Americas
- International Technology Education Association
- Council of Technology Teacher Education
- National Council for Accreditation of Teacher Education
- National Association of Industrial Technology

## Degrees and Plans Offered

- Master of Science in Environmental and Technological Studies: Plan A (Thesis) at 30 credits

## Graduate Assistantship Overview

- One or two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters. Hourly wages are paid for summer employment.
- An ETS graduate assistant will find a challenging assistantship through assisting in undergraduate laboratory sections and providing research assistance to professors.

## Master of Science in ETS — Technology Education Track

The technology education track provides students with a sound philosophy and contemporary teaching strategies for the teaching of technology. The program prepares a student for a profession in teaching environmental courses and technology instruction at the 7-12 level, and technical college level. Technology instruction can range from courses in woods, metals, CAD design and much more. The track also is designed to allow students to obtain the necessary skills to conduct both basic and applied research related to social, cultural, environmental, or technical concerns involving the implementation of technology. This program in itself will not provide licensure for secondary school technology education teaching.

## Admission Requirements Specific to the Technology Education Track

- Specific pre-requisite courses are required consisting of two classes in the environmental sciences at the 300-400 level.
- Undergraduate GPA is closely reviewed. A large emphasis is placed on scholarship within the undergraduate education core and your GPA in the major. The interview is an important factor, while the GRE is weighted less heavily.
- Individual interviews are required and scheduled throughout the academic year and summer as application files are completed. Applicants will generally interview with three to four faculty members in a conversational setting.
- Applicants will be requested to bring their senior teaching portfolio to the interview.
- An admission or denial letter will usually be sent within two weeks of the interview.

## Employers

Graduates will find employment in a variety of industrial/technological positions in industry, business, or governmental agencies. Many graduates teach technology education at all levels from elementary to post-secondary levels.

### **Length of M.S. Program — Measured by Semesters**

- Part-time student: five semesters taking six credits per semester.
- Part-time education track student: seven semesters for those taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- This program is designed for both full-time and part-time students. Most courses are offered evenings and as summer workshops to accommodate working students.
- Full-time students must expect to complete a majority of their course load in evening classes.

### **Master of Science in ETS — Technical Research Track**

The overall goals of this track are to provide students with a sound philosophy of the integrative nature of technology on the environment, society, and culture. Additionally, the track is designed to allow students to obtain the necessary skills to conduct both basic and applied research related to meeting basic human needs and wants. This track allows students to become involved in the development of new products, goods, and services through invention, innovation, and development of technology.

#### **Employers**

Currently there is high demand nationally for people who are prepared with master's degrees of this type. They teach or work in a variety of industrial/technological positions in industry, business, or governmental agencies. Graduates conduct research in these settings or apply the processes of invention, innovation, and technical development as a means of meeting human needs and social development.

#### **Admission Requirements Specific to the Technical Research Track**

- An applicant's undergraduate GPA and recommendation forms are weighted the most heavily in the admission decision.
- Specific pre-requisite courses are required consisting of two classes in the environmental sciences at the 300-400 level.
- Undergraduate GPA is closely reviewed. A large emphasis is placed on scholarship within the undergraduate education core and your GPA in the major. The interview is an important factor, while the GRE is weighted less heavily.
- Individual interviews are required and scheduled throughout the academic year and summer as application files are completed. Applicants will generally interview with three to four faculty members in a conversational setting.
- An admission or denial letter will usually be sent within two weeks of the interview.

### **Length of M.S. Program — Measured by Semesters**

- Part-time student: five (seven for those in the education track) semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- This program is designed for both full-time and part-time students. Most courses are offered evenings and as summer workshops to accommodate working students. Full time students must expect to complete a majority of their course load in evening classes.

### **Master of Science — Technological and Environmental Studies**

#### **Plan A, 30 credits**

##### **Core courses**

##### **18 credits**

- ETS 505. Foundational Tech Developments, 3 credits, Fall odd years
- ETS 601. Technology, Environment and Society, 3 credits, Spring odd years
- ETS 604. Innovation/Contemporary Problems in Technology, 3 credits, Fall even years
- ETS 668. Current Literature and Research, 3 credits, Spring even years
- ED 699. Thesis, 6 credits

##### **Choose one track**

##### **Technology Education Track**

##### **12 credits**

- ETS 650. Contemporary Instructional Strategies, 3 credits
- ETS 673. Foundations of Technology Education, 3 credits
- ETS electives or other graduate courses approved by the adviser, 6 credits

##### **Technical Research Track**

##### **12 credits**

- ETS 670. Technical Research Design, 3 credits
- ETS 671. Technical Research Experimentation, 3 credits
- ETS electives or other graduate courses approved by the adviser, 6 credits

# Exercise Science Graduate Program (HPERSS)

Offered through the  
Department of Health,  
Physical Education,  
Recreation and Sport Science  
in the College of Education

327 Halenbeck Hall

**Phone:** 320.308.2155

**Fax:** 320.308.5399

**E-Mail:** [hperss@stcloudstate.edu](mailto:hperss@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/hperss](http://www.stcloudstate.edu/hperss)

**Human Performance Lab E-mail:**

[hpl@stcloudstate.edu](mailto:hpl@stcloudstate.edu)

**Human Performance Web site:**

[www.stcloudstate.edu/hpl](http://www.stcloudstate.edu/hpl)

## Department Chairperson

Dr. Caryl Martin

## Department Secretaries

Ms. Laurie Hanrahan

Ms. Suzanne Owen

## Graduate Coordinator

Dr. David Bacharach

## Graduate Faculty

Antunez, Bacharach, Becker, Conkell,  
Dobey, Eastep, Kurtz, Martin, Nearing,  
Palmer, Picconatto, Risk, Seifert,  
Sheehan, Street, Ulferts

## Specific Track Advisers

### Exercise Physiology

Dr. David Bacharach

Dr. John Seifert

### Biomechanics

Dr. Glenn Street

## Program Description

The Master of Science in Exercise Science prepares students for clinical, corporate, industrial and higher education employment. The program has a strong emphasis in research, helping to prepare students for continued education in professional schools of medicine, doctoral programs, or research.

## Employers

Approximately one-third of the graduates are employed in clinics, one-third in private business and another third continue their education.

## Admission Requirements Specific to the Program (Apply now)

- Admission decisions are made as completed application files are received.
- Departmental requirements for admission go beyond those of the School of Graduate Studies at St. Cloud State University.
- Applicants should possess a GRE verbal score of 480 or better and a quantitative score of 520 or better.
- Applicants should also have at least a 3.0 undergraduate GPA with a strong science component.
- A student's letters of recommendation are weighted approximately 50 percent with the additional 50 percent from a combination of an applicant's GPA and GRE.
- Interviews are not required but encouraged. Interviews are scheduled on a date convenient for both candidates and staff.
- Applicants should have a strong science background. Physiology students should have undergraduate course work in human anatomy, physiology, biochemistry, and exercise physiology. Biomechanics students should possess strong skills in calculus, statics and dynamics along with a sound understanding of human anatomy and physiology.

## Length of Program — Measured by Semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three to four semesters taking eight to 12 credits per semester.
- The program has been designed for full-time and part-time students.
- Students must expect to complete their course loads by enrolling mainly in daytime and evening courses.
- Some classes are also available to be completed during summer sessions.
- Part-time students are welcome to complete the program if they are able to do so without financial assistance from SCSU.

## Graduate Assistantship Overview (Information and Application)

- All full-time students are guaranteed a minimum of a half assistantship for fall and spring semesters throughout the two-year program.
- Graduate assistants work with adult fitness programs, conduct exercise evaluations, assist with research, work with undergraduate labs in exercise physiology, human physiology, biomechanics, and assist with the University's required fitness/wellness course.

## Degrees and Plans Offered

- Master of Science in Exercise Science
- Master of Science in Special Studies  
Students interested in applied areas of exercise science may pursue a program of study focusing on their particular educational goals.

## Program Description

- The curriculum has a core requirement that all students complete.
- Students complete an internship and a thesis and choose one of the two areas of emphasis:
- **Physiology** - students focus on the study of the human body's responses and adaptations to physical activity.
- **Biomechanics** - students focus on the study of forces acting on a body within its environment.
- Students in Exercise Science will take classes under the following course designators: Biological Sciences (BIOL), Chemistry (CHEM), Counselor Education and Educational Psychology (CEEP), Engineering (ENGR), Health (HLTH), Physical Education (PESS), Recreation (REC) and Sport Science (PESS).

## Master of Science — Exercise Science Plan A, 34 credits

### Research courses

#### 9 credits

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- PESS 699. Thesis, 6 credits

### Core courses

#### 19 credits

- PESS 620. Seminar in Exercise and Sport Science, 3 credits
- PESS 624. Internship in Exercise Science, 4 credits
- PESS 625. Laboratory Techniques in Exercise and Sport Science I, 3 credits
- PESS 626. Laboratory Techniques in Exercise and Sport Science II, 3 credits
- PESS 630. Advanced Principles in Exercise Physiology, 3 credits
- PESS 631. Advanced Principles in Biomechanics, 3 credits

## Choose one emphasis

### Physiology Emphasis

#### 6 credits

- PESS 523. Basic Electrocardiography, 3 credits
- CHEM 580. Biochemistry 1, 4 credits

### Biomechanics Emphasis

#### 6 credits

- ENGR 501. (ENGR 341) Dynamics, 3 credits
- PESS 628. Numerical Analyses in Exercise and Sport Science, 3 credits

### Elective courses

- Select with approval of the adviser.



# Geography Graduate Programs (GEOG)

## Offered through the Department of Geography in the College of Social Sciences

359 Stewart Hall

**Phone:** 320.308.3160

**Fax:** 320.308.1660

**E-mail:** geog@stcloudstate.edu

**Web:** www.stcloudstate.edu/geog

### Department Chairperson

Dr. Lewis Wixon

### Department Secretary

Ms. Barb Hartkopf

### Graduate Coordinator

Dr. Mikhail Blinnikov

### Graduate Faculty

Addo, Baker, Blinnikov, Hochmair,  
Hostovsky, John, Richason, Torguson,  
Wall, Wixon

### Employers

Graduates seek employment in both private and public settings, including State and local agencies.

### Admission Requirements Specific to the Program

Admission decisions are made as completed application files are received.

- Students must have met the requirements for admission to graduate school at St. Cloud State University.
- Students should have completed at least an undergraduate minor in geography. In some cases, the applicant may be required to complete additional undergraduate work even though they may have completed a minor or major in geography.
- Applicants who do not have at least an undergraduate minor in geography may be admitted conditionally, subject to completion of specific undergraduate courses in geography as determined by the department.
- Teaching applicants will complete the program described below.
- Teaching applicants who do not have a background in teacher education should confer with the department chairperson.

### Length of Program — Measured by Semesters

- Part-time student: five semesters taking six credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- The program has been designed to accommodate both part-time and full-time students.
- Full-time students must expect to complete part of their course load in evening classes.

### Graduate Assistantship Overview

- Three graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants do a variety of activities, including assisting instructors in the SARC lab and in auditorium classes, and working with faculty members on various research projects. Application due dates vary, but assistantship decisions are made before the end of spring semester.

### Employers

- Graduates seek employment in both private and public settings, including state and local agencies.

### Specializations

Each student may choose one of three specializations.

- Geography
- Geography: Geographic Information Science emphasis
- Geography: Tourism Planning and Development emphasis

### Degrees and Plans Offered

- Master of Science: Geography, Plan A (Thesis) at 30 credits
- Master of Science: Geography, Plan B (Starred Paper) at 32 credits
- Master of Science: Geography, Plan C (Portfolio) at 36 credits
- Master of Science: GIS, Plan A (Thesis) at 30 credits
- Master of Science: GIS, Plan B (Starred Paper) at 33 credits
- Master of Science: Geography: Tourism Planning and Development, Plan A (Thesis) at 30 credits
- Master of Science: Geography: Tourism Planning and Development, Plan B (Starred Paper) at 32 credits

## Program Overview — Master of Science in Geography

- The Master of Science in Geography prepares individuals for professional employment in both public and private sectors.
- The M.S. is flexible, and students can choose to focus on aspects of physical/environmental geography, or human geography concentrating on urban/regional issues, or a combination of the two (particularly useful for 5-12 teachers seeking an M.S. in a content area).
- The tourism planning and development emphasis provides opportunities for students seeking to further their study of tourism, including eco-tourism development, and destination marketing.

## Master of Science — Geography Plan A, 30 credits; Plan B, 32 credits; Plan C, 36 credits

### Research courses

**Plan A, 6-12 credit minimum; Plan B or Plan C, 3 credit minimum**

GEOG 610. Research Process in Geography, 3 credits  
GEOG 699. Thesis, 6 credits (Plan A only).

### Core courses

**Plan A, 12 credit minimum; Plan B or Plan C, 16 credit minimum**

Advanced study in subject matter, methods, materials, and curriculum.

### Professional education courses

**Plan A or Plan B, 6 credit minimum**

Credits to be chosen with the approval of the professional education adviser.

### Elective courses

**Plan A, 3-6 credit minimum; Plan B, 6 credits minimum; Plan C,**

**3 credit minimum**

Credits to be chosen with the approval of the graduate advisor.

### Educational foundation courses

**3 credit minimum (Plan C only)**

Students will select from a list developed by the College of Education.

### Educational applications and implementations

**9 credit minimum (Plan C only)**

Workshops, practicums, internships, school curriculum development, special projects related to the teaching assignment. Approval of the graduate adviser is needed.

**NOTE:** At least one-half of the master of science degree program must be earned in 600-level graduate courses.

## Master of Science — Geography: Geographic Information Science Emphasis

**Plan A, 30 credits; Plan B, 33 credits**

### Research courses

**Plan A, 9 credit minimum; Plan B, 3 credit minimum**

GEOG 610. Research Process in Geography, 3 credits  
GEOG 699. Thesis, 6 credits (Plan A only)

### Core courses

**Plan A, 18 credit minimum; Plan B, 18 credit minimum**

GEOG 506. Thematic Cartography, 3 credits  
GEOG 507. Map Design and Presentation, 3 credits  
GEOG 516. Techniques in GIS, 3 credits  
GEOG 550. Digital Image Processing, 3 credits  
GEOG 562. Concepts in Spatial Analysis, 3 credits  
GEOG 605. Spatial Analysis Methods in Geography, 3 credits

### Elective courses

**Plan A, 3 credit minimum; Plan B, 12 credit minimum**

Students should select electives in collaboration with the graduate advisor.

**NOTE:** At least one-half of the master of science degree program must be earned in 600-level graduate courses.

## Master of Science — Geography: Tourism Planning and Development Emphasis

**Plan A, 30 credits; Plan B, 32 credits**

### Research courses

**Plan A, 6-12 credit minimum; Plan B, 3 credit minimum**

GEOG 610. Research Process in Geography, 3 credits  
GEOG 699. Thesis, 6 credits (Plan A only)

### Core courses

**Plan A, 12 credit minimum; Plan B, 18 credit minimum**

GEOG 596. Tourism and the Environment, 3 credits  
GEOG 601. Research in Geography (Tourism Emphasis), 1-6 credits  
GEOG 654. Urban, Regional and Resource Planning, 3 credits  
GEOG 630. Seminar (Tourism Emphasis), 3 credits

### Elective courses

**Plan A, 3-6 credit minimum; Plan B, 3-6 credit minimum**

At least one-half of the master of science degree program must be earned in 600-level graduate courses.

### **Certification Available in Geography: Geographic Information Science Certificate**

- The GIS certificate is available for students who wish advanced study in geographic techniques.
- The certificate may be awarded regardless of completion of a master's degree. See details at the end of this section.

### **Science Certificate**

A geographic information science certificate is available through course work completed at the graduate level within the geography department. To be admitted to the certificate program, students must apply for admission through the School of Graduate Studies.

- Applicants must have completed a baccalaureate degree from an accredited college or university, have a minimum of a 2.75 GPA over the last half of their undergraduate education, and an acceptable score on the GRE.
- An undergraduate major or minor in geography is not required.
- Students may be required to complete an undergraduate level software applications course in geography prior to enrolling in graduate-level courses.
- Students from disciplines other than geography that utilize GIS techniques are particularly encouraged to apply to the GIS certificate program.
- Twelve of the 15 credits may be counted in the master's degree program.

For further information regarding the certificate program, contact the Department of Geography.

### **Graduate Certificate—Geographic Information Science 15 credits**

- GEOG 506. Thematic Cartography, 3 credits
- GEOG 507. Map Design and Presentation, 3 credits
- GEOG 516. Techniques in GIS, 3 credits
- GEOG 550. Digital Image Processing, 3 credits
- GEOG 562. Concepts in Spatial Analysis, 3 credits

# Gerontology Graduate Programs (GERO)

## The Program

A Master of Science in Gerontology prepares graduates to assume professional leadership roles in the delivery of service to older people and their support networks, in the planning of services, in the administration of services, and in the training and instruction of older people and service providers.

- Students select from core courses in psychology and sociology of aging, as well as courses in community policy, and research methods. Additional courses will be selected to assist the student in attaining specific professional skills and knowledge.
- An internship assures that these skills can be utilized in agencies and institutional settings. All students are expected to complete a three to six credit internship as part of the master's program.
- Those students who have experience in service-delivery to the aging must complete their internship in a different program or setting in order to diversify their educational backgrounds. Exceptions to this restriction may be approved by the graduate adviser.
- The Master of Science in Gerontology requires nine credits in core courses, three to six credits in internship. Plan A requires six thesis credits and 12 credits of electives. Plan B requires GERO 697 and 15 credits of electives. At least one-half of the master of science degree program must be earned in courses in which enrollment is limited to graduate students.

## Employers

Graduates seek employment in local, state, and federal levels of government, private sector, voluntary organizations and institutions serving older people.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- Students must have met the requirements for admission to graduate school at St. Cloud State University.
- A student's statement of interest, background in employment and volunteer work, as well as previous academic performance are closely examined.
- Undergraduate course work in gerontology, or equivalent, along with statistics and research methods are highly recommended before enrollment in relevant advanced course work.
- Students are encouraged to enter his/her graduate studies during fall semester but applications are accepted throughout the year.

## Length of Program — Measured by Semesters

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three to four semesters taking 12 credits per semester.
- The program has been designed to accommodate both part-time and full-time students.

## Graduate Assistantship Overview

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants do a variety of activities, including assisting faculty with courses, newsletters, Web page maintenance and research.

## Degrees and Plans Offered

- Master of Science: Gerontology, Plan A (Thesis) at 34 credits
- Master of Science: Gerontology, Plan B (Starred Paper) at 36 credits
- Master of Science: Gerontology, Plan C (Portfolio) at 36 credits

Offered through the  
Department of Community  
Studies in the College of  
Social Sciences

365 Stewart Hall  
**Phone:** 320.308.3947  
**Fax:** 320.308.5413

### Department Chairperson

Dr. Luke Tripp

### Department Secretary

Ms. Brenda Tritz

### Program Director

Dr. Rona Karasik

### Graduate Coordinator

Dr. Phyllis Greenberg

### Specific Track Advisers

#### MS in Gerontology

Dr. Phyllis Greenberg

#### Graduate Certificate in Gerontology

Dr. Phyllis Greenberg

### Graduate Faculty

DeVoe, Greenberg, Havir, Karasik,  
Litterst, Preble, Whitford





## **Graduate Certificate in Gerontology**

- The department also offers a graduate certificate providing specialized training in aging studies.
- The certificate complements and supplements other graduate majors.
- Individuals who have a master's or professional degree or who currently are enrolled in a master's degree program other than gerontology may enroll.
- The multidisciplinary certificate program provides knowledge that can be utilized across numerous agencies, institutional settings and professions.
- A graduate certificate in gerontology requires a specific curriculum of 12 to 15 credits. Further details are available at the end of this section.

## **Master of Science — Gerontology Plan A (Thesis), 34 credits; Plan B, (Starred Paper), 36 credits; Plan C, (Portfolio), 36 credits**

### **Research courses**

#### **9-12 credits**

- CEEP 678. Introduction to Graduate Statistics, 3 credits (or equivalent)  
Plan A, B & C
  - GERO 696. Practicum, 6 credits (Plan C only)
  - GERO 697. Starred Paper Preparation, 1-6 credits (Plan B only)
  - GERO 699. Thesis, 6 credits (Plan A only)
  - ED 615. Introduction to Research, 3 credits
- OR**
- SOC 679. Advanced Research Methods, 3 credits (or equivalent)

### **Core courses**

#### **9 credit minimum**

- GERO 565. Health and Aging, 3 credits
- GERO 620. Advanced Policy Issues in Gerontology, 3 credits
- GERO 630. Aging and Community, 3 credits
- GERO 545. Health and Aging, 3 credits
- PSY 647. Psychology of Aging: Theory and Research, 3 credits
- SOC 650. Sociology of Aging and the Life Course, 3 credits

### **Internship course**

#### **3-6 credits**

- GERO 644. Gerontology Internship, 3-6 credits

### **Elective courses**

#### **Plan A, 12 credits**

#### **Plan B or Plan C, 15 credit minimum**

- BIOL 502. Biology of Human Aging, 3 credits
- CEEP 646. Counseling Older Persons, 3 credits
- CDIS 540. Communication Disorders of the Aged, 2 credits
- CMST 531. Communication and Aging, 3 credits
- FIRE 579. Social Insurance, 3 credits
- GERO 505. Aging and Diversity, 3 credits
- GERO 511. Aging Policy and Programs, 3 credits
- GERO 515. Women and Aging, 3 credits
- GERO 525. Dementia and Aging, 3 credits
- GERO 535. Housing Options for Older Adults, 3 credits
- GERO 540. Seminar (topical),\* 1-3 credits
- HLTH 511. Advanced Nutrition, 3 credits
- PSY 543. Psychology of Adult Development and Aging, 3 credits
- SOC 573. Family Relationships in Later Life, 3 credits

SOC 575. Sociology of Health and Illness, 3 credits  
SW 530. Social Work Practice of the Aging, 3 credits

**\*NOTE:** May be repeated with different topics.

Other suitable electives may be selected with the approval of the gerontology graduate adviser. For students with an undergraduate specialization in gerontology, appropriate substitutions may be made in consultation with the adviser.

- A student completing the Plan A option must pass a final oral examination on the thesis submitted to the student's final evaluation committee.
- A student completing the Plan C option must pass a final oral examination on the portfolio submitted to the student's final evaluation committee.

## Gerontology Certificate

### 12 to 15 credits

A graduate certificate recognizing specialized training in aging studies which complements other graduate majors is also offered. Individuals who have a master's or professional degree or who currently are enrolled in a master's degree program other than gerontology may be interested in supplementing their graduate work. This multidisciplinary program provides knowledge which can be utilized across numerous agencies, institutional settings and professions.

### Core courses

#### 6 credit minimum

GERO 565. Health and Aging, 3 credits  
GERO 620. Advanced Policy Issues in Gerontology, 3 credits  
GERO 630. Aging and Community, 3 credits  
PSY 647. Psychology of Aging: Theory and Research, 3 credits  
SOC 650. Sociology of Aging and the Life Course, 3 credits

### Elective courses

#### 6-9 credits

BIOL 502. Biology of Human Aging, 3 credits  
CDIS 540. Communication Disorders of the Aged, 2 credits  
CEEP 646. Counseling Older Persons, 3 credits  
CMST 531. Communication and Aging, 3 credits  
FIRE 579. Social Insurance, 3 credits  
GERO 505. Aging and Diversity, 3 credits  
GERO 511. Aging Policy and Programs, 3 credits  
GERO 515. Women and Aging, 3 credits  
GERO 525. Dementia and Aging, 3 credits  
GERO 535. Housing Options for Older Adults, 3 credits  
GERO 540. Seminar (topical),\* 1-3, credits  
HLTH 511. Nutrition: Older Adults, 3 credits  
PSY 543. Psychology of Adult Development and Aging, 3 credits  
SOC 573. Family Relationships in Later Life, 3 credits  
SOC 575. Sociology of Health and Illness, 3 credits  
SW 530. Social Work Practice of the Aging, 3 credits

**\*NOTE:** May be repeated with different topics. The theme of the course must be age related and approved by the gerontology graduate advisor. Other suitable electives may be selected with the adviser.

# Higher Education Administration Graduate Program (EDAD)

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the College of  
Education

B210 Education Building

**Phone:** 320.308.2160

**Fax:** 320.308.3216

**E-mail:** ELCP@stcloudstate.edu

**Web site:** www.stcloudstate.edu/elcp

## **Department Chairperson**

Dr. Niloufer Merchant

## **Department Secretary**

Ms. Debra Buranen

## **Graduate Coordinator**

Dr. Christine Imbra

## **Graduate Faculty**

Arnott, Imbra, Kayona

**This program is available on the St. Cloud campus and in Coon Rapids, Minnesota at Anoka-Ramsey Community College. A weekend model of course delivery at both sites makes this program a great choice for working professionals.**

## **Program Overview**

The Master of Science in Higher Education Administration program develops Minnesota's higher education leaders. The program prepares students for entry-level positions in four-year, community, and technical colleges and universities. Students interested in careers as future higher education administrators receive a comprehensive program of study that explores academic affairs, student affairs, and administrative affairs. Courses offered in the program develop knowledge, skills, and dispositions necessary for success in higher education administrations.

Individuals currently holding, or interested in, leadership positions in higher education will find this program flexible and accommodating to their needs. Courses will primarily be offered on weekends (Friday evening and all day Saturday) during the academic year. Summer courses are offered in various formats.

## **Admission Requirements Specific to the Programs**

- In addition to the standard School of Graduate Studies' admission requirements, students must provide a one- to two-page statement describing their interest and experience in higher education leadership, including their educational and career goals.

## **Length of Program — Measured by Semesters**

- Part-time student: six semesters taking six credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- Each three-credit course will be completed in three weekends.
- Courses will primarily be offered on weekends (Friday evening and all day Saturday).
- Courses are offered consecutively during the semester so students are able to concentrate on one administrative topic at a time. This format allows students to take three courses per semester.
- The practicum can be served at the individual's home institution. If that is not possible or appropriate, placement will be arranged.

## **Graduate Assistantship Overview**

- Two graduate assistantship positions are available each academic year. Graduate assistants work 20 hours per week with faculty members on a variety of administrative, course, and research projects.

## **Degrees and Plans Offered**

- Master of Science in Higher Education Administration: Plan A (Thesis) at 36 credits
- Master of Science in Higher Education Administration: Plan C (Project/Portfolio) at 36 credits

## Master of Science - Higher Education Administration Plan A, 36 Credits (Thesis)

- EDAD 604. Introduction to Higher Education Administration, 3 credits
- EDAD 614. Higher Education Leadership and Administration, 3 credits
- EDAD 624. Legal and Ethical Aspects of Higher Education, 3 credits
- EDAD 634. Human Resource Issues in Higher Education, 3 credits
- EDAD 644. Higher Education Finance, 3 credits
- EDAD 654. University-Community Relations, 3 credits
- EDAD 664. Critical Issues Seminar in Higher Education, 3 credits
- EDAD 672. Practicum in Higher Education Administration, 3 credits
- EDAD 680. Introduction to Research, 3 credits, OR CEEP 678. Graduate Statistics, 3 credits
- EDAD 682. Research Design, 3 credits
- EDAD 699. Thesis, 6 credits

## Plan C, 36 Credits (Project/Portfolio)

- EDAD 604. Introduction to Higher Education Administration, 3 credits
- EDAD 614. Higher Education Leadership and Administration, 3 credits
- EDAD 624. Legal and Ethical Aspects of Higher Education, 3 credits
- EDAD 634. Human Resource Issues in Higher Education, 3 credits
- EDAD 644. Higher Education Finance, 3 credits
- EDAD 654. University-Community Relations, 3 credits
- EDAD 664. Critical Issues Seminar in Higher Education, 6 credits
- EDAD 672. Practicum in Higher Education Administration, 3 credits
- EDAD 680. Introduction to Research, 3 credits
- EDAD 682. Research Design, 3 credits
- EDAD 686. Field Study Design, 3 credits (Culminating Project/Portfolio)



# History Graduate Programs (HIST)

## Offered through the Department of History in the College of Social Sciences

283 Stewart Hall

**Phone:** 320.308.3165

**Fax:** 320.308.1516

**E-mail:** [history@stcloudstate.edu](mailto:history@stcloudstate.edu)

**Web:** [www.stcloudstate.edu/history](http://www.stcloudstate.edu/history)

### Department Chairperson

Dr. Peter Nayenga

### Department Secretary

Ms. Janice Schlangen

### Graduate Coordinator

Dr. John Ness

### Specific Track Advisers

#### Public History Track, M.A.

Dr. Mary Wingerd

#### History Track, M.A.

Dr. John Ness

#### History Track/Teaching, M.S.

Dr. John Ness

### Graduate Faculty

Galler, Glade, Harvey, Hofsommer,  
Jaede, Kim, Lewis, Mullins, Nayenga,  
Ness, Rothaus, Wingerd.

## Employers

- Majoring in public history with a master of art degree prepares graduates for employment with historical societies, museums, archives, and private, county, state and federal interpretative centers and other historical sites.
- A Master of Science in History degree provides professional training to students specifically interested in pursuing careers in the field of education.
- A Master of Art in History prepares professional historians who wish to pursue advanced work in a specific area or areas of history.
- Many graduates with a M.A. or M.S. degree in history enjoy employment as history instructors in K-12 education, two-year and four-year colleges.
- Majoring in history provides a wide variety of employment opportunities such as marketing analysis, advertising, banking, public relations, media, historical societies, and law.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- Undergraduate GPA is closely reviewed. A large emphasis is placed on scholarship within the undergraduate education core and the GPA in the major.
- An applicant who has at least a 3.0 GPA in undergraduate courses in history and a 2.8 GPA overall may be admitted without conditions.
- An applicant may be considered for conditional admissions if his/her GPA in history courses was between 2.6 and 2.99, and he/she had at least a 2.6 GPA in the last two years of the undergraduate program or a minimum score of 1000 on the GRE.
- An applicant with serious gap(s) in his/her history background may be required to take additional undergraduate courses before admission is granted.

## Length of Program — Measured by Semesters

- The program is designed for both full and part-time students.
- Part-time student: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester or four semesters taking nine credits per semester.
- Students must expect to complete their course loads by enrolling mainly in day-time courses.
- Some classes are available to be completed during evening and summer session classes.

## Graduate Assistantship Overview

- Between five and seven graduate assistantship positions are sponsored each year, and are available both fall and spring semesters.
- History graduate assistants will have the opportunity to work with students in the classroom, assist the faculty with research, and perform other duties.

## Degrees and Plans Offered

- Master of Arts in History, Plan A (Thesis): 30 credits with a final oral exam based on the thesis.
- Master of Arts in History, Plan B (Starred Paper): 33 credits with a final oral exam based on the starred paper.
- Master of Arts in History: Public History Track, Plan A (Thesis): 30 credits with a final oral exam based on the thesis.
- Master of Science in History (Teaching), Plan B (Written Comprehensive): 33 credits with a written comprehensive examination.

**NOTE:** Department policy statements on evaluation procedures, starred papers, and reading lists are available in the history office.

## Master of Arts — History Track

An applicant for admission to this program must have earned a minimum of 16 credits in history beyond general education requirements, and the undergraduate grade point average should be 2.8 or above. Others may be admitted conditionally. In some cases, the applicant may be required to complete additional undergraduate

work even though a major or minor may have been completed.

- Reading knowledge of a foreign language is not required but strongly recommended.
- Students contemplating a doctoral program should write a thesis (Plan A).
- Students pursuing a Master of Arts degree must earn a minimum of 15 graduate-only credits in the program.

### **Plan A, 30 credit minimum (Thesis)**

#### **Research courses - 9 credits**

HIST 610. Historiography and Research Methods, 3 credits  
HIST 699. Thesis, 6 credits

#### **Core courses**

15-18 credits in history course work.

#### **Cognate courses**

3-6 credits in courses approved by the adviser.

A student completing the Plan A (Thesis) program will be required to pass a final oral examination based on the thesis submitted to the final evaluation committee.

### **Plan B, 33 credit minimum (Starred Paper)**

#### **Research courses**

##### **4-6 credits**

HIST 610. Historiography and Research Methods, 3 credits  
HIST 697. Starred Papers, 1-3 credits

#### **Core courses**

20-25 credits in history course work.

#### **Cognate courses**

3-6 credits in courses approved by the adviser.

A student completing the Plan B program will be required to pass a final oral examination based on the three starred papers submitted to the final evaluation committee. At the option of the department, candidates also may be required to complete a final written examination.

## **Master of Arts — History: Public History Track**

It is expected that an applicant for admission to this program will have completed a major in history (or its equivalence) at the undergraduate level of at least 32 credits with a grade point average of 3.0 or higher overall and 3.25 or higher in the major.

- Candidates should have completed a survey in United States history and should have taken at least nine credits in advanced American history courses.
- Applicants also should have earned nine credits or more in advanced non-United States history courses. Additional classes in such fields as American government, geography, community studies, and anthropology would strengthen the application, as would work experience in public history. Some students may be admitted conditionally depending upon their backgrounds.
- Applicants should, as a part of the regular application process for graduate studies, submit a statement explaining why they

are interested in entering this program and indicating what, if any, experience they have in public history. In addition, a prospective candidate in history must submit a statement of purpose, not to exceed 500 words, outlining the person's public history interest and professional goals.

- Students pursuing a Master of Arts in Public History must earn a minimum of 21 graduate-only credits.

### **Plan A, 30 credit minimum (Thesis)**

#### **Research courses**

##### **6 credits minimum**

HIST 699. Thesis, 6 credits

#### **Core courses - 15 credit minimum**

HIST 670. Introduction to Public History, 3 credits  
HIST 671. Local History, 3 credits  
HIST 696. Internship in Public History, 9 credits

#### **Cognate courses - 9 credits**

ANTH 581. Cultural Resource Management, 3 credits  
GEOG 557. Preservation and Neighborhood Change, 3 credits

A student completing the public history track will be required to pass a final oral examination based on the thesis submitted to the final evaluation committee.

## **Master of Science — History (Teaching Emphasis)**

- An applicant for this degree must have completed an undergraduate teacher education program from an accredited teacher preparation institution and must have completed at least an undergraduate minor in history in order to select it as a graduate major.
- In some cases, the applicant may be required to complete additional undergraduate work even though a major or minor may have been completed.
- Students pursuing a master of science degree must earn a minimum of 17 graduate-only credits in the program.

### **Plan B, 33 credit minimum (Starred Paper)**

#### **Major courses**

##### **9-12 credit minimum**

HIST 610. Historiography and Research Methods, 3 credits  
HIST 605. Readings in History, 3-6 credits

#### **History courses - 15-18 credits**

Select history courses with the adviser.

#### **Professional education courses - 6 credits**

Select courses with approval of the education adviser.

A student completing a master of science program will be required to take a written comprehensive examination as a final evaluation.

Some courses in this track may be waived if the student has fulfilled these requirements as part of an undergraduate program. A student should discuss his/her background with the adviser.

# Industrial/Organizational Psychology Graduate Program (PSY)

## Offered through the Psychology Department in the College of Social Sciences

102 Whitney House

**Phone:** 320-308-4157

**Fax:** 320-308-3098

**Department Web site:**

[www.stcloudstate.edu/psychology](http://www.stcloudstate.edu/psychology)

**Program Web site:**

[www.stcloudstate.edu/psychology](http://www.stcloudstate.edu/psychology)

### Department Chairperson

Dr. Leslie Valdes

### Department Secretary

Ms. Linda Williams

### Graduate Coordinator

Dr. Jody Illies

### Graduate Faculty

Buswell, DeVoe, Godding, Illies, Jazwinski, Kling, Kulas, Melcher, Protolipac, Rockenstein, Valdes

## Employers

- Master's degree industrial-organizational psychologists work in many different settings, including consulting, business, and government. This flexibility increases their marketability and has resulted in a steady annual increase in the demand for individuals with this degree.
- Master's degree industrial-organizational psychologists also have the option of pursuing a doctoral degree in their field, opening up many other employment opportunities.

## The Profession

Having completed this degree, students will be prepared to obtain a job in a consulting, business, or government setting or to pursue a doctoral degree in industrial/organizational psychology.

## The Program

The Master of Science in Industrial/Organizational Psychology program provides students with the knowledge required to find solutions to workplace problems. It focuses on the use of psychological principles to understand behavior in the workplace and to improve the productivity and quality of work life of employees at all organizational levels. Students will learn the psychological theories and techniques underlying employee selection, training, and performance assessment. They will also study various organizational behavior topics such as leadership and employee motivation. Finally, students will be provided with a foundation in psychological statistics and methodology, which they will be able to draw from throughout their careers. Having completed this degree, students will be prepared to obtain a job in a consulting, business, or government setting or to pursue a doctoral degree in industrial/organizational psychology.

## Admission Deadline Specific to the Program

- Application deadline is March 1 to be given full consideration.
- Students are admitted for a fall semester start only.

## Admission Requirements Specific to the Program

- The following undergraduate courses are recommended: introductory psychology, industrial-organizational psychology, statistics, research methods or experimental psychology, and social psychology.
- Prospective students are encouraged to complete these courses prior to applying to the program.
- It is also recommended that prospective students have a strong quantitative background.
- Although the program encourages all interested individuals to apply, preference will be given to applicants who have completed the recommended undergraduate curriculum.

## Graduate Assistantships

- Two to three graduate assistantships are available for fall and spring semesters.

## Length of Program — Measured by Semesters

- The 41-credit program is designed so that full-time students can finish in four semesters.

## Curriculum

### Plan A: Thesis, 41 credits

Students choosing Plan A are required to pass a preliminary oral examination where they will propose their thesis topic and a final oral examination where they will defend their completed study.

### Plan C: Practicum, 41 credits

Students choosing Plan C are required to pass a preliminary oral examination where they will propose their practicum project and a final oral examination where they will defend their completed project.

## Master of Science — Industrial/Organizational Psychology

### Research and professional courses

#### 11 credits

- PSY 505. Profession of Psychology, 2 credits
- PSY 602. Psychometrics, 3 credits
- PSY 603. Inferential Statistics I, 3 credits
- PSY 604. Inferential Statistics II, 3 credits

### Content courses

#### 15 credits

- PSY 560. Organizational Psychology, 3 credits
- PSY 661. Criterion Development and Performance Assessment, 3 credits
- PSY 662. Psychology of Training and Organizational Development, 3 credits
- PSY 663. Psychology of Personnel Selection, 3 credits
- PSY 671. Advanced Social Psychology, 3 credits

### Programmatic courses

#### 6 credits

- PSY 696. Practicum, 6 credits (Plan C only)
- PSY 699. Thesis, 6 credits (Plan A only)

### Elective courses

#### 9 credits

#### General psychology electives, select 3-6 credits

- PSY 525. Psychology of Creativity, 3 credits
- PSY 592. Health Psychology, 3 credits
- PSY 630. Seminar in Psychology, 3-6 credits
- PSY 640. Advanced Developmental Psychology, 3 credits
- PSY 647. Psychology of Aging: Theory and Research, 3 credits

### Related fields electives

#### Select 3-6 credits

- MBA 667. Organizational Behavior, 3 credits
- MBA 673. Management of Human Resources, 3 credits
- MGMT 551. Employee and Labor Relations, 3 credits
- MGMT 552. Employee Compensation, 3 credits
- MGMT 553. Employee Development, 3 credits
- MGMT 567. Organization Theory, 3 credits
- SOC 656. Seminar in the Sociological Study of Organizations, 3 credits





# Information Media Graduate Programs (IM)

Offered through the Center  
for Information Media in the  
College of Education

110 Miller Center  
**Phone:** 320.308.2062  
**Fax:** 320.308.4778  
**E-mail:** cim@stcloudstate.edu  
**Web:** www.stcloudstate.edu/cim

## Center for Information Media Director

Dr. Kristi Tornquist

## Department Secretary

Ms. Lucy Supan

## Graduate Coordinator and Center for Information Media Coordinator

Dr. Jeanne Anderson

## Specific Graduate Track Advisers

### Info Media — Information Technologies

Drs. Bolliger, Hergert, Malikowski,  
M. Thompson

### Info Media — Educational Media

Drs. C. Inkster, Thompson

### Info Media — Instructional Design and Training

Drs. Anderson, Bolliger, Hill, Malikowski,  
Theis, Thoms

## Instructional Technology Certificate

Dr. Thomas Hergert

## Design for E-Learning Certificate

Dr. Jeanne Anderson

## Graduate Faculty

Anderson, Bolliger, Hergert, Hill,  
C. Inkster, Malikowski, Theis, M.  
Thompson, Thoms.

- **The Information Media program is available on the St. Cloud campus.**
- **A cohort program is also offered in Anoka, MN at the Anoka-Ramsey Community College.**
- **Please see the end of this section for details.**

## Accreditations Specific to the Program

- Association for Educational Communications and Technology
- American Association of School Libraries
- ibstpi Recognized Materials

## Information Media Options

- Master of Science in Information Media
  - Information Technologies
  - Educational Media
  - Instructional Design and Training

## Certificate Programs

- Instructional Technology
- Design for E-Learning

## Licensure

- School Library Media Specialist Licensure

## Program Overview — Information Media, Master of Science

The Center for Information Media through the College of Education provides three distinct graduate program tracks leading to a Master of Science in Information Media.

- Information Technologies
- Educational Media
- Instructional Design and Training

Applicants must pick one of the three tracks. The underlying philosophy of these programs is the development of leadership skills that make it possible to work with people to provide appropriate services to meet their needs. An essential characteristic of the three graduate tracks is the incorporation of the theory and application of current and developing technologies into leadership functions, and message design, and delivery.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received and an interview completed.
- Applicants must have completed a baccalaureate degree from an accredited institution:
  - have a minimum of a 2.75 GPA over the last half of their undergraduate education.
  - or a GRE score of 480 verbal and a score of 3.0 on the analytical writing portion of the GRE test.
  - or a GRE score of 520 quantitative and a score of 3.0 on the analytical writing portion of the GRE test.
- Preliminary oral interview and a written essay are required for admission.
- Ordinarily no more than six graduate credits completed prior to being accepted can be applied to a graduate program.
- An applicant's statement of professional goals and letters of recommendation are weighted heavily in the admission decision.

## Length of Program — Measured by Semesters

- Part-time student: seven semesters taking six credits per semester.
- Full-time student: three to four semesters taking 12 credits per semester.
- The program has been designed to accommodate both part-time and full-time students.

- All courses are offered in the evening during the academic year.
- Most courses are also offered during the summer sessions.

### Graduate Assistantship Overview

- Four graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistantships are generally in the Center for Information Media or with Learning Resources and Technology Services. Emphasis is placed on applying concepts and theories presented in classes to a work setting.

### Employers

- Employers are outlined within the three graduate track options.

### Degrees and Plans Offered

- Master of Science in Information Media: Information Technologies, Plan A (Thesis) at 42 credits
- Master of Science in Information Media: Information Technologies, Plan B (Starred Paper) at 39 credits
- Master of Science in Information Media: Information Technologies, Plan C (Portfolio) at 39 credits
- Master of Science in Information Media: Educational Media, Plan A (Thesis) at 42 credits
- Master of Science in Information Media: Educational Media, Plan B (Starred Paper) at 39 credits
- Master of Science in Information Media: Educational Media, Plan C (Portfolio) at 39 credits
- Master of Science in Information Media: Instructional Design and Training, Plan A (Thesis) at 42 credits
- Master of Science in Information Media: Instructional Design and Training, Plan B (Starred Paper) at 39 credits
- Master of Science in Information Media: Instructional Design and Training, Plan C (Portfolio) at 39 credits

It is recommended that the courses IM 502, 554 and 620 or 632 be taken early in the program. All candidates are required to successfully complete a comprehensive written examination based on the major material covered in individual tracks and to participate in an exit interview prior to graduation.

## Master of Science — Information Media

### Program One: Information Technologies Plan A, 42 credits; Plan B or Plan C, 39 credits

Program one is designed for persons interested in increasing their use of information/instructional technologies in classrooms and schools.

- This program builds on the technology certificate program to provide competencies needed to become a technology coordinator in educational settings.

- Program one is also designed for persons interested in gaining competencies leading to a career in information technologies in various business, government, and industry settings.
- This program is designed for both full-time and part-time students and can be completed through regular evening instruction. Many of the courses are also available during the summer sessions.

### Research courses

Plan A, 9 credit minimum; Plan B, 5 credit minimum; Plan C, 3 credit minimum

IM 608. Research Methods in Media, 3 credits

IM 697. Research Applications, 2 credits (Plan B only)

IM 699. Thesis, 6 credits (Plan A only)

### Core courses

Plan A, Plan B, and Plan C, 14 credit minimum

IM 502. Information Media: Theory, Research, and Practice, 2 credits

IM 504. Instructional Design I, 3 credits

IM 552. Access to Information, 3 credits

IM 554. Developing Skills for Online Learning, 3 credits

IM 555. Design and Preparation of Multimedia Presentations I, 3 credits

### Application courses

Plan A, Plan B, and Plan C, 9 credits

IM 556. Design and Preparation of Multimedia Presentations II, 3 credits

IM 612. Technologies in the Workplace, 3 credits

IM 616. Social Implications and Human Factors in Information Technology,

3 credits

### Elective courses

Plan A, 10 credits; Plan B, 11 credits, Plan C, 13 credits

Courses to be selected in consultation with adviser from related fields, general study from courses, or courses in the major.

### Course Sequencing for Program One

Preliminary course work: Courses in the major core should be taken at the beginning of the program.

### Culminating course work and activities

These courses must be taken at the end of the program IM 608 and IM 697, 699 or Plan C portfolio.

### Program Two: Educational Media Plan A, 42 credits; Plan B, or Plan C, 39 credits

Program two incorporates all of the competency requirements leading to licensure as a school library media specialist and is specifically structured for persons desiring a career in the K-12 schools.

- To be eligible, students must hold a baccalaureate degree from an accredited institution and must meet the standards of effective practice competencies.
- This program is designed for both full-time and part-time students and can be completed through regular evening instruction. It can also be completed through summer session courses.

#### Research courses

##### Plan A, 9 credits; Plan B, 5 credits; Plan C, 3 credits

- IM 608. Research Methods in Media, 3 credits
- IM 697. Research Applications, 2 credits (Plan B only)
- IM 699. Thesis, 6 credits (Plan A only)

#### Core courses

##### Plan A, Plan B, and Plan C, 14 credit minimum

- IM 502. Information Media: Theory, Research, and Practice, 2 credits
- IM 504. Instructional Design I, 3 credits
- IM 552. Access to Information, 3 credits
- IM 554. Developing Skills for Online Learning, 3 credits
- IM 555. Design and Preparation of Multimedia Presentations I, 3 credits

#### Application courses

##### Plan A, Plan B, and Plan C, 15 credits

- IM 612. Technologies in the Workplace, 3 credits
- IM 620. The School Library Media Program, 2 credits
- IM 622. Media Selection and Evaluation for Children and Young Adults, 2 credits
- IM 623. Reading, Listening and Viewing Guidance, 2 credits
- IM 624. Organization of Information Resources, 3 credits
- IM 628. Administration of Media, 3 credits

#### Elective courses

##### Plan A, 4 credits; Plan B, 5 credits; Plan C, 7 credits

- Courses to be selected in consultation with the adviser.
- Choose electives from related fields, general study courses, or courses in the major.

## Program Three: Instructional Design and Training

### Plan A, 42 credits; Plan B, or Plan C, 39 credits

Program three, an information media master's degree in instructional design and training, is for those interested in organizational media management in business, industrial, governmental, and health fields. The degree is designed to prepare an individual with competencies such as problem analysis, program development, resource management, personnel/performance evaluation, and instructional design.

- Program three gives students a basic framework for undertaking a training or instructional design position, while at the same time developing the specific skills necessary for the practicing professional.

- This program is designed for both full-time and part-time students and can be completed through evening courses.

#### Research courses

##### Plan A, 9 credit minimum; Plan B, 5 credit minimum; Plan C, 3 credit minimum

- IM 608. Research Methods in Media, 3 credits
- IM 697. Research Applications, 2 credits (Plan B, only)
- IM 699. Thesis, 6 credits (Plan A only)

#### Core courses

##### Plan A, Plan B, and Plan C, 14 credit minimum

- IM 502. Information Media: Theory, Research, and Practice, 2 credits
- IM 504. Instructional Design I, 3 credits
- IM 552. Access to Information, 3 credits
- IM 554. Developing Skills for Online Learning, 3 credits
- IM 555. Design and Preparation of Multimedia Presentations I, 3 credits

#### Application courses

##### Plan A, Plan B, and Plan C, 12-16 credit minimum

- IM 632. Training/Human Resource Development, 2 credits
- IM 634. Principles of Instructional Design II, 3 credits
- IM 638. Organizational Training and Media Management, 3 credits
- IM 556. Design and Preparation of Multimedia Presentations II, 3 credits
- IM 680. Internship in Media, 2-6 credits

#### Elective courses

##### Course Sequencing for Program Three

- Courses in the core should be taken at the beginning of the program.

#### Culminating course work and activities

- The research courses must be taken at the end of the program: IM 608 and IM 697, 699, or Plan C portfolio.

##### Plan A, 2-6 credits; Plan B, 3-7 credits; Plan C, 5-9 credits

- Courses to be selected in consultation with the adviser.
- Choose electives from related fields, general study courses, or courses in the major. Students may be required to select courses in management and marketing with consultation of the adviser.

## School Library Media Specialist Licensure

Students seeking the school library media specialist licensure must satisfy the following admission conditions:

- Hold a baccalaureate degree from an accredited institution.
- Hold teacher licensure or satisfy the Minnesota Standards of Effective Practice competencies.
- Satisfy the school library media specialist competencies.
- IM 421/521 or 422/522 or their equivalents including good

general application software and internet skills are prerequisites to the licensure program.

**The school library media specialist competencies may be satisfied by completing the following courses:**

- IM 502. Information Media: Theory, Research, and Practice, 2 credits
- IM 504. Instructional Design I, 3 credits
- IM 552. Access to Information, 3 credits
- IM 555. Design and Preparation of Multimedia Presentations I, 3 credits
- IM 612. Technologies in the Workplace, 3 credits
- IM 620. The School Library Media Program, 2 credits
- IM 622. Media Selection and Evaluation for Children and Young Adults, 2 credits
- IM 623. Reading, Listening and Viewing Guidance, 2 credits
- IM 624. Organization of Information Resources, 3 credits
- IM 628. Administration of Media, 3 credits
- IM 682. School Library Media Specialist Practicum, 1-3 credits

Applicants planning to work toward this license should meet with the licensure adviser in the Center for Information Media to plan the sequence of required courses.

## Instructional Technology Certificate

This certificate complements other majors, especially those in education and business. It may also be used as continuing education to upgrade skills.

- Applicants planning to work toward the instructional technology certificate should meet with a graduate adviser in the Center for Information Media.

### Core courses

#### 10-12 credits

- IM 504. Instructional Design I, 3 credits
- IM 554. Developing Skills for Online Learning, 3 credits
- IM 555. Design and Preparation of Multimedia Presentations I, 3 credits

#### Choose an additional 1 to 3 credits with consent of the adviser.

- IM 552. Access to Information, 3 credits
- IM 556. Design and Preparation of Multimedia Presentations II, 3 credits
- IM 562. Designing and Editing for Television, 3 credits
- IM 568. Seminar, 1-3 credits
- IM 600. Special Problems, 1-3 credits
- IM 634. Instructional Design II, 3 credits
- IM 680. Internship in Media, 2-6 credits
- IM 686. Seminar in Media, 1-3 credits
- IM 687. Readings in Media, 1-2 credits

## Design for E-Learning Certificate

This certificate is designed for persons interested in increasing their use of distributed learning technologies in schools, business, government, and industry settings.

- The certificate complements other majors, especially those in education. May also be used as continuing education to upgrade skills.
- Applicants planning to work toward the Design for E-Learning Certificate should meet with a graduate adviser in the Center for Information Media.
- Completion of IM 554 and 555 or equivalent courses or a portfolio review demonstrating equivalent skills will be required for admission to the certificate program.

### Core courses

#### 12 credits taken in the sequence below:

- IM 504. Instructional Design I, 3 credits
- IM 546. Facilitating and Administering E-Learning, 3 credits (online only)
- IM 556. Design and Preparation of Multimedia Presentations II, 3 credits
- IM 656. Computer-based Authoring, 3 credits

Additional information on the licensure and certificate programs may be obtained from:

Dr. Jeanne Anderson  
Coordinator of the Center for Information Media  
Telephone: 320.308.2062  
E-mail: methompson@stcloudstate.edu

## Anoka Ramsey Cohort Program Accelerated Graduate Degree Program

A cohort program is offered in the Twin Cities at Anoka-Ramsey Community College. The cohort features:

- A student can earn up to nine graduate credits a semester.
- Courses can be scheduled to take them one at a time, in the most effective order.
- Each class meets from 6:30 to 9:30 p.m. on Tuesdays and one weekend session that runs from 6:30 to 9:30 p.m. on a Friday and 9:00 a.m. to 5:00 p.m. on Saturday.

### Credits are competitively priced

St. Cloud State University's cost-per-credit is lower than many other graduate programs. Cost for a 3-credit course is \$873.27. Cost for a 2-credit course is \$602.18. (Tuition is subject to change.)

### Admission Requirements

- Identical to on-campus program.

### Core courses

#### 17 credits

- IM 554. Developing Skills for Online Learning, 3 credits
- IM 502. Information Media: Theory, Research and Practice, 2 credits
- IM 504. Instructional Design I, 3 credits

IM 555. Design and Preparation of Multimedia Presentations I, 3 credits  
IM 552. Access to Information, 3 credits  
IM 608. Research Methods in Media, 3 credits

### **Experiential courses**

#### **6 credits (specific courses based on chosen track)**

IM 680. ID Internship, 4 credit  
IM 682. Media Practicum, 4 credits  
IM 697. Research Applications, 2 credits

### **Choose courses**

#### **16 credits**

IM 546. Facilitating and Administering E-Learning, 3 credits  
IM 556. Design and Preparation of Multimedia, 3 credits Presentations II  
M 586. Keyboarding/Computer Applications – PK-8, 3 credits  
IM 612. Technologies in the Workplace, 3 credits  
IM 616. Social Implications and Human Factors in Information Technology,  
3 credits  
IM 620. The School Information Technologies Program, 2 credits  
IM 622. Media Selection and Evaluation for Children and Young Adults,  
2 credits  
IM 623. Reading, Listening and Viewing Guidance, 2 credits  
IM 624. Organization of Information Resources, 3 credits  
IM 628. Administration of Media, 3 credits  
IM 632. Training/Human Resource Development, 3 credits  
IM 634. Instructional Design II, 3 credits  
M 638. Organizational Training and Media Management, 3 credits  
IM 656. Computer-based Authoring, 3 credits



### **Program Options**

Many courses are available in alternative formats such as online delivery.

- E-learning Certificate— (IM 504, IM 546, IM 556 and IM 656)
- Instructional Technology Certificate— (IM 504, IM 554, and IM 555 and a 1 credit elective course)
- School Library Media Licensure—(IM 502, IM 504, IM 552, IM 555, IM 612, IM 620, IM 622, IM 623, IM 624, IM 628 and IM 682)

#### **Contact**

Sandra J. Boen  
Off-Campus Programs Coordinator  
320.308.4721  
sjboen@stcloudstate.edu

# Marriage and Family Therapy Graduate Programs

## The Program

The marriage and family therapy profession views and treats individuals seeking psychotherapeutic assistance as existing within a complex set of relationships. The Master of Science in Marriage and Family Therapy program provides academic and experiential training needed to prepare students for Marriage and Family Therapy licensure. To be admitted to the Marriage and Family Therapy program the applicant must successfully complete a personal interview process with faculty from the Marriage and Family Therapy training program. Careful attention will be given to previous work experience, academic background, scholarship, interpersonal skills and commitment to the field of marriage and family therapy.

## Admission Deadlines Specific to the Program

Fall semester, spring semester and summer sessions: March 1

## Admission Requirements Specific to the Program

Applicants who meet the following standards may be admitted to the M.S. program in Marriage and Family Therapy.

1. Bachelor degree from a regionally accredited institution of higher education.
2. Complete the application materials required by the School of Graduate Studies.
3. A cumulative graduate grade point average of 3.00 or higher, on a 4.00 scale, in the most recent degree program completed.
4. Successful completion of an interview with the marriage and family therapy faculty.
5. Complete a personal data form.
6. Submit three recommendation forms.
7. A current resume that lists educational background, professional experience and volunteer and community involvements.
8. A personal statement that addresses the following:
  - A brief description of the applicant's backgrounds, training, and experience.
  - A statement of short- and longer-term professional goals.
  - A statement of purpose regarding the interest in the degree program.
  - Identify areas of strength and challenge in pursuing this program.

## Graduate Assistantships

Two graduate assistantships are available for fall and spring semesters.

## Master of Science in Marriage and Family Therapy

### Plan A, 52 credits; Plan B, 52 credits

#### Research courses

##### Plan A, 12 credit minimum

- CPSY 675. Research Methods, 3 credits
- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CPSY 699. Thesis, 6 credits

##### Plan B, 6 credit minimum

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- CSPY 675. Research Methods, 3 credits

#### Core courses

##### Plan A or B, 40 credit minimum

- CPSY 619. Professional Orientation and Ethics, 3 credits
- CPSY 620. Family Systems, 3 credits
- CPSY 621. Family Conceptual Framework, 3 credits
- CPSY 622. Gender Role in Families, 3 credits **OR**
- CPSY 623. Family Stress and Coping, 3 credits

Offered through the  
Department of Educational  
Leadership and Community  
Psychology in the College of  
Education

A232 Education Building  
**Phone:** 320.308.2160  
**Fax:** 320.308.3216  
**Web site:** [www.stcloudstate.edu/elcp](http://www.stcloudstate.edu/elcp)

#### Department Chairperson

Dr. Niloufer Merchant

#### Department Secretary

Ms. Debra Buranen

#### Graduate Coordinator

Dr. Manijeh Daneshpour

#### Graduate Certificate Coordinator

Dr. Manijeh Daneshpour

#### Graduate Faculty

Connor, Daneshpour, Jorgensen,  
Mason, M. Mayhew, Merchant,  
Mills-Novoa, Rudrud, Schulze, Vesely

## Employers

Graduates find employment as marriage and family therapists and work for a variety of agencies. Crisis clinics, correctional settings, schools, and public and private mental health facilities also employ graduates.

- CPSY 624. Family Assessment, 3 credits
- CPSY 625. Family and Human Sexuality, 3 credits
- CSPY 651. Counseling Theories, 3 credits
- CSPY 658. Multicultural Counseling, 3 credits
- CPSY 659. Psychodiagnosis, 3 credits
- CPSY 666. Group Process and Dynamics, 3 credits
- CPSY 668. Counseling and Procedures, 3 credits
- CPSY 669. Counseling and Practicum, 4 credits
- CPSY 671. Theories of Marriage and Family Therapy, 3 credits
- CPSY 696. Supervised Internship in Counseling, Min. 6 credits (600 hours)
- CPSY 530. Seminar: Individual and Family Development, 3 credits

**NOTE:** Other courses may be substituted with consent of the adviser.

### Marriage and Family Therapy Internship

The internship involves 300 supervised clinical contact hours with individuals, couples, and families in which at least 150 hours should be with couples and families in a clinical setting in Central Minnesota and surrounding communities. Acceptance for the internship requires approval of the coordinator of marriage and family therapy program and following the completion of all course work.

### Post-Degree Requirements — Full Licensure

An additional 1000 post-degree supervised clinical contact hours in a clinical setting is required to complete the requirements for Marriage and Family Therapy licensure in the state of Minnesota.

#### Program Inquires

Dr. Manijeh Daneshpour  
 Coordinator, Marriage and Family Therapy Program  
 Phone: 320.308.5212  
 E-mail: mdaneshpour@stcloudstate.edu

### Marriage and Family Therapy Certificate Program

This certificate program provides academic and experiential training to prepare persons in the community counseling program or professionals with a master's degree in a related field to mental health for marriage and family therapy licensure. This is an optional program that builds upon the existing community counseling program.

### Admission Requirements Specific to the Certificate

To be admitted to the marriage and family therapy certificate program the applicant must:

- Have a bachelor degree from an accredited institution.
- Have a master's degree in counseling, psychology, human development, or social work from an accredited institution.
- Have a cumulative graduate grade point average of 3.0 or higher, on a 4.0 scale, the most recent degree program completed

- Successfully complete a personal interview process with program faculty.
- Careful attention will be given to previous work experience, academic background, scholarship, interpersonal skills and commitment to the field of marriage and family therapy.

### Marital and family studies courses - 9 credits

- CPSY 620. Family Systems, 3 credits
- CPSY 621. Family Conceptual Framework, 3 credits
- CPSY 622. Gender Role in Families, 3 credits OR
- CPSY 623. Family Stress and Coping, 3 credits

### Marital and family therapy courses - 9 credits

- CPSY 624. Family Assessment (co-requisite: CPSY 671)
- CPSY 671. Theories of Marriage and Family Therapy, 3 credits
- CPSY 658. Multicultural Counseling, 3 credits

### Ethics courses - 3 credits

- CPSY 619. Professional Orientations and Ethics, 3 credits

### Human development courses - 9 credits

- CPSY 530. Seminar: Individual and Family Development, 3 credits
- CPSY 625. Family and Human Sexuality, 3 credits
- CPSY 659. Psychodiagnosis, 3 credits

### Research courses - 3 credits

- CPSY 675. Research Methods, 3 credits

### Marriage and family internship course - 3 credits

- CPSY 696. Supervised Internship (Prerequisites: CPSY 620, 621, 624 and 671)

**NOTE:** The internship for the marriage and family therapy program may be combined with the internship for the community counseling master's program.

### Marriage and Family Therapy Internship

The internship involves 300 supervised clinical contact hours with individuals, couples, and families in a clinical setting in central Minnesota and surrounding communities. Acceptance for internship requires approval of the internship review committee following the completion of all course work.

### Post-Degree Requirements — Full Licensure

An additional 1000 supervised clinical contact hours in a clinical setting is required to complete the requirements of the marriage and family therapy licensure.

**NOTE: CPSY 530, 619, 658, 659, 671, and 675 are part of the community counseling master's program.**

#### Program Inquiries

Dr. Manijeh Daneshpour, Coordinator  
 Marriage and Family Therapy Program  
 Phone: 320.308.5212

# Mass Communications Graduate Programs (COMM)

## Accreditation Specific to the Program

The Department of Mass Communications is nationally accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC).

## Program Overview

The Master of Science in Mass Communications is designed to promote intellectual and professional development for individuals with backgrounds in a variety of fields as well as media practitioners interested in advancing their qualifications. The program seeks to give students the educational and experiential background to become outstanding contributors and leaders in the field of mass communications. This is a professionally oriented program with a strong theoretical base that stresses balance between theory and practical skills, including courses that apply a theoretical framework to real-life problems and cases.

Our mission to offer the highest quality professional master's degree in mass communications in the region. The graduate program is flexible enough to adapt to the varying backgrounds, interests, and career objectives of our students. Graduate students may choose to specialize in one of two tracks — advertising and public relations, and generalist. The generalist approach allows students to create their own tracks by combining courses from multiple areas.

## Employers

Graduates have enjoyed professional employment in a variety of settings including management positions at press and broadcast outlets, public relations and advertising firms or departments of corporations, establishing new businesses and teaching at the community college level.

## Specializations

Each student has the option of choosing one of the following mass communication tracks:

- Advertising and Public Relations
- General (student created)

## Admission Requirements Specific to the Program

- The undergraduate GPA and GRE scores are closely reviewed in the admission decision.
- Admission decisions are made as completed application files are received.

## Length of Program — Measured by Semesters

- Part-time student: seven semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.

## Graduate Assistantship Overview

- Five graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Currently, three types of assistantships are available:
  - Graduate assistants for SCSU's radio and TV stations.
  - Research assistants for assisting mass communication faculty members in their research.
  - Teaching assistants for assisting mass communication faculty. Qualified graduate students who would like to enter the teaching profession may be assigned to teach an introductory course if so desired.

Offered through the  
Department of Mass  
Communications  
in the College of Fine Arts  
and Humanities

125 Stewart Hall

**Phone:** 320.308.3293

**Fax:** 320.308.2083

**E-mail:** commgrad@stcloudstate.edu

**Web:** [www.stcloudstate.edu/masscommunications/graduateprogram/](http://www.stcloudstate.edu/masscommunications/graduateprogram/)

### Department Chairperson

Dr. Roya Akhavan-Magid

### Department Secretaries

Ms. Caryn Engelman

Ms. Elaine Moran

### Director of Graduate Program

Dr. Niaz Ahmed

### Graduate Faculty

Ahmed, Akhavan-Magid, Fish, Heinrich,  
Huntzicker, Marie-Dick, Przytula,  
Rudolph, Vadnie





## Degrees and Plans Offered

- Master of Science in Mass Communications: Plan A (Thesis) at 36 credits
- Master of Science in Mass Communications: Plan B (Starred Paper or Comprehensive Examination) at 33 credits

## Master of Science — Mass Communications Plan A: Thesis, 36 credits or Plan B: Starred Paper or Comprehensive Examination, 33 credits

### Core courses

#### Plan A, 15 credits; Plan B, 12 credits

- COMM 601. Communication Theory, 3 credits
  - COMM 605. Ethics and Critical Analysis of the Mass Media, 3 credits
  - \*COMM 532. Communication Research, 3 credits
  - COMM 689. Applied Research, 3 credits
- OR**
- COMM 699. Thesis, 6 credits (Plan A only)

### Choose one track:

#### Advertising and Public Relations track

##### 9 credits

- COMM 620. Advanced Advertising/PR Theories and Practices, 3 credits
  - \*COMM 571. Advertising/PR Research and Media Analysis, 3 credit
  - \*COMM 538. Public Relations Case Studies and Campaigns, 3 credits
- OR**
- \*COMM 586. Advertising Campaigns, 3 credits

#### General Track

##### 9 credits

- Students may create their own tracks by combining courses from multiple areas.

#### Elective courses

##### 12 credits

From mass communications courses (not taken as part of core or specialization area) or from other departments.

All courses must be at the 500-level or higher with at least one at the 600-level for students selecting the thesis option and at least two for students selecting the project option.

At least one of the elective courses must be from the Department of Mass Communications.

**\*NOTE:** Students, who have completed undergraduate course work in any content areas that are identified in the graduate curriculum, see the graduate adviser to select substitute content areas.

# Master of Business Administration Graduate Programs (MBA)

## Accreditation Specific to the Program

- AACSB International, the Association to Advance Collegiate Schools of Business.
- The College of Business is accredited by AACSB —The International Association for Management Education.

## The Profession

The Herberger MBA delivers the management skills, technical understanding and global perspective that are needed to succeed in a rapidly changing business world. The program features:

- A curriculum that combines business theory with hands-on application.
- All classes are taught by terminally-degreed faculty (Ph.D. or JD degrees).
- An innovative schedule that permits part-time students to earn an AACSB international-accredited MBA degree in 26 months.

## Employers

Statistics show that an MBA degree provides a significant advantage to an individual in terms of income earning potential.

## Admission requirements specific to the program

- Admission decisions are made as each completed application is received. Admission is competitive. Selection is based on an evaluation of all criteria presented by an individual applicant. However, above average performance on one criterion does not necessarily make up for below average performance on another criterion.
- An applicant to the MBA program is evaluated according to the following criteria:
  - A baccalaureate degree from an accredited college or university.
  - An undergraduate GPA of 2.75 or better is required for admission.
  - Evidence of undergraduate scholarship.
  - A minimum score of 470 on the Graduate Management Admission Test (GMAT) is a required part of the application. A GRE score cannot be used in lieu of a GMAT score.
  - Demonstration of aptitude for successful graduate business study.
- Students should have completed the following prerequisites or equivalents:
  - Micro and macro economic principles at the 200 level.
  - Introductory accounting I and II at the 200 level.
  - Introductory business statistics at the 200 level.
  - Managerial finance at the 300 level.
  - Management information systems at the 300 level.

Students may begin course work immediately following their acceptance into the MBA program.

## Phase I — MBA

MBA candidates admitted into the program must have completed the equivalent of the following foundation courses before starting Phase II graduate courses:

### ACCT 591. Accounting Principles

External and internal financial reporting systems and their roles in planning, control, and evaluation of management action. (For admitted graduate students only.) 3 credits F.

### BCIS 542. Business Statistics

Numerical and graphical descriptive statistics and inferential procedures. Selected statistical topics with major emphasis on applications in business. 2 credits F, S.

## Offered through the G.R. Herberger College of Business

116 Business Building

**Phone:** 320.308.3212

**Fax:** 320.308.3986

**E-mail:** [mba@stcloudstate.edu](mailto:mba@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/mba](http://www.stcloudstate.edu/mba)

## The MBA program is available in St. Cloud, MN and in Maple Grove, MN

### MBA Program Director

Dr. Michael Pesch

### MBA Program Secretary

Ms. Diane Tourand

## NOTE

- All Maple Grove MBA students must complete a culminating experience that is comprised of a special project within the MBA 670 Corporate Strategies capstone course.
- An average of a B or above is required for course work taken in Phase I and Phase II.
- Students may not enroll in any 600-level course unless prerequisites have been met.

### **BCIS 544. Information Technology Foundations**

Conceptual foundations of IS, roles of computer-based IS systems in business including strategic competitive uses, global and ethical issues. 2 credits F, S.

### **ECON 559. Economic Analysis**

Graduate level principles of economics. The economic process, national income analysis, money and the banking system, theory of income distribution, pricing systems, resource allocation. Primarily for MBA students. 3 credits F, S, SUM.

### **FIRE 577. Financial Management**

Basic concepts in finance: time value of money, financial ratio analysis, and security valuation. Corporate financial decisions: capital budgeting, choice of capital structure, and working capital management. 3 credits F, S.

- Courses used to satisfy Phase I requirements may not be used to reduce the course requirements under Phase II.
- An average of a B or above is required for course work taken in Phase I.

## **The St. Cloud Program**

The St. Cloud State University MBA program is targeted to meet the needs of people working full-time and attending classes part-time, as well as traditional age students attending classes on a full-time basis.

- Classes are held at the Harold Anderson Entrepreneurial Center located in the premises of the Minnesota Center for Business Development (MCBD) at Suite 100, 616 Roosevelt Avenue off of Second Street South in St. Cloud, MN.
- Students who select this program must complete their degree by attending classes at the St. Cloud MBA classroom site.
- Admission to the St. Cloud-based MBA program does not include admission to MBA classes offered in Maple Grove.
- For complete program details visit: [www.stcloudstate.edu/mba/](http://www.stcloudstate.edu/mba/).

## **Degrees and Plans Offered for the St. Cloud Program**

- Master of Business Administration at 33 credits (no concentration)
- Master of Business Administration at 36 credits (concentration)

## **Length of St. Cloud Program — Measured by Semesters**

- Part-time student: six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- The program has been designed to accommodate both part-time and full-time students.
- The MBA program offers half-semester courses that allow part-time students to complete two courses per semester, while attending class just one night a week.
- Limited summer offerings provide an opportunity for part-time students to finish their degree in 26 months.

## **Graduate Assistantship Overview**

- Eight graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters for students attending the St. Cloud based MBA program.
- Assistantship duties vary widely, according to college and department needs. They may involve assisting professors with courses, conducting library research, or tutoring.

## **Master of Business Administration — St. Cloud Program**

### **Phase II — MBA, 33 to 36 credits**

The following must be completed by all MBA students. These courses are open only to graduate students admitted to Phase II.

### **Core courses**

#### **24 credits**

- MBA 629. Marketing Management, 3 credits
- MBA 632. Management Support Systems, 3 credits **OR**
- MBA 634. Information Technology Management, 3 credits
- MBA 636. Legal, Ethical and Regulatory Environment of Business, 3 credits
- MBA 663. Operations Management, 3 credits
- MBA 671. Financial Analysis and Control, 3 credits
- MBA 683. Accounting for Managers, 3 credits **OR**
- MBA 684. Financial Accounting, 3 credits
- MBA 667. Organizational Behavior, 3 credits
- MBA 670. Corporate Strategies, 3 credits (must be taken

in

the final semester of the student's program).

### **International courses**

#### **3 credits**

- MBA 627. Global Marketing Management, 3 credits
- MBA 675. Multinational Business Management, 3 credits
- MBA 676. Multinational Financial Management, 3 credits

### **Elective courses**

#### **6 to 9 credits minimum**

- ACCT 605. Business Seminar-Accounting, 3 credits
- ACCT 680. Professional Research, 3 credits
- ACCT 682. Advanced Managerial Accounting, 3 credits
- ACCT 692. Advanced Financial Accounting Seminar, 3 credits
- ACCT 693. Advanced Tax Seminar, 3 credits
- ACCT 694. Advanced Auditing Seminar, 3 credits
- ECON 677. Managerial Economics, 3 credits
- FIRE 672. Readings in Finance, 3 credits
- FIRE 675. Readings in Insurance and Real Estate, 3 credits
- MBA 605. Business Seminar, 3 credits
- MBA 625. Advanced Marketing Information and Research, 3 credits
- MBA 633. Topics in Management Information Systems,

3 credits

- MBA 635. Management of Technology, 3 credits
- MBA 673. Management of Human Resources, 3 credits
- MBA 693. International Accounting, 3 credits
- MGMT 605. Business Seminar, 3 credits
- MGMT 665. Readings in Management, 3 credits
- MKTG 605. Business Seminar-Marketing, 3 credits
- MKTG 626. Readings in Marketing, 3 credits
- MKTG 633. Business Case Analysis, 3 credits

**A student may take up to six credits from 500-level courses with prior approval by the adviser.**

**In lieu of the required six credits in electives,** students may elect to take one of the concentrations described below. Students who choose an official MBA concentration would take three elective courses, with at least one elective at the 600 level. Students who do not choose an official concentration must take a minimum of two elective courses, neither of which must be at the 600 level.

### **Choose one Concentration**

#### **Economics Concentration**

##### **Required**

ECON 677, Managerial Economics, 3 credits

##### **Select two**

- ECON 570. (or ECON 670), Business Cycles and Forecasting, 3 credits
- ECON 571. Money and Banking, 3 credits
- ECON 572. Regulations and Antitrust, 3 credits
- ECON 574. International Economics, 3 credits

#### **Human Resources Concentration**

##### **Required**

MBA 673. Management of Human Resources, 3 credits

##### **Select two**

- MGMT 550. Employee Selection, 3 credits
- MGMT 552. Employee Compensation, 3 credits
- MGMT 553. Employee Development, 3 credits
- BLAW 538. Employment Law, 3 credits

#### **Information Systems Concentration**

##### **Select one**

- MBA 632. Management Support Systems, 3 credits
- MBA 634. Information Technology Management, 3 credits

Students who choose the information systems (IS) concentration must take both MBA 632 and MBA 634. One of these counts as an MBA core requirement and the other counts as the 600-level IS concentration requirement.

#### **Electives**

Select two of any 500- or 600-level BCIS electives, subject to the approval of the MBA adviser.

#### **NOTE**

- All St. Cloud MBA students must complete a culminating experience that is comprised of a special project within the MBA 670 Corporate Strategies capstone course.
- An average of a B or above is required for course work taken in Phase I and Phase II.
- Students may not enroll in any 600-level course unless pre-requisites have been met.

## **Master of Business Administration — Maple Grove Program**

The Maple Grove MBA program is targeted to meet the needs of people working full-time in the Twin Cities area. Students who select this program must complete their degree by attending classes at the Maple Grove site.

- In the Maple Grove MBA program, cohort groups of 20-25 students take a series of 11 courses to complete the MBA degree in 26 months. A majority of the courses are of eight weeks duration.
- Each cohort meets one night per week for eight or nine consecutive weeks to complete one course.
- The St. Cloud State University Maple Grove MBA program is hosted by Data Recognition Corporation (DRC) at the intersection of Bass Lake Road and I-494. All classes are held at this convenient and beautiful location.
- The courses are scheduled to allow for at least one week and up to five weeks of break time between courses to allow for employment responsibilities, vacations and holidays. We believe our students will be most successful if they have balance in the scholarly, work, and personal aspects of their lives.
- Graduate assistantships are not available to students in the Maple Grove program.
- Admission to the Maple Grove MBA program does not include admission to MBA classes offered in St. Cloud.
- For complete program details visit: [www.stcloudstate.edu/mba/](http://www.stcloudstate.edu/mba/).

### **Maple Grove MBA Core Curriculum**

The following courses are taught at the Maple Grove site. MBA course descriptions are located in the back of the graduate bulletin.

MBA 667	Organizational Behavior	3 credits
MBA 629	Marketing Management	3 credits
MBA 683	Accounting for Managers	3 credits
MBA 671	Financial Control	3 credits
MBA 663	Operations Management	3 credits
MBA 636	Legal Environment	3 credits
MBA 632	Management Support Systems	3 credits
MBA 651	Global Business Seminar	3 credits
MBA TBD	Elective	3 credits
MBA TBD	Elective	3 credits
MBA 670	Corporate Strategies	3 credits

# Master of Engineering Management

## Program Overview

The Master of Engineering Management is a special program that prepares engineers for taking on managerial roles. The course content is suitable for engineers, technologists, and for a wide spectrum of disciplines including but not limited to mechanical, manufacturing, industrial, electrical, computer and software engineering as well as chemistry, mathematics, physics, and related fields. The course draws on faculty expertise in the areas of quality engineering, project management, and production and operations management as well as economics and administration. The program is offered in the evenings during week days.

The mechanical and manufacturing engineering department, electrical and computer engineering department and the G. R. Herberger College of Business at St. Cloud State University are committed to providing a state-of-the-art program that provides a Master of Engineering Management (MEM) degree. The program meets the educational needs of both full-time and part-time students via flexible and varied delivery, responsive curriculum, a professionally qualified staff, an industry advisory council and appropriate research and support activities.

## Admission Requirements Specific to the Program

- The requirements for admission to the Master of Engineering Management program include an undergraduate engineering degree from an accredited institution.
- Applicants with undergraduate degrees in the areas of mathematics, physics, chemistry, or related fields may also be admitted.
- A grade point average (GPA) of at least 3.0 or higher on a 4.0 scale and the Graduate Record Examination (GRE) are required. Consult the department for complete admission requirements.
- A minimum score of 1,000 on the GRE (Verbal and Quantitative) is required.
- Applicants should submit the following to complete their admission file:
  1. School of Graduate Studies admission application with a non-refundable \$35 fee
  2. Official undergraduate transcripts
  3. Statement of purpose
  4. Three recommendation forms
  5. Official scores on the Graduate Record Examination (GRE)
  6. Official scores from the TOEFL, IELTS or MELAB examination (international students only)

## Length of Program – Measured by Semesters

- Part-time student: seven semesters taking six credits per semester
- Full-time student: three semesters taking 12 credits per semester

## Graduate Assistantship Overview

- Four graduate half-assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants in engineering management provide teaching and research assistance to faculty in a variety of situations.

## Program Requirements

- A minimum of eight credits of course work is required for a full-time graduate student.
- A minimum grade point average of 3.0 is required.
- The maximum duration for a graduate student cannot be over seven years.

## Offered through the Department of Mechanical and Manufacturing Engineering in the College of Science and Engineering

101 Engineering and Computing Center

**Phone:** 320.308.5654

**Toll-Free:** 1.888.240.4760

**Fax:** 320.308.5653

**E-mail:** mme@stcloudstate.edu

**St. Cloud program Web site:** [www.stcloudstate.edu/mme/mem](http://www.stcloudstate.edu/mme/mem)

**St. Paul cohort program Web site:** [www.stcloudstate.edu/mem](http://www.stcloudstate.edu/mem)

**Department Web site:** [www.stcloudstate.edu/mme](http://www.stcloudstate.edu/mme)

### Departmental Chairperson

Dr. Warren Yu

### Departmental Secretary

Ms. Diane Bouffard

### Director of Graduate Program

Dr. Ben Baliga

### Graduate Faculty

Baliga, Bekkala, Covey, Hause,  
Miller, Yu

- The Engineering Management program is available on the St. Cloud campus.
- A cohort program is also offered in St. Paul, Minnesota.
- Please see the end of this section for details.

## Master of Engineering Management — St. Cloud Program

### Plan A (Thesis)

#### 24 credit minimum of course work

- Core courses –15 credit minimum
- Related electives – 9 credit minimum
- Thesis – six credits approved by a committee of faculty members

### Plan B (Starred Paper)

#### 32 credit minimum of course work

- Related electives –15 credit minimum
- Research –2 credit minimum
- Public research presentation

### Core courses (generally offered once per year)

#### Plan A or Plan B, 15 credit minimum

- MME 560. Quality Engineering, 3 credits (F)
- MME 638. World Class Manufacturing, 3 credits (F)
- OR**
- EEC 648. System Project Management, 3 credits (F)
- MME 664. Production and Operations Management, 3 credits (F)
- ECON 677. Managerial Economics, 3 credits (S)

### Field elective courses - 3 credits

- MME 562. Production Planning/Control, 3 credits
- MME 570. Facilities Planning and Material Handling, 4 credits
- ETS 601. Technology and Society, 3 credits
- ETS 604. Innovations and Contemporary Problems, 3 credits
- Select other field electives with approval of the MEM program director.

### Supporting elective courses - 3 credits

#### Management

- MGMT 567. Organizational Theory, 3 credits
- MGMT 570. International Business Management, 3 credits
- MGMT 584. Supply Chain Management, 3 credits
- MGMT 586. Managing for Quality, 3 credits
- MBA 627. Global Marketing Management, 3 credits
- MBA 636. Legal, Ethical, and Regulatory Environment of Business, 3 credits
- MBA 667. Organizational Behavior, 3 credits

#### General

- MBA 671. Financial Analysis and Control, 3 credits
- COMM 534. Theory and Principles of Public Relations, 3 credits
- BLAW 535. Technology and the Law, 3 credits

#### Additional

- MME 680. Special Topics, 1-4 credits
- MME 681. Seminar, 1-4 credits
- MME 697. Independent Study, 1-6 credits
- MME 699. Thesis, 1-6 credits

#### OR

- Two more elective courses
- Select other supporting electives with approval of the MEM program director.

## Master of Engineering Management — St. Paul Cohort Program

The Master of Engineering Management (MEM) degree program jointly offered by St. Cloud State University and Metropolitan State University is designed specifically for engineers and other technical practitioners whose career goals include management of engineering and technology enterprises. The degree is awarded by St. Cloud State University.

This is a degree that combines management philosophy with technical knowledge to equip its graduates with managerial skills necessary in improving the competitiveness of their organizations and conducting successful technical projects. The degree confers a tremendous competitive advantage to today's engineers. The program meets the educational needs of part-time students via a flexible, varied delivery, and responsive curriculum and a professionally qualified staff.

- Courses are provided on Friday evenings and Saturday mornings to suit the needs of working professionals.
- Course curriculum includes projects and homework that can be carried out at the workplace of the employee.
- The program includes three credits for an industrial research project and two credits for a star paper, both of which are intended to be workplace based.
- Classes will be held at the Midway Campus of Metropolitan State University Campus.

#### St. Paul location:

Midway Campus of  
Metropolitan State University  
1450 Energy Park Drive  
St. Paul, MN, 55108

#### For information contact:

Dr. Ben Baliga  
Engineering Management Program  
Telephone: 320.308.3843  
E-mail: baliga@stcloudstate.edu

# Master of Social Work Program (SW)

## Accreditation Specific to the Program

The Master of Social Work Program at SCSU is in the process of becoming an accredited program. It is anticipated that candidacy status will be granted in the spring of 2007. Once the first class has graduated the program will be ready to stand for initial accreditation.

## The Profession

Social workers are employed in all areas of social services to individuals, families, groups, and communities. One finds social workers active in political advocacy, government agencies, and at all levels of services in communities. Social workers are employed in administrative positions in agencies and companies where persons are in need of social services. Social workers also provide direct services, mental health services and counseling to groups of people, families, and individuals.

## Degree Offered

- Master of Social Work: Advanced standing with a Bachelor of Social Work at 30 credits
- Master of Social Work without a Bachelor of Social Work at 56 credits

## Mission Statement

The Mission of the Department of Social Work is to engage students in an educational process that prepares them to think critically and work effectively and collaboratively as professional social workers to enhance human well-being and promote economic, political and social justice in a diverse and global society. Using justice centered and community based practice approaches, the Department prepares social work professionals at the generalist and advanced generalist level who can practice across all social service settings.

## Employers

Social work is one of the fastest growing careers in the United States and is expected to grow by 30 percent by the year 2010 (NASW). The MSW has national and international recognition as a professional degree. Social workers hold positions as leaders as political advocates, administrators in agencies at all levels of the national and local governments, and are in demand internationally as advocates of social justice. Social workers are also found in direct services where they interface directly with communities, families and individuals who are at risk, marginalized, and abused.

## Admissions Deadline

- Fall semester – March 1 deadline for admission in the fall.
- Spring semester – Not available.

## Admission Requirements

- Complete the application process and meet all admission requirements of the School of Graduate Studies
- Additionally students must meet admission requirements specific to the MSW program. They include:
- Submit a current resume that includes:
  - Education
  - Paid work experience
  - Volunteer experience
  - Community involvement
- Provide a written response to the following essay question: Having read the mission of the social work program, how are your career goals consistent with the mission? Describe a social justice issue that is of interest to you and describe the contribution you have made and/or plan to make toward the resolution of the problem.

## Offered through the Department of Social Work in the College of Social Sciences

Steward Hall 224

**Phone:** 320.308.3139

**Fax:** 320.308.3285

**Web site:** [www.stcloudstate.edu/socialwork](http://www.stcloudstate.edu/socialwork)

### Department Chairperson

Dr. David Chollar, MSW, LICSW

### Department Secretary

Ms. Carleen Guck

### Graduate Director

Dr. Elizabeth Talbot, LCSW

### Graduate Faculty

Gensheimer, Talbot, Togo

- An interview may be requested.
- Careful attention will be given to previous work experience, academic background, scholarship, emotional maturity, interpersonal skills, and the commitment to the social work profession.

### **Specific admission requirements for students without a BSW**

- Bachelor degree from an accredited school
- 3.0 GPA on a 4.0 scale
- Transcripts documenting the completion of courses
- Course Prerequisites:
  - Human biology
  - Social statistics
  - Human life cycle development
  - Three additional courses in the social/behavioral sciences (includes courses in the disciplines of anthropology, sociology, economics, political science, psychology, history, human relations)
- Two years of experience in human services/social change activities

### **Specific admission requirements for students with a BSW (Advanced Standing)**

- BSW from a CSWE Accredited Program (current within seven years)
- Two years work experience post BSW
- 3.0 GPA on a 4.0 scale in social work courses

### **Length of Program**

- Full time student non-BSW: four semesters.
- Full time student with a BSW: two semesters.

### **Part-time Student Program Requirements**

As a department we understand that many part-time students may prefer to complete their graduate studies while continuing concurrent employment. However, some daytime hours are required in order to complete the program, especially for internship experiences.

Following admission to graduate studies, all part-time students must complete a minimum of three classes of course work per semester, approved by their advisor, and take courses in designated sequence in order to maintain candidacy in the MSW program.

### **Graduate Assistantship Overview**

- Two graduate assistantship positions are available for the fall-spring academic year.
- Graduate assistants work 20 hours per week with a faculty member on administration, teaching, research projects, or providing administrative support.
- Graduate assistantships require full-time student status
- An application must be submitted to the department chairperson. It is recommended that applicants for department graduate assistantships meet the March 1 deadline for full consideration.

- In addition, all applicants for department assistantships are required to contact the Office of Scholarship and Financial Aid to determine eligibility and apply for a federal work-study assistantship
- Graduate assistants receive a \$9700 stipend for the fall-spring academic year and eight credits of tuition reimbursement in both the fall and spring semesters.

### **Required Orientation Program**

All new students will be required to attend a new student orientation program prior to the beginning of the academic year.

### **Advisement**

Each new student will be assigned an advisor when they are admitted. In order for courses to be taken in sequence all semester schedules will be planned by the department. Students may have some flexibility in the course section in which they are enrolled and the selection of their internship site and hours.

### **Candidacy**

Admission to a graduate program does not constitute candidacy for a degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the Department of Social Work faculty. Advancement to degree candidacy requires that the candidate:

- Have successfully completed the required coursework, research and field internships required for the MSW.
- Have clearly demonstrated the aptitude and ability to pursue graduate work, exhibited the maturity expected of an MSW and compliance with the social work code of ethics in the classroom and in the field internships, and a documented commitment to social work as a profession.
- Completed the necessary forms requesting graduation.

Admission to degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by all program faculty only after careful evaluation of all pertinent factors.

### **Academic Review and Retention Policy**

The Department of Social Work faculty meets regularly to discuss the progress of students in the program. The following elements are reviewed: academic progress and promise; social work skills acquisition and development; personality traits or personal issues that may be interfering with progress in the program; legal and ethical issues. In the event that there is a faculty concern about a student regarding any of these areas, a faculty member will meet with the student to discuss necessary remediation and steps to take toward improvement or to offer assistance to the student in finding a more suitable field of study. While there was preliminary evaluation of a prospective student's suitability for social work at the time of admission, evaluation also occurs throughout a student's course of study. Throughout the program course evaluations are made by faculty as to whether students have



developed the skills, professional behavior, and professional characteristics necessary to proceed as a MSW student. During the field internships, regular evaluations are made by faculty and in conversation with the field supervisor to determine whether the student is prepared to continue in the field placement. Throughout the field internship, regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for a recommendation for graduation.



### **Supervised Internship**

All student internship supervisors are required to have an MSW. All students completing the two year MSW program will be required to complete a 900-hour internship over a period of three semesters. Advanced standing students are required to complete a 500-hour internship over two semesters.

### **Research Project**

All MSW students will be required to complete a research project. Research projects must be approved by the University Institutional Review Board committee.

### **The Curriculum**

The following program reflects the curriculum available at the time the bulletin was printed. It should be noted that additions, deletions, or changes may have been approved through the curriculum process after the printing of this bulletin, and it is the responsibility of the student to check on changes that affect her/his program.

Students will be accepted into the MSW program as foundation students (non BSW) and advanced standing students (BSW). Non-BSW students complete pre-requisites and four semester of courses (56 credits); advanced-standing students complete two semesters of courses (30 credits). All students will complete a thesis.

SW 610. Social Work Theory and Frameworks

SW 611. Generalist Social Work Practice I

SW 612. Generalist Social Work Practice II

SW 613. Social work with Marginalized Populations

SW 620. Integrated Social Work Practice Seminar

SW 621. Social Welfare Policy

SW 622. Research I

SW 625. Foundation Field Placement

SW 630. Advanced Generalist Practice in Changing Communities

SW 631. Advanced Generalist Practice with Vulnerable Individuals and Families

SW 632. Research II

SW 633. Integrated Practice Seminar II

SW 635. Field Placement II

SW 641. Advanced Generalist Practice with Organizations

SW 642. Advanced Policy Practice

SW 643. Integrated Practice Seminar III

SW 644. Thesis

SW 645. Field Placement III

# Mathematics Graduate Program (MATH)

## The Profession

The Master of Science in Mathematics prepares students for a profession in teaching mathematics courses at the 5 to 12 level and for teaching math in post-secondary institutions. Employers will include private and public schools, technical colleges, community colleges, military systems, and colleges and universities.

## Admission Requirements Specific to the Program

- An undergraduate minor in math is required.
- An undergraduate teaching program at an accredited institution must have been completed.
- In some situations, the applicant may be required to complete additional undergraduate work before admittance.
- Beyond the minimum School of Graduate Studies requirements, the department reviews the applicant's philosophy of teaching and letters of recommendation.
- When all official application materials are received the department will review the admission file. An admission or denial letter will be sent within a week of the department reviewing the materials.

## Application Deadlines Specific to the Program

- Fall semester — July 1
- Spring semester — November 1
- Summer sessions — May 1

## Length of Program — Measured by Semesters

- Part-time student: five semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.

## Graduate Assistantship Overview

- Currently graduate assistantships are not available in the Department of Mathematics.

## Degrees and Plans Offered

- Master of Science in Mathematics: Plan A (Thesis) at 30 credits
- Master of Science in Mathematics: Plan B (Written Comprehensive) at 33 credits

## Master of Science — Mathematics

**Plan A: Thesis 30 credit; and Plan B: Written Comprehensive, 33 credits**

### Research courses

**Plan A, 9 credit minimum; Plan B, 3 credit minimum**

- MATH 633. Research Implications for Mathematics Learning and Teaching, 3 credits
- MATH 699. Thesis, 6 credits

### Core courses

**Plan A, 15 credit minimum; Plan B, 18 credit minimum**

- MATH 631. Teaching Middle School (5-8) Mathematics, 3 credits
- MATH 632. Teaching Secondary School (9-12) Mathematics, 3 credits

The remaining credits in each plan should be selected from mathematics and statistics courses with the approval of the graduate adviser.

### Professional education courses

**Plan A or Plan B, 6 credits**

These courses are selected with the approval of the graduate advisor.

### Elective courses

**Plan A, 3 credit minimum; Plan B, 6 credit minimum**

These credits are selected with the approval of the department and are generally from support areas for the mathematics major.

Offered through the  
Department of Mathematics  
in the College of Science and  
Engineering

139 Engineering and Computing Center  
**Phone:** 320.308.3001  
**E-mail:** mathdept@stcloudstate.edu  
**Web:** www.stcloudstate.edu/math

### Department Chairperson

Dr. Daniel Scully

### Department Secretary

Ms. Carol Shaw

### Graduate Coordinator

Dr. Daniel Scully

### Graduate Faculty

Agre, Bahauddin, Branson, G. Buls, S. Buls, Buske, Carr, Chen, Fiala, Haller, Huang, Kalia, Keith, Naraine, Scully, Vakil, Walk, Wilmesmeier, Zhao

### Faculty advisers

Drs. Sue Haller, Bishnu Naraine, Vakil

## Accreditation Specific to the Program

- National Council for Accreditation of Teacher Education (NCATE)
- Minnesota Board of Teaching

**NOTE:** At least one-half of the credits for the master of science degree program must be earned in 600-level courses.

# Mechanical Engineering Graduate Program (MME)

Offered through the  
Department of Mechanical  
and Manufacturing  
Engineering in the College of  
Science and Engineering

101 Engineering and Computing Center

**Phone:** 320.308.5654

**Toll-Free:** 1-888-668-7477

**Fax:** 320.308.5653

**E-mail:** msme@stcloudstate.edu

**Web:** www.stcloudstate.edu/mme

## Department Chairperson

Dr. Warren Yu

## Department Secretary

Ms. Diane Bouffard

## Graduate Director

Dr. Ken Miller

## Graduate Faculty

Baliga, Bekkala, Byun, Covey, Miller,  
Park, Yu

## Accreditation Specific to the Program

- Accreditation Board for Engineering and Technology (ABET)
- Engineering Accreditation Commission (EAC)

## Program Overview

The mechanical and manufacturing engineering department is committed to provide a state-of-the-art program that provides a Master of Science in Mechanical Engineering. The program draws on faculty expertise in areas of controls and robotics, manufacturing processes, project management, manufacturing systems, quality; and operations management.

The program meets the educational needs of both full-time and part-time students via flexible and varied delivery, responsive curriculum, a professionally qualified staff, an industry advisory council and appropriate research and support activities.

## Admission Requirements Specific to the Program

- The requirements for admission to the program include an undergraduate degree in mechanical engineering, manufacturing engineering, or closely related field from an accredited institution.
- Applicants whose undergraduate engineering degree is not in mechanical engineering or manufacturing engineering may be required to take additional mechanical and manufacturing engineering course work.
- A GPA of at least 3.0 or higher, on a 4.0 scale, and the GRE are required.
- An applicant's undergraduate GPA is closely reviewed, especially for scholarship in the undergraduate engineering and math core.
- When all official application materials are received, the department will review the admission file. An admission or denial letter will be sent within a week or two of the department reviewing the materials.

## Length of Program — Measured by Semesters

- Part-time student: five semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- The program offers delivery options that can include evening courses, interactive television (ITV), delayed video, online, or remote site locations.

## Graduate Assistantship Overview

- Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants in mechanical engineering provide teaching and research assistance to faculty.

## Degrees and Plans Offered

- Master of Science in Mechanical Engineering: Plan A (Thesis) at 24 credits
- Master of Science in Mechanical Engineering: Plan B (Starred Paper) at 32 credits

## Master of Science — Mechanical Engineering Plan A: Thesis option, 24 credit minimum

### Research course

#### 6 credits

A thesis of six credits approved by a committee of faculty members.

### Core courses

#### 15 credits minimum

**Elective courses**

A minimum of nine credits from electives (no more than six credits from any one category).

**Plan B: Starred paper option, 32 credit minimum****Research course**

A starred paper for a minimum of two credits approved by a committee of faculty members.

**Core courses****15 credits minimum****Elective courses**

A minimum of 15 credits from electives (no more than six credits from any one category).

**Public research presentation**

Presented in the last semester on star paper research.

**Core courses for Plan A or Plan B****15 credits minimum**

- MATH 610. Advanced Engineering Mathematics, 3 credits (F)
- MME 601. Thermal Sciences in Materials Processing, 3 credits (S)
- MME 630. Advanced Manufacturing Processes, 3 credits (S)
- MME 640. Elastic and Plastic Behavior Materials (S)
- MME 650. Advanced Control of Mechanical Systems (F)

**Elective courses for Plan A or Plan B****No more than six credits in any one area****Automation, Controls, and Robotics**

- MME 542. Dynamics II, 3 credits
- MME 550. Industrial Robots, 3 credits

**Design**

- MME 520. Finite Element Method, 3 credits
- MME 540. Solid Mechanics, 3 credits
- MME 620. Advanced Finite Element Method, 3 credits

**Materials and Materials Processing**

- MME 511. Mechanical Behavior of Materials, 3 credits
- MME 530. Metrology and Precision Manufacturing, 3 credits
- MME 535. Materials Processing Analysis, 3 credits

**Thermal Sciences**

- MME 502. Thermal Science in Product and Process Design, 3 credits
- MME 503. Design of Thermal Systems, 3 credits

**Management**

- MME 562. Production Control, 3 credits
- MME 663. Engineering Management, 3 credits
- MME 664. Production and Operations Management, 3 credits
- MBA 6XX. Adviser approved elective, 3 credits
- MKTG 5XX. Adviser approved elective, 3 credits
- MGMT 5XX. Adviser approved elective, 3 credits

**Other electives**

- PESS 548. Biomechanics, 3 credits
- ECE 571. Digital Signal Processing, 3 credits
- ECE 574. Image Processing, 3 credits
- PHYS 535. Laser Optics, 3 credits
- PHYS 536. Advanced and Fourier Optics, 3 credits
- PHYS 547. Optical Design, 3 credits

**Additional courses**

- MME 680. Special Topics, 1-4 credits
- MME 681. Seminar, 1-4 credits
- MME 696. Research, 1-6 credits
- MME 697. Independent Study, 1-6 credits
- MME 699. Thesis, 1-6 credits (or two more elective courses)

# Music Graduate Programs (MUS, MUSM, MUSP, MUSE)

## Offered through the Department of Music in the College of Fine Arts and Humanities

238 Performing Arts Center

**Phone:** 320.308.3223

**Fax:** 320.308.2902

**E-mail:** music@stcloudstate.edu

**Web:** www.stcloudstate.edu/music

### **Department Chairperson**

Dr. Mark Springer

### **Department Secretaries**

Ms. Dani Andersen

Ms. Janelle Pederson

### **Graduate Coordinator**

Dr. Stephen Fuller

### **All Incoming Music Students**

Dr. Stephen Fuller

### **Music: Conducting, Choral**

Dr. Stephen Fuller

### **Music: Conducting, Instrumental**

Dr. Rikard Hansen

### **Music: Music Education**

Dr. Marcelyn Smale

### **Music: Piano Pedagogy**

Dr. Carmen Wilhite and Dr. Tom Allen

### **Graduate Faculty**

Fuller, Gast, Givens, Hansen, Judish, Krause, Layne, Miller, Moore, Smale, Springer, Twombly, Vermillion, Verrilli, Wilhite, Wollenzien

## **Accreditations Specific to the Program**

- National Association of Schools of Music

## **Admission Requirements Specific to the Program**

- Admission decisions are made as completed application files are received.
- An applicant's undergraduate GPA and letters of recommendation are considered most heavily in the admission decision.
- A bachelor's degree in music is required for the graduate level music emphasis and piano pedagogy emphasis. A bachelor's degree in music education is required for the graduate level music education emphasis.
- All applicants must meet the admission requirements of the School of Graduate Studies
- All students must take the Graduate Music Placement Exam during the first semester of study. For specific information, refer to the music department graduate handbook available online at [www.stcloudstate.edu/music](http://www.stcloudstate.edu/music) or by calling the department.

## **Admission Requirements Specific to the Emphasis Area Conducting**

- A bachelor's degree in music is required for the graduate level music conducting emphasis.
- Applicants should submit a videotape of conducting ability or prepare a live demonstration of conducting skills for the designated adviser during the first semester.

## **Music Education**

- A bachelor's degree in music education is required for the music education emphasis at the graduate level.
- Applicants should submit a videotape of their teaching.

## **Piano Pedagogy**

- A bachelor's degree in music is required for the graduate level piano pedagogy emphasis.
- Piano pedagogy students must prepare a piano audition for the piano faculty. The performance should include music of varying styles and be at a level of difficulty equivalent to Bach preludes and fugues from the Well-Tempered Clavier, and Beethoven Sonata, Op., 31, No 2. The technique exam will include major and minor arpeggios and scales.
- In addition, all incoming music students must take the music placement exam prior to admittance into the program. This exam should be taken prior to the beginning of course work or during the first semester.

## **Length of Program — Measured by Semesters**

- Part-time student: seven semesters including one summer session.
- Full-time student: five semesters including one summer session.
- Many students who are working professionally take three to four years to complete the degree.
- Core courses, conducting and performance courses are offered in the late afternoon or evening to accommodate working professionals.
- Piano pedagogy courses are offered in the morning.
- Courses in the summer are offered in condensed two- or three-week blocks.

## **Graduate Assistantship Overview**

- Three graduate assistantship positions in music are offered each year, and are available both fall and spring semesters.

- Graduate assistantship duties are based upon the applicant's skills and departmental needs. They may include teaching, performance or management.

## Degrees and Plans Offered

- Master of Music: Conducting, Plan A (Thesis or Creative Work) at 34 credits
- Master of Music: Music Education, Plan A (Thesis or Creative Work) at 33 credits
- Master of Music: Music Education, Plan B (Written Comprehensive) at 33 credits
- Master of Music: Piano Pedagogy, Plan A (Thesis or Creative Work) at 34 credits

## Master of Music

### Core courses for all programs

#### 11 credits

- MUSM 504. Pedagogy of Music Theory, 2 credits
- MUS 602. Introduction to Research in Music and Music Education, 2 credits
- MUS 604. Analytical Techniques, 2 credits
- MUS 611. Music History (2 different sections), 4 credits
- MUS 696. Masters Seminar, 1 credit

### Choose from the following emphases:

#### Conducting

The Master of Music in Conducting program is designed to improve the musical knowledge and conducting/teaching skills of conductors by:

- Engaging them in the study of score preparation, expressive conducting technique, rehearsal techniques, programming, and video-tape analysis;
- Strengthening their expertise in literature (choral, orchestral, or wind band), history, analytical techniques, and pedagogy;
- Providing them the opportunity to pursue an area of interest in research and/or performance.

Student conductors may direct their own performing group or an on-campus ensemble in a supervised performance as the culminating creative project for the degree.

#### Conducting emphasis

##### 23 credits

- MUS 609. Score Preparation, 2 credits
- Choose one**
- MUS 617. History of Wind Band Literature, 3 credits
- MUS 618. History of Choral Literature, 3 credits
- MUS 619. History of Orchestra Literature, 3 credits
- Choose either**
- MUS 620/621. Choral Conducting I/II, 4 credits or
- MUS 622/623. Instrumental Conducting I/II, 4 credits
- Choose either**

MUS 698. Creative Work, 6 credits

MUS 699. Thesis, 6 credits

#### Other studies

- Applied lessons and/or Vocal Pedagogy (Choral), 4 credits
- Applied lessons and Music/MusEd Electives (Instrumental), 4 credits

#### Elective courses

##### 4 credits

Electives to be chosen with consent of the adviser.

#### Music Education

The Master of Music in Music Education program is designed to improve the musical and pedagogical skills of teachers by:

- Broadening their knowledge of current methods of music education, including Orff, Kodaly and Dalcroze.
- Strengthening their ability to choose and use the most effective pedagogical techniques.
- Offering flexibility within the program to expand their knowledge of educational, psychological and artistic fields.
- Teachers may culminate their study with a comprehensive examination or with a thesis in an area of special interest.

#### Music education emphasis; Plan A or Plan B

##### 22 credits

- MUS 607. Psychology of Music, 2 credits
- MUS 608. Curriculum Development in Music Education, 2 credits
- Applied lessons, 2 credits
- Music electives, 2 credits

#### Choose one

- MUS 605. Elementary Music Education, 2 credits
- MUS 606. Secondary Music Education, 2 credits

#### Elective courses

##### 6 credits

Electives to be chosen with consent of the adviser.

#### Plan A

- MUS 699. Thesis, 6 credits

#### Plan B

- Comprehensive Written Exam AND 6 credits of music education

#### Piano Pedagogy

The Master of Music in Piano Pedagogy program is designed to improve the teaching and performing skills of piano teachers by:

- Offering extensive training through individually structured piano study, solo and chamber music performance and pedagogy classes;
- Strengthening the understanding and knowledge of music

- through courses in analytical techniques, music history, and piano literature;
- Providing the opportunity to pursue an area or interest in research and/or performance.

Pianists have the opportunity to observe and teach in the music department's piano preparatory program.



### **Piano Pedagogy Emphasis; Plan A**

#### **23 credits**

- MUS 505. Keyboard Accompanying, 1 credit
- MUS 536. Piano Literature, 2 credits
- MUS 627. Practicum in Class Piano Teaching, 1 credit
- MUS 628. Advanced Piano Pedagogy, 2 credits
- MUS 652. Chamber Music Performance, 1 credit
- MUS 680. Graduate Seminar: Research in Piano Pedagogy, 2 credits

#### **Choose one**

- MUS 698. Creative Work, 6 credits
- MUS 699. Thesis, 6 credits

#### **Other music studies**

##### **6 credits**

- MUS 607. Psychology of Music, 2 credits
- MUS 632. Applied Piano, 4 credits

#### **Elective courses**

##### **2 credits**

Electives chosen with consent of the adviser.

**Recital requirements:** All candidates for the degree must present a public recital of chamber music. The repertoire will be chosen in consultation with the program adviser. Candidates may also elect to present a public recital of solo literature as part of the creative project.

# Physical Education Graduate Program (HPERSS)

## Accreditations Specific to the Program

- National Council for Accreditation of Teacher Education (NCATE)
- National Association of Sport and Physical Education (NASPE)

## The Profession

The Master of Science in Physical Education provides continued education for the professional educator. It also provides a vehicle for in-service teachers to expand their licensures into the area of developmental adapted physical education or other specific areas within physical education.

## Employers

Graduates are typically employed as physical education instructors in public and private K-12 school settings.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- A minimum of 12 credits in undergraduate physical education courses is required.
- A student's letters of recommendation, GRE and undergraduate GPA are weighted equally in the admission decision.

## Length of Program — Measured by Semesters

- Part-time student: five to six semesters taking six credits per semester.
- Full-time student: three to four semesters taking eight to 12 credits per semester.
- The program has been designed for full-time and part-time students.
- Full-time students can expect to complete part of their course load in evening classes.
- The part-time student may complete the program through regular evening instruction or through summer session offerings.

## Graduate Assistantship Overview

- One graduate assistantship position is generally sponsored each year, and is available in the fall and spring semesters.
- The graduate assistant will provide laboratory activities supervision; assist with the fitness wellness course, and with specific activities involved in leisure pursuits.

## Degree and Plans Offered

- Master of Science in Physical Education, Plan A (Thesis) 30 credits
- Master of Science in Physical Education, Plan B (Starred Paper) 33 credits

## Master of Science — Physical Education

- Within this degree an emphasis in developmental/adapted physical education (D/APE) may be obtained. For specific course requirements, contact the D/APE director.
- Under Plan A, candidates are required to write a thesis.
- Under Plan B, candidates are required to write a starred paper and shall take a final oral examination over the starred paper. The paper shall be a detailed study and shall follow the style manual of the School of Graduate Studies. In addition, a final written comprehensive examination is required.

Offered through the  
Department of Health,  
Physical Education,  
Recreation and Sport Science  
in the College of Education

327 Halenbeck Hall

**Phone:** 320.308.2155

**Fax:** 320.308.5399

**E-Mail:** [hperss@stcloudstate.edu](mailto:hperss@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/hperss](http://www.stcloudstate.edu/hperss)

**Human Performance Lab E-mail:**  
[hpl@stcloudstate.edu](mailto:hpl@stcloudstate.edu)

**Human Performance Web site:**  
[www.stcloudstate.edu/hpl](http://www.stcloudstate.edu/hpl)

### Department Chairperson

Dr. Caryl Martin

### Department Secretary

Ms. Laurie Hanrahan

Ms. Suzanne Owen

### Graduate Coordinator

Dr. David Bacharach

### Graduate Faculty

Artunez, Bacharach, Becker, Conkell,  
Dobey, Eastep, Kurtz, Martin, Nearing,  
Picconatto, Risk, Seifert, Sheehan,  
Street, Ulferts



**Plan A, 30 credits; Plan B, 33 credits**

**Research courses**

**Plan A, 9 credits; Plan B, 3 credits**

PESS 601. Research Methods in Health, Physical Education and Sport Science, 3 credits (Plan A & B)

PESS 699. Thesis, 6 credits (Plan A only)

**Core courses**

**Plan A, 12 credit minimum; Plan B, 18 credit minimum**

Select course work in physical education with consent of the adviser.

**Professional Education**

**Plan A or Plan B, 6 credits**

Select course work with consent of professional education adviser.

**General Electives**

**Minimum, Plan A, 3 credits; Plan B, 6 credits**

CEEP 678. Introduction to Graduate Statistics, 3 credits

Electives to be chosen with advisor approval from related fields, general studies core, or courses in the major.

**NOTE:** At least one-half of the minimum requirements for the Master of Science in Physical Education is required to be earned in courses in which enrollment is limited to graduate students.

Students in Physical Education will take classes under the following course abbreviations: Counselor Education and Educational Psychology (CEEP), Health (HLTH), Physical Education (PESS), Recreation (REC) and Sport Science (PESS).

# Public and Nonprofit Institutions Graduate Programs (PNI, ECON)

## The Profession

The Master of Science in Public and Nonprofit Institutions is designed to enhance the administrative and analytical skills of those employed in the public and nonprofit sectors of the economy. Additionally, it develops skills for individuals contemplating careers in these sectors of the economy. The program prepares students to work with private firms or governmental agencies in forecasting, market research, or policy analysis.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- Undergraduate background in economics, political science, and related fields is closely reviewed. Also important is related work experience and letters of recommendation. While important, the GRE score is weighted less heavily.
- Prior to taking core courses for the Master of Science in Public and Nonprofit Institutions, students must have met the requirements for admission to graduate school at St. Cloud State University.
- Students should have completed the following prerequisites or equivalents:
  - ECON 205. Macroeconomics, 3 credits
  - ECON 206. Microeconomics, 3 credits
  - BCIS 240 or STAT 219. Statistics for the Social Sciences or equivalent, 3 credits
  - POL 111. Introduction to American Government or equivalent, 3 credits

## Length of Program — Measured by Semesters

- Part-time student: six to seven semesters taking six credits per semester.
- Full-time student: three to four semesters taking 12 credits per semester.
- The program has been designed to accommodate both part-time and full-time students.
- Most courses are offered in the evening to accommodate working students.

## Graduate Assistantship Overview

- Three graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Graduate assistants are assigned to a professor in the Department of Economics and generally provide research assistance, assistance with grading and general classroom support.

## Concentrations

Each student has the option of choosing from one of two specializations.

- Public Sector Institutions and Management
- Nonprofit Institutions and Management

## Degrees and plans offered

- Master of Science in Public and Nonprofit Institutions: Plan A (Thesis) at 33 credits
- Master of Science in Public and Nonprofit Institutions: Plan B (Starred Paper) at 33 credits
- Master of Science in Public and Nonprofit Institutions: Plan C (Professional Portfolio) at 39 credits

Students in public and nonprofit institutions will take classes under a variety of course designators: economics, public and nonprofit institutions, and political science.

Offered through the  
Departments of Economics  
and Political Science  
in the College of Social  
Sciences

386 Stewart Hall

**Phone:** 320.308.2227

**Fax:** 320.308.2228

**E-mail:** [economics@stcloudstate.edu](mailto:economics@stcloudstate.edu)

**Web:** [www.stcloudstate.edu/economics](http://www.stcloudstate.edu/economics)

### Department Chairperson

Dr. King Banaian

### Program Assistant

Miss. Melanie Swan

### Graduate Chairperson

Dr. Patricia Hughes

### Specific Track Adviser

#### Public Institutions

Dr. Patricia Hughes

#### Nonprofit Institutions

Dr. Patricia Hughes

### Graduate Faculty

Banaian, Bodvarsson, Edwards,  
Gallagher, Grossman, Hampton,  
Hughes, Kang, Komai, Larkin, Lo,  
Luksetich, MacDonald, Moghaddam,  
Rebeck

## Master of Science — Public and Nonprofit Institutions Public Institution Concentration

### Core courses

#### 21 credits

- ECON 560. Public Finance, 3 credits
- ECON 603. Managerial Economics for Nonprofit and Public Institutions, 3 credits
- ECON 620. Decision Making Tools for the Nonprofit and Public Sector, 3 credits
- POL 581. Administering Public Policy, 3 credits
- POL 584. Public Budgeting, 3 credits
- POL 619. American Government Seminar, 3 credits
- PNI 680. Program Evaluation Methods, 3 credits

**Plan A, 33 credits:** Core, 21 credits plus 12 credits of electives, which includes a six credit thesis.

**Plan B, 33 credits:** Core, 21 credits plus 12 credits of electives and a starred paper.

**Plan C, 39 credits:** Core, 21 credits plus nine credits of internship, nine credits of electives, and an oral examination based upon a portfolio which is centered on the internship.

### Elective courses

- COMM 534. Theories and Principles of Public Relations, 3 credits
- COMM 536. Public Relations Writing and Publications, 3 credits
- COMM 538. Public Relations Case Studies and Campaigns, 3 credits
- ECON 520. Economics of Nonprofit Organizations, 3 credits
- ECON 542. Law and Economics, 3 credits
- ECON 551. Resource and Environmental Economics, 3 credits
- ECON 561. Public Finance: State and Local, 3 credits
- ECON 565. Urban and Regional Economics, 3 credits
- ECON 570. Business Cycles and Forecasting, 3 credits
- ECON 571. Money and Banking, 3 credits
- ECON 572. Industrial Organization and Public Policy, 3 credits
- ECON 630. Seminar: Public Policy Analysis, 3 credits
- GEOG 554. Regional Planning, 3 credits
- GEOG 555. Urban Site Development, 3 credits
- GEOG 590. Issues in Urban Geography, 3 credits
- GEOG 650. Land Use Analysis, 3 credits
- GEOG 654. Urban, Regional, and Resource Planning, 3 credits
- MGMT 550. Employee Selection, 3 credits
- MGMT 551. Employee and Labor Relations, 3 credits
- MGMT 566. Strategy and Organization of Public Administration, 3 credits
- MGMT 567. Organization Theory, 3 credits
- PNI 601. Reading in Public and Nonprofit Institutions, 1-3 credits

- PNI 630. Seminar in Public and Nonprofit Institutions, 3 credits
- PNI 644. Internship, 9 credits
- PNI 699. Thesis, 6 credits
- POL 570. Public Opinion and Electoral Behavior, 3 credits
- POL 582. Public Personnel Administration, 3 credits
- POL 583. Managing Local Governments, 3 credits
- POL 585. Administrative Law, 3 credits
- POL 591. Constitutional Law, 3 credits
- POL 619. American Government Seminar, 3 credits
- SOC 560. Social Problems and Social Policy, 3 credits

## Nonprofit Institution Concentration

### Core Courses

#### 21 credits

- ECON 520. Economics of Nonprofit Organizations, 3 credits
- ECON 603. Managerial Economics for Public and Nonprofit Institutions, 3 credits
- ECON 620. Decision Making Tools for the Nonprofit and Public Sector, 3 credits
- POL 581. Administering Public Policy, 3 credits
- POL 582. Public Personnel Administration, 3 credits
- OR**
- MGMT 550. Employee Selection, 3 credits
- MKTG 519. Marketing of Services, 3 credits
- PNI 680. Program Evaluation Methods, 3 credits

**Plan A, 33 credits:** Core, 21 credits plus 12 credits of electives, which includes a six credit thesis.

**Plan B, 33 credits:** Core, 21 credits plus 12 credits of electives and a starred paper.

**Plan C, 39 credits:** Core, 21 credits plus nine credits of internship, nine credits of electives, and an oral examination based upon a portfolio which is centered on the internship.

### Elective courses

- COMM 534. 536, 3 credits each
- ECON 542. 551, 561, 565, 572, 630, 3 credits each
- ECON 640. Economics of Arts and Culture, 3 credits
- GEOG 554, 555, 590, 650, 654, 3 credits each
- MGMT 566, 567, 3 credits each
- MKTG 625. Advanced Marketing Information and Research, 3 credits
- PNI 601, 630, 644, 680, 3 credits each
- PNI 699. Thesis, 6 credits
- POL 570, 582, 583, 584, 585, 591, 619, 3 credits each
- SOC 560. Social Problems and Social Policy, 3 credits

# Public Safety Executive Leadership Graduate Program (PSEL, CJS)

## The Profession

The Master of Science in Public Safety Executive Leadership is designed for mid-level managers in public safety. The course work requires 36 graduate credits in a non-thesis degree program. Up to nine graduate level credits may be accepted from accredited institutions. The six core courses are four semester credits each, totaling 24 credits. Course schedules are designed to accommodate working adults.

## Admission Requirements Specific to the Program

Public safety executive leadership degree candidates must have at least two years full-time paid employment by a public safety organization and must currently be employed full-time by a public safety-related organization.

## Length of Program — Measured by Semesters

- Part-time student: six to seven semesters taking six credits per semester.
- Full-time student: three to four semesters taking 12 credits per semester.
- The program has been designed to accommodate both part-time and full-time students.
- Classes are scheduled in a semester system with delivery around the State of Minnesota through traditional and multidimensional media including electronic classroom delivery.
- Courses are offered in the evening and in weekend formats to accommodate working students.

## Graduate Assistantship Overview

Two graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.

## Master of Science — Public Safety Executive Leadership (PSEL) Plan C – 36 credits

### Core courses - 24 credits

- PSEL 610. Advanced Leadership Skills, 4 credits
- PSEL 620. Budgeting in Public Safety, 4 credits
- PSEL 640. Planning and Change - A Vision to the Future for Public Safety, 4 credits
- PSEL 660. Human Resource management for Public Safety, 4 credits
- PSEL 680. Understanding and Utilizing Public Safety Research, 4 credits
- PSEL 690. Leadership Capstone Course, 4 credits

### Elective courses - 12 credits

The broad range of elective courses listed below, provides students with an opportunity to focus their course work on specific fields that may be advantageous to them.

### Criminal justice electives

- CJS 511. Organization and Administration in Criminal Justice, 3 credits
- CJS 515. Corrections: Theory and Practice, 3 credits
- CJS 520. Critical Issues in Law Enforcement, 3 credits
- CJS 530. Criminal Law, 3 credits
- CJS 531. Criminal Procedure, 3 credits
- CJS 533. Ethical Studies in Criminal Justice, 3 credits
- CJS 545. Crisis Intervention, 3 credits
- CJS 550. Juvenile Justice System, 3 credits

Offered through the  
Department of Criminal  
Justice Studies in the College  
of Social Sciences

257 Stewart Hall

**Phone:** 320.308.4101

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**E-mail:** [psel@stcloudstate.edu](mailto:psel@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/criminaljustice](http://www.stcloudstate.edu/criminaljustice)

### Department Chairperson

Dr. Robert Prout

### Department Secretary

Ms. Deborah Yorek

### Graduate Program Director

Dr. John Campbell

### Graduate Faculty

Andzenge, Campbell, Clifford,  
Gilbertson, Hennessy, Lawrence,  
Maloney, Prout, Schreiber, Seefeldt

CJS 555. Private Security and the Criminal Justice Community, 3 credits  
CJS 589. Seminar in Criminal Justice, 3 credits  
CJS 600. Special Problems, 3 credits  
CJS 601. History of Criminal Justice, 3 credits  
CJS 650. Readings, 1-3 credits  
CJS 660. Theories of Criminal Behavior and Justice, 3 credits  
CJS 661. Juvenile Justice and Schools, 3 credits  
CJS 679. Research in Criminal Justice, 3 credits  
CJS 681. Current Problems and Issues in Criminal Justice, 1-3 credits

**NOTE:** \*Courses highly recommended by the department.

#### **Educational administration and leadership electives**

EDAD 603. Organizational Theory, 3 credits  
EDAD 610. Administrative Leadership, 3 credits  
EDAD 630. Introduction to Personnel Administration, 3 credits  
EDAD 650. Introduction to School-Community Relations, 3 credits  
EDAD 652. Community Relations in School Administration, 3 credits  
EDAD 680. Introduction to Research in EDAD, 3 credits

#### **Management electives**

MGMT 550. Employee Selection, 3 credits  
\*MGMT 551. Employee and Labor Relations, 3 credits  
MGMT 552. Employee Compensation, 3 credits  
\*MGMT 553. Employee Development, 3 credits  
MGMT 566. Strategy and Organization of Public Administration, 3 credits  
MGMT 567. Organization Theory, 3 credits

#### **Mass communication electives**

COMM 516. Critical Analysis of Media, 3 credits  
COMM 520. Mass Media and Society, 3 credits  
COMM 524. Seminar in Public Opinion and Communication Research, 3 credits  
COMM 534. Theory and Principles of Public Relations, 3 credits  
COMM 603. Seminar in Mass Communications, 1-3 credits  
COMM 605. Ethics and Critical Analysis of Mass Media, 3 credits

#### **Master of Business Administration electives**

\*MBA 667. Organizational Behavior, 3 credits  
MBA 673. Management of Human Resources, 3 credits

#### **Psychology electives**

PSY 543. Psychology of Adult Development and Aging, 3 credits  
PSY 568. Personnel Psychology, 3 credits  
PSY 573. Aggression, Anger, and Violence, 3 credits  
PSY 590. Psychological Disorders, 3 credits  
PSY 621. Psychology in Human Affairs, 3 credits  
PSY 522. Organizational Psychology, 3 credits

#### **Sociology and anthropology electives**

SOC 545. Political Sociology, 3 credits  
SOC 555. Sociology of Work and Occupation, 3 credits  
SOC 556. Complex Organizations, 3 credits  
SOC 560. Social Problems and Social Policy, 3 credits  
SOC 581. Social Stratification, 3 credits  
SOC 656. Seminar in the Sociological Study of Organizations, 3 credits  
SOC 689. Advanced Analysis of Deviance in Society, 3 credits

# Social Responsibility Graduate Program (HURL)

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- Applicant should include in his or her application an intent statement explaining his or her interest and background in global, social and environmental responsibility.
- The written intent statement and application will be closely examined. The department is interested in the reason why the student is attracted to the program.

## Length of Program — Measured by Semesters

- Part-time student: five to six semesters taking six credits per semester.
- Full-time student: three semesters taking 12 credits per semester.
- Full-time student: four semesters taking nine credits per semester.
- The program has been designed to accommodate both part-time and full-time students.
- The program can be completed by taking evening courses only.

## Graduate Assistantship Overview

- Three to five graduate assistantship positions are generally sponsored each year, and are available both fall and spring semesters.
- Social responsibility graduate assistants generally disseminate information about the program, recruit students from underrepresented groups, and provide support for students within the social responsibility program.

## Degrees and Plans Offered

- Master of Science in Social Responsibility: Plan A (Thesis) at 32 credits
- Master of Science in Social Responsibility: Plan B (Starred Paper) at 32 credits
- Master of Science in Social Responsibility: Plan C (Professional Portfolio) at 36 credits

## The Program

The Department of Human Relations and Multicultural Education provides education in self-awareness and skills essential for living and working in a pluralistic, democratic society. Human relations is a multi/interdisciplinary applied field in the study and practice of social responsibility within western and non-western cultures. The department is committed to addressing the serious questions of survival, equity and quality of life facing people around the world. The curriculum presents the voices and perspectives of groups which have historically been excluded from the western canon. Investigative and critical thinking skills are taught in which mainstream and alternative viewpoints are examined for values and veracity.

Human relations graduate courses examine the impact of power, resources, cultural standards, and institutional policies and practices on various groups in our society and develop active citizenship skills for participatory democracy. Specifically, the department addresses issues of social and environmental justice within a global context related to race, gender, class, age, religion, disability, physical appearance, sexual/affectional orientation, nationality/culture, and species.

Human Relations 1) collaboratively offers an interdisciplinary Master's of Science in Social Responsibility with sociology, and women's studies; 2) provides quality courses that fulfill the human relations requirement for teacher licensure in the state of Minnesota; 3) provides courses, resources, and leadership in meeting

Offered through the Department of Human Relations and Multicultural Education in the College of Education through collaboration with the Departments of Sociology and Anthropology, and Women's Studies

B118 Education Building

**Phone:** 320.308.3124

**Fax:** 320.308.2932

**E-mail:** [socialresponsibility@stcloudstate.edu](mailto:socialresponsibility@stcloudstate.edu)

**Web:** [www.stcloudstate.edu/socialresponsibility](http://www.stcloudstate.edu/socialresponsibility)

### Department Chairperson

Dr. Semya Hakim

### Department Secretary

Ms. Tebra Petersen

### Graduate Co-Coordinators

Dr. Tonya Huber-Warring

Dr. Linda Havir

### Graduate Faculty

Andrzejewski, Benjamin, Berila, Gold, Hackman, Hakim, Havir, Hofmann, Huber-Warring, Kellogg, Lavenda, Mehdi, Mhando, O'Toole, Ore, Philion, Scheel-Keita, Schultz, Sherohman, Slocum, Tademe, Tornow, Tripp, Zerbib, Zuo

the SCSU mission and various accreditation standards on multicultural, gender-fair, disability-aware, GLBT-sensitive education. The graduate courses develop and enhance personal and professional skills in individuals, organizations, and global social responsibility for a wide range of non-profit, public and private sector positions in advocacy, education, communications, health, government, business, and international careers.

This interdisciplinary master's degree in social responsibility addresses a citizen's responsibility to others, to society, and to the environment. It provides a solid academic foundation of the theory and practice of social responsibility, historically and contemporarily, within western and nonwestern cultures. It offers practical skills for involved citizenship at the local, state, national, and global levels within a democratic and culturally diverse context.

Constructive approaches to the pressing issues of equality, resource distribution, work, education, health, safety, survival, and environmental sustainability are explored in a personal, professional and global context. Specifically, the curriculum will provide knowledge and skills on the issues of race, gender, class, disability, age, national origin, sexual orientation, species, labor, global human rights, the environment and other issues of social responsibility. Students will develop skills in critical analysis, investigation, research, writing, and socially responsible citizenship.

As serious issues of cultural diversity and global sustainability become more salient features of every society, a broad foundation of academic inquiry has been developing in many traditional fields as well as emerging disciplines which explores theories, paradigms and methodologies of social responsibility. The study of social responsibility is not founded in any one traditional discipline. Rather it is multidisciplinary and interdisciplinary, spanning every discipline from humanities to social science to education, business, science and technology. This interdisciplinary degree in social responsibility will provide knowledge and skills to persons who wish to respond to these demands.

For course descriptions, find listings in human relations and multicultural education, sociology, community studies and women's studies.

## Master of Science — Social Responsibility

**Plan A, 32 credits; Plan B, 32 credits; Plan C, 36 credits**

### Research courses

#### Plan A, 6 credits; Plan B or C, 0 credits

Plan A: Thesis required, choose HURL, SOC, or WS 699, 6 credits

Plan B: Starred Paper required

Plan C: Project/Portfolio required

### Core courses

#### 12 credits

HURL 682. Advanced Theory and Issues in Human Relations, 3 credits

SOC 679. Research Methods, 3 credits

SOC 684. Sociology for Social Responsibility, 3 credits

SOC 685. Sociological Theory, 3 credits

### Focus and context courses

#### Plan A, 5 credits; Plans B and C, 8 credits

Students should balance their elective choices between courses that foreground a particular issue in social responsibility (focus topics) and courses providing theoretical and/or historical contexts for understanding multiple issues (context topics). This list is updated periodically and students may substitute other courses with the adviser's consent.

### Focus courses

#### 2 credit minimum

HURL 507. Indians and Contemporary Human Rights Issues, 2 credits

HURL 511. Heterosexism, 2 credits

HURL 512. Disability Rights, 2 credits

HURL 514. Gender Issues in Education, 2 credits

HURL 517. Global Issues in Gender, 2 credits

HURL 518. Xenophobia, 2 credits

ETHS 505. Women of Color, 3 credits

SSCI 576. Black and American: Issues in Afro-American Studies, 3 credits

SOC 568. Minorities in the Capitalist World-Systems, 3 credits

SOC 573. Family Relationships in Later Life, 3 credits

SOC 650. Sociology of Aging and the Life Course, 3 credits

SOC/WS/HURL 630. Topics in Social Responsibility, 1-3 credits with adviser permission.

### Content courses

#### 2 credit minimum

HURL 502. Current Issues in Human Relations, 1-3 credits

HURL 508. Global Human Relations, 2 credits

HURL 513. Diversity in the Workplace, 2 credits

HURL 515. Human Relations of Science, 2 credits  
HURL 516. Critical Analysis of Media, 3 credits  
SOC/WS 630. Topics in Social Responsibility, 1-3 credits with adviser permission  
SOC 512. Self and Society, 3 credits  
SOC 515. Sociology of Science  
SOC 545. Political Sociology, 3 credits  
SOC 562. Seminar, topic approved with adviser's permission, 3 credits  
SOC 575. Sociology of Health and Illness, 3 credits  
SOC 581. Social Stratification, 3 credits  
SOC 689. Advanced Analysis of Deviance in Society, 3 credits  
WS 515. Feminist Theory, 3 credits  
WS 645. Feminist Scholarship and the Construction of Knowledge, 3 credits

### **Professional development courses**

#### **Plan A, Plan B, and Plan C, 6 credits**

Professional development courses give students the opportunity to develop skills relevant to the practice of social responsibility in a variety of practice settings. Students taking Plan C may count up to three credits of internship experience as professional development credits.

ANTH 502. Ethnographic Research Methods, 3 credits  
ANTH 592. Field Research in Anthropology, 1-6 credits  
HURL 591. Change Agent Skills, 3 credits  
HURL 592. Practicum in Social Change, 1-3 credits  
HURL 620. Research Methods in HURL, 2 credits  
HURL 622. Professional Writing and Reporting in HURL, 2 credits  
HURL 680. Internship in Human Relations, 2-8 credits  
HURL 681. Teaching Controversial Issues, 3 credits  
SOC 556. Complex Organizations, 3 credits  
SOC 578. Advanced Statistics, 1-3 credits  
SOC 644. Internship, 3-6 credits  
SOC 680. Sociological Practice, 3 credits  
WS/HURL 506. Sexual Assault Advocacy Training, 3 credits  
WS 545. Women and Computers, 3 credits

### **Elective courses**

#### **Plan A, 3 credits, Plan B, 6 credits; Plan C, 10 credits**

Choose from any of the courses listed above or others with adviser's consent. Students are encouraged to use their elective credits in an internship.

SOC 644. Internship, 3-6 credits  
HURL 680. Internship in Human Relations, 2-8 credits



# Special Education Graduate Programs (SPED)

Offered through the  
Department of Special  
Education in the College  
of Education

A211 Education Building

**Phone:** 320.308.2041

**Fax:** 320.308.3475

**E-mail:** mbnoll@stcloudstate.edu

**Department Web site:**

[www.stcloudstate.edu/sped](http://www.stcloudstate.edu/sped)

**Graduate Handbook:** <http://www.stcloudstate.edu/sped/handbooks/graduate/default.asp>

**Department Coordinator**

Dr. Mary Beth Noll

**Department Secretary**

Ms. Kathy Meyer

**Graduate Coordinator**

Dr. Mary Beth Noll

**Graduate Faculty**

Ankeny, Hoover, K. Johnson, Markell,  
Noll, Pickle, D. Rogers, Salk, Seo,  
Wellik

## Accreditations and Memberships

- Council for Exceptional Children

## Program Overview

Special education options

- Master of Science in Special Education
- Special Education Certificate Program
  - Learning disabilities
  - Emotional/behavioral disorders
  - Developmental disabilities
  - Physical/health disabilities

## Special Education, Master of Science Program

- Most master's degree candidates take a minimum of 18 licensure credits to secure and add a special education licensure degree to their M.S.
- It is possible, though, for students to earn a master's degree in special education that does not lead to teacher licensure if that is the student's preference.

## Admission Requirements Specific to the Programs

- For admission to the Master of Science in Special Education a student must have earned at least a 2.75 GPA over the last two years of their undergraduate education.
- M.S. applicants are required to take the GRE for admission.

## Length of Program — Measured by Semesters

- Part-time students seeking licensure who already possess a Minnesota teaching license may complete all but one or two courses during two summer semesters.
- Full-time Master of Science in Special Education students may complete course work requirements in day or evening classes and will be given priority registration.

## Graduate Assistantship Overview

- Six graduate assistantship positions are offered for the academic year to students admitted to the master of science program.
- GAs assist in supervision of undergraduate field experiences or with assessment/assistive technology labs.

## Degrees and Plans Offered

- Master of Science: Special Education, Plan A (Thesis) 30 credits
- Master of Science: Special Education, Plan B (One Starred Paper) 33 credits
- Certificate Program: Students who complete the program will receive a certificate.

## Practicum Experience

- All students seeking licensure must complete a practicum in their chosen area(s).
- For candidates with a teaching license, a minimum of one on-the-job and one summer practicum are required in order to earn licensure endorsement.
- In order to be eligible for a summer practicum, students must have a minimum of one year of contractual teaching experience.
- Students are allowed to add no more than one license during one summer practicum.
- Prior to summer practicum, students are expected to complete all other program requirements.

## Master of Science — Special Education

### Research courses

#### Plan A, 15 credit minimum; Plan B, 9 credit minimum

- CEEP 678. Graduate Statistics, 3 credits
- SPED 601. Trends and Problems in SPED, 3 credits
- SPED 602. Research in SPED, 3 credits
- SPED 699. Thesis (Plan A only), 6 credits

### Core courses

#### Plan A, 9 credit minimum; Plan B, 18 credit minimum

- SPED 503. Special Education Foundations, 3 credits
- SPED 505. Behavior Theories and Practices in Special Education, 3 credits
- SPED 511. Special Education Procedural Safeguards, 3 credits
- SPED 513. Mathematics and Technology for Students with Special Needs, 3 credits
- SPED 516. Individualized Assessment in Special Education, 3 credits
- SPED 518. General Education Reading and Language Arts for Special Education, 2 credits
- SPED 519. Teaching Methods in Special Education, 4 credits
- SPED 520. Characteristics of Students with Physical, Health and Developmental Disabilities, 3 credits
- SPED 521. Characteristics of Students with Learning and Behavior Disorders, 3 credits
- SPED 531. Collaboration Skills and Transitional Planning in Diverse Settings, 3 credits
- SPED 545. Content Area Instruction for Students with Mild Disabilities, 3 credits
- SPED 622. Emotional/Behavioral Disorders Methods, 3 credits
- SPED 646. Learning Disabilities Methods, 3 credits
- SPED 647. Developmental Disabilities Methods: Moderate/Severe, 3 credits
- SPED 650. Practicum in Physical/Health Disabilities, 3 credits
- SPED 660. Practicum in Developmental Disabilities: Mild/Moderate, 3 credits
- SPED 670. Practicum in Emotional/Behavioral Disorders I, 3 credits
- SPED 680. Practicum in Learning Disabilities I, 3 credits
- SPED 651. Practicum in Physical/Health Disabilities I, 3 credits
- SPED 661. Practicum in Developmental Disabilities: Moderate/Severe, 3 credits
- SPED 671. Practicum in Emotional/Behavioral Disorders II, 3 credits
- SPED 681. Practicum in Learning Disabilities II, 3 credits

### Professional education courses

#### Plan A or B, 3 credit minimum

For electives from outside the Department of Special Education, please discuss choices with the adviser.

### Elective courses

#### Plan A or B, 3 credits

- SPED 690. Topical Seminar, 3 credits
- SPED Non-licensure elective, 3 credits

## Special Education Certificate Programs SCSU offers course work for the following state of Minnesota licensures:

- Learning Disabilities (LD)
- Emotional/Behavioral Disorders (E/BD)
- Developmental Disabilities (DD)
- Physical/Health Disabilities (P/HD)

### Certificate Program Overview

In order to obtain special education teacher licensure, students must document mastery of the Minnesota Board of Teaching Standards included in the 19-credit special education core.

- To receive licensure, students in addition, must complete 12 credits of disability-specific course work and practica.
- Students with a secondary or K-12 teaching license must take an additional six credits.
- Students with a non-teaching degree must take an additional 20 to 21 credits.
- The graduate certificate program is designed to prepare individuals to teach K-12 students with learning disabilities (LD), emotional/behavioral disorders (E/BD) developmental disabilities (DD), and physical/health disabilities (P/HD).
- An elementary or secondary teaching license is not required to obtain special education teacher licensure at the graduate level. However, an additional 20 to 21 credits may be required in order to document mastery of core teaching standards.
- Individuals seeking a Minnesota teaching license for the first time must take the Praxis I Pre-Professional Skills test (PPST) and two Praxis II tests (SPED Core #0353 and PLT #0522).
- Individuals with a teaching license seeking special education licensure for the first time must take the Praxis II SPED Core #0353 test only.
- Information regarding the tests may be obtained from the Office of Clinical Experiences by calling 320.308.4783 or contacting [www.ets.org/praxis](http://www.ets.org/praxis).
- Students only completing licensure requirements will not receive a certificate from SCSU. Those completing the entire certificate program will take a minimum of 30 credits to receive the certificate.

### Admission Requirements Specific to the Certificate Program

- Certificate applicants are not required to take the GRE for admission.
- Certificate applicants must have earned at least a 2.75 GPA over the last two years of their undergraduate education.

### Licensure Special education core

## 19 credits

- SPED 503. Special Education Foundations, 3 credits
- SPED 505. Behavior Theories and Practices, 3 credits
- SPED 511. SPED Procedural Safeguards, 3 credits
- SPED 516. Individualized Assessment SPED, 3 credits
- SPED 519. Teaching Methods in SPED, 4 credits
- SPED 531. Collaborative Skills and Transition Planning, 3 credits



## Licensure courses

### Learning Disabilities (LD)

- SPED 521. Characteristics of Students with LD/EBD, 3 credits
- SPED 646. LD Methods, 3 credits
- SPED 680/681. Practicum in LD, 6 credits

### Emotional/Behavioral Disorders (E/BD)

- SPED 521. Characteristics of Students with LD/EBD, 3 credits
- SPED 622. E/BD Methods, 3 credits
- SPED 670/671. Practicum in E/BD, 6 credits

### Developmental Disabilities (DD)

- SPED 520. Characteristics of Students with DD/PHD, 3 credits
- SPED 647. DD Methods, 3 credits
- SPED 660/661. Practicum in LD, 6 credits

### Physical/Health Disabilities (P/HD)

- SPED 520. Characteristics of Students with DD/PHD, 3 credits
- SPED 648. P/HDD Methods, 3 credits
- SPED 650/651. Practicum in P/HD, 6 credits

### Additional requirements for students with Secondary and K-12 Licenses

- SPED 513. Mathematics for Special Needs, 3 credits
- SPED 518. General Education Reading/Language Arts, 3 credits

### Additional requirements for students with a non-teaching degree

- SPED 513. Mathematics for Special Needs 3, credits
- SPED 518. General Education Reading/Language Arts, 3 credits
- SPED 545. Content Area Instruction Mild Disabilities, 3 credits
- SPED 553. General Education Field Experience, 1-2 credits
- CEEP 262. Human Growth and Development, 3 credits
- CEEP 361. Educational Psychology, 3 credits
- HLTH 505. Mood-Modifying Substances, 3 credits
- HURL 597/598. Human Relations and the Teacher, 3/1 credit

# Sports Management Graduate Program (HPERSS)

## The Profession

The Master of Science in Sports Management prepares students for professions in municipal recreation, campus recreation, public school activities director, collegiate athletic director, amateur and professional sports marketing or facilities director for private or public health clubs.

## Admission Requirements Specific to the Program

- Admission decisions are made as completed application files are received.
- A student's letters of recommendation, GRE and undergraduate GPA are weighted equally in the admission decision.

## Length of Program — Measured by Semesters

- Part-time student: five to six semesters taking six credits per semester.
- Full-time student: three to four semesters taking eight to 12 credits per semester.
- The program has been designed for full-time and part-time students. Full-time students can expect to complete part of the course load in evening classes. The part-time student may complete the program through regular evening instruction and/or through summer school offerings.

## Graduate Assistantship Overview

- One graduate assistantship position is generally sponsored each year, and is available in the fall and spring semesters.
- The graduate assistant will work with the fitness wellness course, assist sports management faculty, and assist the instructor of record with undergraduate sports management program needs.
- Approximately 12 to 15 assistantships are offered through SCSU Athletics.

## Degree and Plans Offered

- Master of Science in Sports Management, Plan A (Thesis) at 30 credits
- Master of Science in Sports Management, Plan B (Starred Paper) at 32 credits
- Mast of Science in Sports Management, Plan C (Field Experience) at 36 credits

## Master of Science — Sports Management Plan A, 30 credits; Plan B, 32 credits; Plan C, 36 credits

### Research courses

#### Plan A, 8-10 credits; Plan B, 3 credits; Plan C, 3 credits

- CEEP 678. Introduction to Graduate Statistics, 3 credits
- PESS 601. Research Methods in Physical Education and Sport Science, 3 credits
- PESS 699. Thesis, 6 credits (Plan A only).

### Core courses

#### Plan A, B, C; 15 credits

- PESS 640. Law and Sport, 3 credits
- PESS 658. Finance and Marketing in Sport Management, 3 credits
- PESS 660. Organization and Administration of Sport Management, 3 credits
- PESS. 661. Planning Physical Education and Sport Facilities, 3 credits
- REC 515. Administration of Recreation Programs I, 3 credits

Offered through the  
Department of Health,  
Physical Education,  
Recreation and Sport Science  
in the College of Education

327 Halenbeck Hall

**Phone:** 320.308.2155

**Fax:** 320.308.5399

**E-Mail:** [hperss@stcloudstate.edu](mailto:hperss@stcloudstate.edu)

**Web site:** [www.stcloudstate.edu/hperss](http://www.stcloudstate.edu/hperss)

**Human Performance Lab E-mail:** [hpl@stcloudstate.edu](mailto:hpl@stcloudstate.edu)

**Human Performance Web site:** [www.stcloudstate.edu/hpl](http://www.stcloudstate.edu/hpl)

### Department Chairperson

Dr. Caryl Martin

### Department Secretary

Ms. Laurie Hanrahan

Ms. Suzanne Owen

### Graduate Coordinator

Dr. David Bacharach

### Graduate Faculty

Artunez, Bacharach, Becker, Conkell,  
Dobey, Eastep, Kurtz, Martin, Nearing,  
Palmer, Picconatto, Risk, Seifert,  
Sheehan, Street, Ulferts

### Accreditation Specific to the Program

- National Council for Accreditation of Teacher Education (NCATE)

**Elective courses****Plan A, 5- 7 credits; Plan B, 14 credits; Plan C, 12 credits**

ACCT 591. Accounting Principles, 3 credits  
BLAW 533. Marketing and the Law, 3 credits  
CMTY 555. Grant Development, 3 credits  
COMM 502. Theories & Principles of Leadership, 3 credits  
COMM 534. Theory and Principles of Public Relations, 3 credits  
EDAD 610. Administrative Leadership, 3 credits  
EDAD 650. Introduction to School Community Relations, 3 credits  
GERO 505. Aging and Diversity, 3 credits  
HURL 513. Diversity in the Workplace, 2 credits  
MGMT 550. Employee Selection, 3 credits  
MGMT 567. Organization Theory, 3 credits  
MGMT 570. International Business Management, 3 credits  
MGMT 585. Service Operations Management, 3 credits  
MKGB 501 (320). Introduction to Marketing, 4 credits  
MKGB 503. Principles of Promotion, 3 credits  
MKGB 520. Electronic Marketing, 3 credits  
PESS 508. Philosophy of Sport, 3 credits  
PESS 545. Computer Applications in Health and Physical Ed, 2 credits  
PESS 556. Administration of Interscholastic Athletics, 2 credits  
PESS 591. Psychology of Sport, 2 credits  
PESS 610. Physical Performance & Global Society, 3 credits  
PESS 632. Seminar in Physical Education and Sport Science , 3 credits  
PESS 637. Practicum I in Sport Management, 1 credit  
PESS 638. Practicum II in Sport Management, 1 credit  
PESS 654. Advanced Theory of Competitive Athletics, 3 credits  
PESS 690. Seminar in Physical Education & Sport Science, 3 credits  
REC 516. Administration of Recreation Programs II, 3 credits  
REC 541. Outdoor Education, 2 credits

**Field Experience, Plan C Only****6 credits**

PESS 680. Internship in Sport Management, 6 credits

Students in sports management will take classes under the following course abbreviations: Counselor Education and Educational Psychology (CEEP), Educational Administration (EDAD), Health (HLTH), Human Relations and Multicultural Education (HURL), Management (MGMT), Marketing (MKTG), Mass Communications (COMM), Physical Education (PESS), Recreation (REC) and Sport Science (PESS).

# Section 9

## Course Descriptions

Course Numbering System ..... 192

All University Course Numbers ..... 192

Department Course Abbreviations ..... 192 & 193

Course Descriptions ..... 194



Descriptions

# Course Guide

## Course Numbering System

Courses numbered at the 500- and 600-level may be used to satisfy requirements in the master's degree programs. A minimum of 50 percent of the student's approved program of study must be at the 600-level.

### 500-level courses

Graduate courses numbered 500 to 599 are double-numbered with courses in the 400 to 499 series and are open to graduate students. Courses at the 500 level concurrently offered with undergraduate courses will include additional graduate-level assignments, generally in the form of an advanced paper or project, additional reading assignments, and examinations.

### 600-level courses

Graduate courses at the 600 level are available to graduate students only. Undergraduate students may not register for or attend 600-level courses.

## Department and Graduate Course Abbreviations

<b>ACCT</b>	Accounting
<b>AFST</b>	African Studies
<b>AMST</b>	American Studies
<b>ANTH</b>	Anthropology
<b>ART</b>	Art
<b>ASTR</b>	Astronomy
<b>AVIT</b>	Aviation
<b>BCIS</b>	Business Computer Information Systems
<b>BIOL</b>	Biological Sciences
<b>BLAW</b>	Business Law
<b>CSD</b>	Communication Sciences and Disorders
<b>CEEP</b>	Counselor Education and Educational Psychology
<b>CFS</b>	Child and Family Studies
<b>CHEM</b>	Chemistry
<b>CJS</b>	Criminal Justice
<b>CMST</b>	Communication Studies
<b>CMTY</b>	Community Studies
<b>CNA</b>	Computer Networking and Applications
<b>COMM</b>	Mass Communications
<b>CPSY</b>	Community Psychology
<b>CSCI</b>	Computer Science
<b>EAS</b>	Earth and Atmospheric Sciences
<b>EAST</b>	East Asian Studies
<b>ECE</b>	Electrical and Computer Engineering
<b>ECON</b>	Economics
<b>ED</b>	Education (Teacher Development)
<b>EDAD</b>	Educational Administration
<b>ENGL</b>	English
<b>ENGR</b>	Engineering Science
<b>EAS</b>	Earth and Atmospheric Sciences
<b>ESL</b>	English as a Second Language
<b>ETHS</b>	Ethnic Studies
<b>ETS</b>	Environmental and Technological Studies
<b>FIRE</b>	Finance, Insurance, and Real Estate
<b>FORL</b>	Foreign Languages and Literature

## All University Courses

### Credit by Arrangement — 501

Under certain circumstances, upper division courses (300- or 400-level) may be applied to master's degree requirements. To obtain approval, the student must submit a petition approved by the adviser to the graduate dean prior to registering for the course, if the course has not been approved on the proposed program of study.

An "Approval Form for Independent Study" approved by the professor, the department chairperson and the graduate dean is needed to register for the course. The student also must make arrangements to complete the special graduate requirements of the course.

Students who receive approval must register for (name of department or program) 501 (title of course). A maximum of six credits earned under the 501 course number may be applied to a master's degree program. This procedure is open only to students admitted to a graduate degree program.

### Educational Tours — 510

Educational tours are taken under supervision of the University. The exact nature of the course is defined by the department or program involved, subject to approval of the administration. One to six credits.

### Workshops — 588, 595 and 695

Workshops are of two types:

#### Continuing education 588

These workshops are designed to meet the needs of graduate students for continuing education or enrichment. Workshops numbered 588 may be included as a part of the graduate degree only with the specific approval of the adviser and the graduate dean. This approval may be obtained either by inclusion of the course at the time of program approval or through the petition process.

### Established degree programs 595 and 695

These workshops are intended to support established degree programs and may be included on a student's approved program within the workshop limitations established for each program option. (See Workshop Limitation under Academic Policies).

### Independent Study — 600

Independent Study is available for advanced students wishing to work out a special problem in the major area of concentration. May be repeated to a maximum of three credits. One to three credits.

### Experimental Courses — 690-694

Departments may offer graduate courses on an experimental basis. Proposals for these courses must contain a syllabus with a title and description for the student's record and be approved through the curricular process as established by the Faculty Association and the Administration.

Double-numbered courses are assigned numbers by the department from those available at the 400 to 500 level. Graduate-only courses are assigned numbers from the block set aside for this purpose.

(Name of department or program) 690-694. Selected topics in (Name of department or program): (Select special title for each offering). May be repeated to a maximum of six credits. One to three credits per course.

### Creative Work — 698

Students whose culminating experience is a creative work will use the course number 698 and their department's abbreviation (example: ART, MUS) to register. Six credits. May be registered for in one to six credit blocks with approval of adviser.

### Thesis — 699

Students whose culminating experience is a thesis will use the course number 699 and their department's abbreviation (example: HIST, IM) to register. Six credits. May be registered for in one to six credit blocks with approval of adviser.

## Key to Symbols

Semester course designations are provided to assist in program planning. Courses are scheduled to be offered in the semester specified; however, circumstances and problems may necessitate change. Consult the current class schedule for further information.

#### Semester offered

Fall	F
Spring	S
Summer	SUM
Offered upon sufficient demand	DEMAND
Offered alternate years	ALT
Coreq.	Corequisite
Cr.	Credit
Gr.	Graduate
Lab.	Laboratory
Prereq.	Prerequisite
Undgr.	Undergraduate

<b>FS</b>	Film Studies
<b>FREN</b>	French
<b>GEOG</b>	Geography
<b>GER</b>	German
<b>GERO</b>	Gerontology
<b>HIST</b>	History
<b>HLTH</b>	Health
<b>HURL</b>	Human Relations
<b>IM</b>	Information Media
<b>MATH</b>	Mathematics
<b>MBA</b>	Master of Business Administration
<b>MGMT</b>	Management
<b>MILS</b>	Military Science
<b>MKTG</b>	Marketing and Business Law
<b>MME</b>	Mechanical and Manufacturing Engineering
<b>MUS</b>	Music
<b>MUSE</b>	Music Education
<b>MUSM</b>	Music Musicianship
<b>MUSP</b>	Music Performance
<b>NURS</b>	Nursing Science
<b>PESS</b>	Physical Education and Sport Science
<b>PHIL</b>	Philosophy
<b>PHYS</b>	Physics
<b>PNI</b>	Public and Nonprofit Institution
<b>POL</b>	Political Science
<b>PSEL</b>	Public Safety Executive Leadership
<b>PSY</b>	Psychology
<b>REC</b>	Recreation
<b>RUSS</b>	Russian
<b>SCI</b>	Sciences
<b>SOC</b>	Sociology
<b>SPAN</b>	Spanish
<b>SPED</b>	Special Education
<b>SSCI</b>	Social Science
<b>SST</b>	Social Studies
<b>STAT</b>	Statistics
<b>SW</b>	Social Work
<b>TH</b>	Theatre
<b>TSE</b>	Traffic Safety Education
<b>WS</b>	Women's Studies



# Accounting (ACCT)

## **ACCT 580. Accounting Information System II.**

Accounting information and control systems that increase the operational efficiency and reliability of financial information. Prereq.: 380; BCIS 340 or permission of instructor. 3 credits F, S.

## **ACCT 581. Advanced Accounting.**

Accounting for business combinations, consolidated financial statements, and partnerships. Prereq.: C or better in 382. 3 credits S.

## **ACCT 582. Business Taxation.**

Federal income taxation of business organizations including corporations and partnerships, property transactions, and other business topics. Prereq.: 292. 3 credits F, S.

## **ACCT 583. Personal Taxation.**

Federal income taxation of individuals including gifts, estates, and trusts. Prereq.: 292. 3 credits F.

## **ACCT 584. Not-For-Profit and International Accounting.**

Fund accounting as applied to governmental entities. Accounting theory and practice, taxation, and special reporting problems of several major industrialized countries. Prereq.: C or better in 382 or permission of instructor. 3 credits SUM.

## **ACCT 586. Financial Auditing.**

Nature of the audit function, nature of audit evidence, audit standards and procedures, professional ethics, and audit reports. Prereq.: C or better in 382. 3 credits F, S.

## **ACCT 587. Operational Auditing.**

Nature of internal and operational auditing, performance of an operational audit. Prereq.: MGMT 301, 383, FIRE 371, MKTG 320 or permission of instructor. 3 credits S.

## **ACCT 590. Current Topics in Accounting.**

Current developments, trends and issues in accounting. May be repeated with different topics to a max. of 6 credits. Prereq.: permission of department. 1-3 credits DEMAND.

## **ACCT 591. Accounting Principles.**

External and internal financial reporting systems and their roles in planning, control, and evaluation of management action. (For admitted graduate students only.) 3 credits F.

## **ACCT 593. International Accounting.**

Accounting theory and practice, taxation, and special reporting problems of several major industrial countries. Multinational corporate accounting problems. 3 credits S.

## **ACCT 598. Business Consulting.**

# Anthropology (ANTH)

## **ANTH 530. Research Methods in Archaeology.**

Basic categories of archaeological methodology; general research, field, analytical, and quantitative methods. Prereq.: 230, 390, and/or permission. 3 credits S, ALT.

## **ANTH 538. Cultural Resource Management.**

Management of ethnic, historic, and prehistoric cultural resources; emphasis on site location and identification, deter-

mination of level(s) of significance, impact assessment, and mitigation procedures. Prereq.: 250 or permission of instructor. 3 credits F.

## Accounting (ACCT) Courses for Graduate Students Only

*Note: Students registering in 600-level accounting classes must have permission of the department.*

## **ACCT 605. Business Seminar-Accounting.**

Selected topics related to accounting theory and practice. Consent of department chairperson. 3 credits DEMAND.

## **ACCT 680. Professional Research.**

A research seminar for graduate students. 1-3 credits DEMAND.

## **ACCT 682. Advanced Managerial Accounting.**

Managerial accounting applications and cost accounting concepts with emphasis on achieving goals of the firm. 3 credits DEMAND.

## **ACCT 688. Advanced Accounting Information Systems.**

This course explores applications of advanced information technology to accounting information systems and controls, and introduces fundamentals of systems research methodology and advanced systems development environments. 3 credits DEMAND.

## **ACCT 692. Advanced Financial Accounting Seminar.**

Advanced study of institutions which currently impact the development of financial accounting and reporting standards. 3 credits DEMAND.

## **ACCT 693. Advanced Tax Seminar.**

Study of federal tax system involving theory and evolution, including comprehensive coverage of taxation of corporate distributions, liquidations and reorganizations, estates and trusts, and tax research. 3 credits S, DEMAND.

## **ACCT 694. Advanced Auditing Seminar.**

Advanced study of auditing in an EDP environment. Planning, evaluation of internal controls, use of computer audit techniques, statistical sampling, documentation, and communication of audit findings will be emphasized. 3 credits S, DEMAND.

mination of level(s) of significance, impact assessment, and mitigation procedures. Prereq.: 250 or permission of instructor. 3 credits F.

## **ANTH 550. Ethnographic Research Methods.**

Practice and theory of ethnographic research. Research design, participant observation, interviewing, questionnaires, field note-taking and management, data analysis, ethics.

Hand on exercises. Prereq.: 250, 3 additional credits, or permission. 3 credits S, ALT.

**ANTH 563. Seminar.**

Discussion and readings in advanced topics in anthropology. A specific topic selected each time offered. May be repeated. Prereq.: 101 or permission of instructor. 3 credits DEMAND.

**ANTH 574. Culture and Family.**

Family structure and dynamics in non-Western countries. Cultural variations, historical and contemporary family patterns, relationship of family to other institutions, comparisons of non-Western and Western families. Prereq.: SOC 160 or 250, or consent of instructor. 3 credits S, ALT.

## Art (ART)

**ART 530. Ancient and Classical Art.**

The great ancient civilizations including Egyptian, Mesopotamian, Aegean, Greek, Etruscan, and Roman. 3 credits F, ALT.

**ART 531. Early Christian and Medieval Art.**

The catacombs of Rome to the Gothic Cathedrals of Western Europe and the art of the Byzantine Empire. 3 credits S, ALT.

**ART 532. Renaissance Art.**

The Italian Renaissance beginning with Giotto and including the masters of the 15th and 16th century Northern Europe. 3 credits F, ALT.

**ART 533. Baroque and Rococo Art.**

European art of the 17th and 18th centuries including El Greco, Rembrandt, Bernini, etc. 3 credits F, ALT.

**ART 534. European 19th Century Painting and Sculpture.**

Neo-Classicism, Romanticism, Realism, Impressionism and Post-Impressionism. 3 credits S, ALT.

**ART 535. Arts of the United States.**

A survey of arts and crafts of the United States from the European settlement to the recent present. 3 credits F.

**ART 536. Modern Art (1900-1955).**

Movements, artists and concepts of modernism. 3 credits S.

**ART 537. Art Since 1955.**

Major directions in contemporary visual arts of the Americas, Europe, and Japan. 3 credits S.

**ART 538. Women in the Visual Arts.**

Women artists of diverse cultures, from the Middle Ages to the present, including painting, sculpture, crafts, architecture, the women's art movement and collaborative projects. 3 credits F, ALT.

**ART 539. Topics in Art History.**

Art history topics within the academic specialties of current faculty or those of visiting scholars. May be repeated with different topics to a maximum of six credits. 1-3 credits S.

**ANTH 581. Cultural Resource Management.**

Management of ethnic, historic, and prehistoric cultural resources; site location and identification, determination of level(s) of significance, impact assessment, and mitigation procedures. Prereq.: 267, or permission of instructor. 3 credits F, ALT.

**ANTH 592. Field Research in Anthropology.**

Anthropological field methods and directed research in one of the subdisciplines of anthropology: archaeology, ethnography, linguistics, or applied anthropology. Prereq.: consent of instructor. 1-6 credits SUM.

## Art (ART) Courses for Graduate Students Only

**ART 615. Life Drawing I.**

Practice in pictorial composition with various techniques and media of expression. Emphasis on anatomy of human body. 2-8 credits F, S.

**ART 616. Life Drawing II.**

Advanced practice in pictorial composition with various techniques and media of expression. Emphasis on anatomy of human body. 2-8 credits F, S.

**ART 630. Art Seminar.**

Lectures, readings and discussions on selected movements, artists and their works. 1-3 credits S.

**ART 641. Painting I.**

Advanced expression in the painting media; organization, color and technique. Prereq.: two undergraduate courses in painting or permission of the department chairperson. 2-8 credits F, S.

**ART 642. Painting II.**

Continued work in painting media leading to development in individual expression. Prereq.: 641. 2-8 credits F, S.

**ART 651. Prints and Composition I.**

Advanced experience in printing methods and composition. Developing previously learned techniques. Prereq.: two undergraduate courses in printmaking or permission of the department chairperson. 2-8 credits F, S.

**ART 652. Prints and Composition II.**

Advanced experiences in printing methods and composition. Intense concentration in a selected printing method. Prereq.: 651. 2-8 credits DEMAND.

**ART 661. Sculpture I.**

Advanced work in three-dimensional organization of form; individual concentration toward competent expression in sculpture media. Prereq.: two undergraduate courses in sculpture or permission of the department chairperson. 2-8 credits F, S.

**ART 662. Sculpture II.**

Continued work in sculpture media with emphasis on casting metals. Prereq.: 661. 2-8 credits F, S.

**ART 670. Ceramic Sculpture.**

Advanced work in ceramic sculpture, emphasizing personal expression and cohesive style. Prereq.: permission of instructor. 2-8 credits F, S.

**ART 671. Throwing.**

Advanced throwing on the wheel emphasizing personal expression. Developing a body of specialized creative work. Prereq.: permission of instructor. 2-8 credits F, S.

**ART 672. Ceramics.**

Handbuilding, throwing, slip-casting in various combinations toward a body of creative and specialized work. Prereq.: 670 or 671. 2-8 credits F, S.

**ART 690. Special Areas-Visual Arts (Topical).**

Experiences in special areas of the visual arts. Credits and meetings by arrangement. May be repeated with different topics to a maximum of nine credits. 1-3 credits DEMAND.

**ART 698. Creative Work.**

1-6 credits DEMAND.

## Astronomy (ASTR)

### Astronomy (ASTR) Graduate Course Descriptions

**ASTR 505. Introduction to Planetarium Operation.**

Use of the planetarium projector to show important sky motions, appearance of the sky from different places on the Earth, seasonal passage and bright constellations. Prereq.: ASTR 205, 311 or equivalent or consent. 1 credit DEMAND.

**ASTR 521. Selected Topics in Astronomy.**

Lectures, readings and/or discussion on selected topics in astronomy, astrophysics, or planetary science. May be repeated to a maximum of six credits. 1-3 credits DEMAND.

### Permanent Workshop Descriptions

These courses are not intended to support a graduate degree

program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

**ASTR 576. Workshop: Solar Energy.**

The energy problem, the use of solar energy to help solve this problem, and theoretical background for the design and construction of a solar energy system. 1 credit DEMAND.

**ASTR 585. Workshop: Observational Astronomy.**

Designs of small telescopes and their operation, techniques for locating and observing astronomical objects with a small telescope. Prereq.: ASTR 205 or consent. 1 credit SUM.

## Biological Sciences (BIOL)

**BIOL 502. Biology of Human Aging.**

Study and discussion of changes in the physiology and biological processes at the organism, organ, cell and subcellular levels. Part of core requirement in gerontology minor. (Should be addressed by adviser of program.) Prereq.: 103. 3 credits S.

**BIOL 508. Nature Study for Teachers.**

Classroom and outdoor techniques, strategies, and background for studying the natural environment with emphasis on the habitats and natural communities of Central Minnesota. 4 credits S.

**BIOL 514. Paleobiology.**

Ancient life from the Precambrian microorganism through Cenozoic macrofossils. Trace fossils, ancient animals/plants, extinction. Lab. Prereq.: 214. 3 credits F.

**BIOL 518. Wetland Plant Communities.**

The structure, characteristics, indicator plants, wildlife uses, management, and restoration of wetland and aquatic plant communities. Field. Lab. Prereq.: 151, 152. 2 credits F.

**BIOL 520. Plant Taxonomy.**

Principles and practice of plant taxonomy including modern technological approaches. Lab. Prereq.: 212. 4 credits S.

**BIOL 522. Terrestrial and Aquatic Plant Identification.**

Field identification and ecological aspects of local terrestrial,

wetland, and aquatic vascular plants. Field trips. Lab. Prereq.: 212. 4 credits SUM.

**BIOL 524. Plant Ecology.**

Plants and their environment; field studies of plant communities and succession. Lab. Prereq.: 212, 312; STAT 239. 4 credits F.

**BIOL 526. Plant Anatomy and Morphology.**

Structure, organization, and development of terrestrial and aquatic plants. Lab. Prereq.: 212. 4 credits S.

**BIOL 530. Phycology.**

The collection, identification, culture, and study of freshwater algae from diverse habitats; primary production, community interactions, life cycles, and lake phytoplankton and stream phytobenthos assessment. Lab. Prereq.: 212, 312. 4 credits S.

**BIOL 534. Freshwater Invertebrate Zoology.**

Natural history, collection, and classification of local species of freshwater invertebrates, exclusive of planktonic forms and Protozoa. Lab. Prereq.: 214, 312. 4 credits S.

**BIOL 536. Water Quality.**

Water quality monitoring, sampling strategies, and data analysis. Biomonitoring, toxicity, eutrophication, acid deposition, and groundwater quality. Lab. Prereq.: 326; STAT 239. 4 credits F.

**BIOL 538. Ecology of Fish Populations.**

Collecting and sampling, population assessment, fisheries techniques. Lab. Prereq.: 326; STAT 239. 4 credits F.

**BIOL 540. Wildlife Management.**

General principles of wildlife management with detailed studies of selected species. Lab. Prereq.: 312. 4 credits F, ALT.

**BIOL 541. Comparative Animal Behavior.**

Behavior of animals in their natural environments. Comparative analysis across a range of species and topics. 3 credits F.

**BIOL 542. Wildlife Populations.**

Distribution, life histories, habitat requirements, and environmental interrelations of vertebrates and invertebrates. Lab. Prereq.: 312. 4 credits F, ALT.

**BIOL 546. Veterinary Etiology.**

The etiology and analysis of behavioral pathology in domestic and zoo animals including the design and implementation of behavior change strategies. 3 credits S.

**BIOL 549. Field Studies in Biology (Topical).**

Field trips to study the flora, fauna, and ecology of native habitats such as Isle Royal and the Florida Keys. Arranged instructional sessions may be required before or after the trip. Travel expenses required. Permission of instructor. May be repeated, with approval of adviser to a maximum of nine credits. 1-3 credits DEMAND.

**BIOL 553. Seminar in Biology (Topical).**

Presentations and discussions by students under guidance of a faculty member. May be repeated to a maximum of four credits. 1-3 credits F, S.

**BIOL 555. Practicum (Topical).**

Supervised experience in selected areas such as laboratory management, greenhouse management, animal room management, aquarium management, Museum/herbarium curator. May be repeated to a maximum of three credits. Departmental approval required for enrollment. 1-3 credits F, S, SUM.

**BIOL 556. Biological Evolution.**

History, evidence, and processes of biological evolution (microevolution, speciation and macroevolution). Theories on the origin of life. Prereq.: 262. 3 credits S.

**BIOL 557. History and Philosophy of Biology.**

Origins of science and history of biological discoveries. The development of modern biology. Philosophical bases for the biological sciences. Prereq.: junior, senior, or graduate student standing. 3 credits S.

**BIOL 558. Biology Topics.**

Topics in biology for teachers of science. May be repeated to a maximum of four credits. 1-3 credits F, S, SUM.

**BIOL 560. General Parasitology.**

Parasite ecology and classification. The relationship of these organisms to diseases of humans and animals. Lab. Prereq.: 151, 152. 4 credits F.

**BIOL 562. Medical Microbiology.**

Taxonomy, morphology, culture biochemical activities of pathogenic microorganisms and their pathogenic mechanisms and the corresponding host response. Lab. 4 credits S.

**BIOL 564. Hematology.**

Blood cell formation and function, morphology and function. Etiology and lab diagnosis of common hematologic diseases. Mechanisms of hemostasis. Clinical procedures. Lab. Prereq.: 151. 3 credits F.

**BIOL 566. Microscopy and Image Analysis.**

Principles of light microscopy, image acquisition, and analysis including computer measurement and enhancement of images. Lab. Prereq.: 151. 2 credits F, S.

**BIOL 568. Plant and Animal Cell and Tissue Culture Techniques.**

Theory, techniques and instrumentation of invitro cell culture. Establish, grow, maintain, preserve, and utilize plant and animal cells. Prereq.: 362. 4 credits S.

**BIOL 570. Molecular Plant Physiology.**

Plant molecular and cellular physiology. Influence of light on gene expression; chemical signals; the nature and variety of metabolic strategies, interspecific and intraspecific interactions. Lecture/discussion class. Prereq.: 264; CHEM 480. 3 credits S, ALT.

**BIOL 572. Virology.**

Morphology, virus-host relationships, diseases, prions and viroids. Prereq.: 362. 3 credits S.

**BIOL 574. Neurobiology.**

Molecular, cellular and developmental aspects of the nervous system. Sensory, motor, and central systems. Mechanisms of neuropathology. Prereq.: 264. 3 credits S, ALT.

**BIOL 576. Developmental Biology.**

The development of multi-cellular organisms at the molecular, cellular, and organismal levels. Lab. Prereq.: 264. 4 credits S.

**BIOL 577. Advanced Anatomy: Human Dissection.**

Intended for students with a background in human anatomy who want experience and/or review in detailed regional dissection. Functional and clinical aspects of dissections will be addressed. Emphasis will be placed on technique and preparation of prosections for introductory students. By permission only. 3 credits SUM.

**BIOL 578. Human Physiology.**

Physiological processes at the molecular, cellular, and organismal levels. Lab. Prereq.: 264, 366. 4 credits F.

**BIOL 580. Human Endocrinology and Reproduction.**

Principles of endocrinology at the molecular, cellular, and organismal level and how endocrine factors regulate the reproductive physiology and behavior of humans. Prereq.: 264. 4 credits F.

**BIOL 582. Advanced Protein Techniques.**

The theory and application of instrumentation in monitoring, quantifying, and isolating proteins. An individual protein purification project will be required. Lab. Prereq.: 264; CHEM 271. 4 credits F, S.

**BIOL 584. Advanced DNA Techniques.**

Theory, techniques, and instrumentation of genetic engineering and gene analysis. Lab. Prereq.: 362; CHEM 480; Senior

Status. 4 credits S.

**BIOL 586. Immunology.**

Humoral and cell-mediated immune responses. Lymphoid tissues, initiation, and regulation of responses, mechanisms of immunopathologies. Prereq.: 362. 4 credits F, S.

## Biological Sciences (BIOL) Courses for Graduate Students Only

**BIOL 601. Readings in Biology (Topical).**

May be repeated to a maximum of eight credits. 1-3 credits F, S, SUM.

**BIOL 602. Modern Biological Concepts.**

Modern concepts in physiology, genetics, and ecology. Not applicable to biology M. A. program. 3 credits DEMAND.

**BIOL 603. Biology Internship.**

Experience on location in industry or government agency. Arrangements must be made before registration. 1-4 credits F, S, SUM.

**BIOL 610. Special Topics in Biology.**

A lecture or a lecture/laboratory course in a special area of the biological sciences. May be repeated to a maximum of eight credits. Prereq.: may be required. 1-3 credits DEMAND.

**BIOL 628. Research Design.**

Writing a graduate research proposal. Prereq.: STAT 239 or transfer equivalent. 2 credits F.

**BIOL 630. Seminar in Biology (Topical).**

Oral presentations by student under the guidance of a faculty member. May be repeated to a maximum of four credits. 1-2 credits F, S.

**BIOL 632. Current Trends in Ecology.**

Research findings and trends in selected topics in ecology, from landscape and restoration ecology to ecological physiology. Topics will be selected by the instructor(s) and revised as new findings emerge. Coreq.: 633. 3 credits F.

**BIOL 633. Advanced Ecological Methods.**

Observation and experimental techniques to address ecological questions as related to material covered in BIOL 632. Coreq.: 632. 2 credits F.

**BIOL 634. Current Trends in Population Biology.**

Research findings and trends in selected topics in population biology from predatory-prey dynamics to plant population distributions at native and disturbed sites. Topics will be selected by the instructor(s) and be revised as new findings emerge. Coreq.: 635. 3 credits F, S.

**BIOL 635. Advanced Techniques in Population Biology.**

Sampling and observation techniques to address population biology questions as related to material covered in BIOL 634. Coreq.: 634. 2 credits F, S.

**BIOL 636. Current Trends in Limnology.**

Research findings and trends in selected topics in Limnology from pollution impact and biomonitoring to stream ecology. Topics will be selected by the instructor(s) and be revised as new findings emerge. Coreq.: 637. 3 credits F.

**BIOL 637. Advanced Limnological Techniques.**

Sampling and observation techniques to address limnological questions as related to material covered in BIOL 636. Coreq.: 636. 2 credits F.

**BIOL 650. Research in Biology.**

May be repeated to a maximum of six credits. May be applied toward a masters degree program. 1-6 credits F, S, SUM.

**BIOL 652. Data Analysis & Manuscript/Thesis Preparation.**

Preparing a manuscript and/or thesis. 2 credits S.

**BIOL 666. Cell and Molecular Biology Laboratory I.**

Research in cell and molecular biology integrating modern laboratory techniques to study. 3 credits DEMAND.

**BIOL 668. Advanced Topics in Microbiology.**

Topics in microbiology selected by instructor(s). 2 credits DEMAND.

**BIOL 670. Advanced Topics in Genetics.**

Topics in genetics selected by the instructor(s). 2 credits DEMAND.

**BIOL 672. Advanced Topics in Physiology.**

Topics in physiology selected by the instructor(s). Coreq.: 673; graduate student status and appropriate undergraduate courses. 2 credits DEMAND.

**BIOL 674. Advanced Topics in Cell and Developmental Biology.**

Topics in cell and developmental biology selected by the instructor(s). Coreq.: 675; graduate student status and appropriate undergraduate courses. 2 credits DEMAND.

**BIOL 678. Graduate Student Practicum.**

Preparing materials for biology courses. Designing laboratory exercises. Teaching methods, formative and summative assessment techniques. Prereq.: graduate student status and appropriate undergraduate courses. 2 credits S.

**BIOL 680. Cell and Molecular Biology Laboratory II.**

Advanced research in cell and molecular biology integrating modern laboratory techniques. 3 credits DEMAND.

**BIOL 699. Master's Thesis.**

1-6 credits F, S, SUM.

## Business Computer Information Systems (BCIS)

**BCIS 542. Business Statistics.**

Numerical and graphical descriptive statistics and inferential procedures. Selected statistical topics with major emphasis on applications in business. 2 credits F, S.

**BCIS 543. Data Modeling With Database Implementation.**

Data modeling concepts using entity relationship and semantic object techniques, normalization, relational database implementation and concurrent database processing. Prereq.: 350 and a programming course. 3 credits F, S.

**BCIS 544. Information Technology Foundations.**

Conceptual foundations of IS, roles of computer-based IS systems in business including strategic competitive uses, global and ethical issues. Prereq.: computer competency, acceptance into MBA program. 2 credits F, S.

**BCIS 545. Application Program Development III.**

Topics in business application program development. Programming languages, development techniques, and development environments. Prereq.: 251. 3 credits DEMAND.

**BCIS 550. Management of Information Systems.**

Emerging challenges, effects of information technology on competition, interorganizational systems and strategic alliances, organization and control of information, IT architecture and IT development issues. Prereq.: 443. 3 credits F.

**BCIS 551. Telecommunications and Networks.**

Technology and management of telecommunications and networks, the Internet, and World Wide Web. Prereq.: 340, 350. 3 credits F, S.

**BCIS 553. Client/Server Systems.**

Object oriented methods, development of C/S systems on the Intranet and Internet, messages, security and encryption, public key cryptography, digital signatures. Prereq.: 443, 451. 3 credits F, S.

**BCIS 554. Decision Support Systems.**

Information systems for management decision making. Decision making processes, model base development, and knowledge management. Design, implementation and evaluation of decision support systems. Prereq.: 242, 350. 3 credits F, S.

**BCIS 559. Topics in Information Systems.**

Recent developments in concepts, theory, practices in the analysis, design, and implementation of management information systems. Prereq.: 350 or permission of department. 3 credits DEMAND.

**BCIS 560. Project Management.**

Strategies, processes, and integration techniques in the management of software development projects. Planning, staffing, scheduling, controlling, and quality assurance. Prereq.: 340, 350. 3 credits F, S.

**BCIS 561. Electronic Commerce Systems.**

Information technology aspects of electronic commerce, web page design, markup languages, internet technology, security and firewalls, electronic payment systems, and software agents. Prereq.: 350. 3 credits F, S.

**BCIS 571. Policy Development and Security Issues in Information Systems.**

Steps to formulating a security policy and a survey of related issues. Development of a security policy in line with legal requirements. A survey of risk management, security planning, contingency/disaster planning, auditing, TEMPEST compliance and on-going evaluation through the system life cycle. Prereq.: 353 or CSCI 310 or CAN 426 or ACCT 380. 3 credits F.

**BCIS 572. Security Management and IT Risk Assessment.**

Management of the security function to include risk assessment of the probability of data being compromised. The assessment will begin with the design phase and conclude with the disaster recovery plan. Analysis techniques to be employed include: auditing, and both quantitative and qualitative analysis. Prereq.: 471 or ACCT 480. 3 credits S.

**BCIS 573. Operational Software Safeguards.**

Implementation of network security policy. Evaluation of hacker tools. Preventative measures. Monitoring attacks and analyzing logs. Prereq.: 472. 3 credits F.

**BCIS 583. Client/Server Security.**

Analysis of security problems specifically related to client/server computing. Benchmarking client/server application in relation to the virus protection, firewall configurations, authentication/encryption. Secure client/server design strategies. Prereq.: 353 or CAN 426. 3 credits F.

**BCIS 598. Business Consulting.**

Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Prereq.: 242, ACCT 292, FIRE 371, MGMT 301, MKTG 320. Permission of department. 3 credits F, S.

## Business Law (BLAW)

**BLAW 533. Marketing and the Law.**

Legal, regulatory, and ethical aspects of marketing activities including product development, promotion, pricing, and distribution. 3 credits F, S.

**BLAW 534. Real Estate Law.**

Principles of law affecting ownership of real estate interests, the transfer of real property interests, and land use and development. Prereq.: FIRE 378. 3 credits F.

**BLAW 535. Technology and the Law.**

The legal, regulatory and ethical aspects of managing technology and intellectual property including patents, trademarks, trade secrets, and copyrights. 3 credits ALT.

**BLAW 536. Commercial and Financial Law.**

Legal principles of commercial and financial transactions, including contracts, sales, commercial paper, property, secured transactions, creditor rights, bankruptcy, and securities, regulation. 3 credits F, S.

**BLAW 537. International Business Law.**

The legal, regulatory, and ethical aspects of international trade including cultural, political, and linguistic influences on the international legal environment. 3 credits F.

**BLAW 538. Employment Law.**

The legal regulatory and ethical aspects of human resources management including employment discrimination, harassment, workers compensation, and terms and conditions of employment. 3 credits F, S.

# Chemistry (CHEM)

For all courses, the number of lecture hours and laboratory hours per week are given in parentheses following the course title.

## **CHEM 520. Physical Chemistry 1. (4, 0)**

Application of fundamental laws and theoretical principles to real and ideal gases, thermodynamics, systems of variable composition, chemical equilibrium, phase equilibrium, the phase rule, solutions, colligative properties, condensed phase equilibria, and nonideal systems. Prereq.: 350; PHYS 232 or 235; MATH 212 or 222. 4 credits F.

## **CHEM 521. Physical Chemistry 2. (4, 0)**

Application of fundamental laws and theoretical principles to equilibria in electrochemical cells, surface phenomena, the structure of matter, quantum mechanics, atomic and molecular spectroscopy, bonding, solids, electrical conduction, and kinetics. Prereq.: 420/520. 4 credits S.

## **CHEM 522. Physical Chemistry Lab 1. (0, 3)**

Laboratory to complement the Physical Chemistry 1 (420-520). A quantitative measurement of properties and phenomena of chemical interest and their interpretation by use of chemical principles. Prereq.: 420-520 or concurrent registration. 1 credit F.

## **CHEM 523. Physical Chemistry Lab 2. (0, 3)**

Laboratory to complement the Physical Chemistry 2 (421-521). A quantitative measurement of properties and phenomena of chemical interest and their interpretation by use of chemical principles. Prereq.: 421-521, or concurrent registration. 1 credit S.

## **CHEM 530. Inorganic Chemistry 1. (3, 3)**

Concepts of inorganic chemistry; electronic structures of atoms; crystal structure; chemical bonding including molecular orbital theory; nomenclature, bonding and structure of coordination compounds. Lab. Prereq.: 420/520, or consent of instructor. 4 credits F.

## **CHEM 531. Inorganic Chemistry 2. (2, 0)**

Application of the concepts of inorganic chemistry to chemical elements and compounds. Coordination chemistry including the ligand field theory. Prereq.: 430/530. 2 credits S.

# Child and Family Studies (CFS)

## **CFS 505. Selected Topics in Child and Family Studies.**

Current issues, child/family programs, teaching methods. May be repeated to a maximum of four credits. 1-4 credits DEMAND.

## **CFS 506. Early Literacy in Inclusionary Settings.**

Language and literacy development (including English as a second language) in the preschool years. Creating and evaluating developmentally appropriate literacy rich environments for children with diverse needs. 2.75 GPA requirement. 3 credits F, S.

## **CFS 513. Guidance of Young Children.**

Guidance approach for young children. Managing the classroom and daily routines. Using effective communication.

## **CHEM 540. Environmental Analytical Chemistry (2, 3)**

Theoretical and practical aspects of chemical analysis of soils, water, and air samples. Emphasis on sample preparation. Lab. Prereq.: 350. 3 credits F, ALT.

## **CHEM 550. Instrumental Analysis. (3, 3)**

Major instrumental methods of chemical analysis including spectroscopic, electrometric, and chromatographic methods. Lab. Prereq.: 350, 420/520, or consent of instructor. 4 credits S.

## **CHEM 552. Nuclear Chemistry and Radiochemistry. (2, 3)**

Nuclear stability and structure; decay systematics and energetics; interactions of radiation with matter; nuclear energy; detection, measurement and characterization of radiation; application to chemical and biological problems. Lab. Prereq.: 211, basic calculus desirable. 3 credits S, ALT.

## **CHEM 553. Organic Mechanisms and Synthesis. (2, 3)**

A course in advanced organic chemistry involving key mechanisms and reactions; strategies and tactics of complex organic syntheses. Lab. Prereq.: 311. 3 credits S, ALT.

## **CHEM 560-569. Selected Topics in Chemistry.**

Non-sequence courses designed for intensive study of a special topic. Topic will be announced in the class schedule. Consent of instructor. 1-4 credits DEMAND.

## **CHEM 580. Biochemistry 1. (3, 3)**

The chemical structure and function of most fundamental biomolecules; carbohydrates, lipids and proteins. Fundamentals of enzyme function and metabolism. Prereq.: 311. 4 credits F.

## **CHEM 581. Biochemistry 2. (3, 3)**

Major metabolic pathways; biochemistry of nucleic acids; and biophysical techniques. Prereq.: 480/580. 4 credits S.

## **CHEM 590. Seminar. (1, 0)**

Lectures, readings, discussion on selected topics. The successful conclusion of the course involves a formal presentation by the student in the form of a seminar to the department. May be repeated to a maximum of four credits. 1 credit F, S.

Positive alternate solutions to guide young children. Crisis management techniques including working with children with special needs. 3 credits F, S.

## **CFS 515. Foundation of Parent/Family Education.**

Introduction to the history, philosophy and program models for parent/family education with an emphasis on Early Childhood Family Education in Minnesota. Diverse family systems and needs for parent education are considered. Professional and ethical behaviors are outlined. 3 credits F.

## **CFS 521. Development of Young Children.**

Typical and atypical development of children, ages three through 10. Application of theories of development, observation skills, and understanding of the influence of early experiences

for early childhood practices. 3 credits DEMAND.

**CFS 522. Families: Theories and Strategies.**

In-depth analysis of diverse family systems. Theories of family development. Developing communication skills and partnership strategies. Values and attitudes and their impact on working with families. Family stress, coping and resources. Families with challenges. Levels of parent involvement. Analyzing current issues and their impact on families. 3 credits DEMAND.

**CFS 524. Administration of Early Education.**

This course is designed to give students skills necessary to direct and operate programs in early childhood education. Current legislation is studied. 2 credits DEMAND.

**CFS 526. Play as a Learning Medium.**

How young children learn through play, environments of play, play theory, the development of play, play curriculum. 2 credits DEMAND.

**CFS 560. Early Education Student Teaching.**

Supervised student teaching in early childhood settings. X grading option. Prereq.: College of Education CORE courses and admittance to Teacher Education. GPA requirement of 2.75. 3-10 credits F, S.

**CFS 561. Pre-professional Seminar.**

For student teachers. Professional ethics and standards, development of a personal education philosophy, professional goals and competencies, contemporary issues. Prereq.: College of Education CORE courses and admittance to Teacher Education. 1 credit DEMAND.

## Child and Family Studies (CFS) Courses for Graduate Students Only

**CFS 605. Issues and Topics in Early Childhood and Family Studies.**

A variable content course design to address specialized areas of study related to early childhood education, child development, parent education, parenting practices, legislation, child advocacy or other topics which are of current concern to faculty and/or students. 1-4 credits DEMAND.

**CFS 608. Developmental Screening and Assessment.**

Philosophies, procedures and appropriate practices in the screening and assessment of infants, toddlers, and preschoolers. Hands-on experience in conducting assessments of young children for referral/eligibility for special education. Interpretation of results for intervention. 3 credits F.

**CFS 611. Foundation of Early Childhood Education/Early Childhood Special Education (EC/ECSE).**

Overview of early childhood and early childhood special education including history, philosophies, legal requirements and models of serving young children. Development of professional e-portfolio based on professional competence for teachers. 3 credits DEMAND.

**CFS 621. Research Methods: Child/Family.**

A seminar focusing on child development and research and current issues for students working on M.S. projects. An overview of the research process and strategies for completing thesis and starred papers. 3 credits DEMAND.

**CFS 622. Advanced Family Studies/Student Research.**

Seminar focusing on family studies and research and current issues for students working on MN projects. An overview of the research process and strategies for completing a thesis and starred papers. 3 credits DEMAND.

**CFS 623. Analysis of Early Education.**

Evaluation, planning, designing learning environment, equipment/facilities, teaching roles, socialization of children in early childhood education. 3 credits DEMAND.

**CFS 625. Methods of Parent and Family Education.**

Overview of various methods and curricula used in the field of parent and family education. Review and evaluation of existing programs and curricula. Development and adoption of parent and family education curricula for specific populations. Coreq.: 665. 2 credits S.

**CFS 626. Working with Families in Special Circumstances.**

Consideration for working with families experiencing stress due to poverty, racism, limited literacy, disabilities and family violence. Family strengths approach and role of parent/family education in addressing difficult family circumstances. 2 credits DEMAND.

**CFS 627. Home Visiting.**

Home visiting is explored as a strategy for offering educational services to parents and young children. Different goals, communities and cultural contexts. Specific skills needed to implement this strategy are addressed. 2 credits DEMAND.

**CFS 631. Development of Infants and Toddlers.**

Study of development prenatally to two years, typical and atypical. Analysis of the impact of family, community, culture and society upon development. Examination of ethical issues associated with this period of development. 3 credits S.

**CFS 632. Analysis of Families with Children with Disabilities.**

Analysis of diverse family systems, communication, teaming, stress and coping. Critical analysis of family needs, concerns and priorities. 3 credits F.

**CFS 633. Methods: Young Children with Disabilities.**

Develop curriculum based on assessment data, children's goals, objectives and best practices. Understand inclusion and strategies for implementation. Designing and evaluating environments. Utilizing activity based instruction, adaptation strategies and curricula free from bias. Using a language based curricula with rich literacy activities. Incorporating multisensory activities, music, movement, art, technology and other content areas throughout the curriculum for children 3-5 years. 3 credits S.

**CFS 635. Parenthood and Adult Development.**

Stages of parenthood and interface with adult development. Application of adult learning theories to parent education settings. 2 credits SUM.

**CFS 636. Fathers in Parent Education.**

Exploration of the changing roles of fatherhood. Gender as a factor in relation to goals of parent education, styles of discipline, communications styles, and parent roles. Adapting programs to meet the needs of fathers in various family settings. 2 credits DEMAND.



**CFS 643. Methods: Infants and Toddlers with Disabilities.**

Teaching strategies for infants and toddlers with disabilities/ delays including appropriate handling, positioning and feeding related to disabilities and/or special health concerns. Linking assessment information to the development of appropriate goals/objectives and interventions. Working as a member of an interdisciplinary team/development of IIPs/Home visiting. 3 credits F.

**CFS 645. Working with Parents in Groups.**

In-depth analysis of group dynamics and effective group skills in parent education. Theories of group process and approaches to leadership. Communication within groups. 3 credits SUM.

**CFS 646. Advanced Group Skills in Parent Education.**

Advanced skills for working with parents at different levels of involvement. Adaptation of communication and consultation parent education skills for use with individual parents and groups in parent education. Prereq.: 645. 2 credits DEMAND.

**CFS 653. Early Childhood Methods: Reading, Math, Science (5-8 years).**

Understand how reading, writing, math and science are learned and taught. Methods to adapt and modify these curricular areas for students with disabilities in inclusionary settings. Teaching functional use of these four areas and integrating them into play and thematic units. 3 credits DEMAND.

**CFS 654. Parent Education with Parents of 5-10 year olds.**

Methods and resources for designing parent education for parents of five to 10 year olds. Emphasis on ways to guide development, support a child's learning and reinforce a family's values system. 2 credits DEMAND.

**CFS 655. Parent Education with Parents of 10-15 year olds.**

Methods of working with parents of 10 to 15 year olds. An emphasis on understanding development, communication techniques and monitoring activities. 2 credits DEMAND.

**CFS 661. Practicum in Development of Young Children.**

Field experience involving aspects of observation, assessment,

participation with and planning for infants and toddlers. May be repeated to a maximum of two credits. Coreq.: 521. 1 credit DEMAND.

**CFS 665. Parent Education Practicum.**

Field experiences observing parent education settings. Analysis and development of parent education methods and resources. Coreq.: 625. 1 credit S.

**CFS 666. Parent Education Group Practicum.**

Field experiences observing parent groups in a variety of parent and family education settings. Analysis of group process and situations. Coreq.: 645. 1 credit DEMAND.

**CFS 674. Field Experiences or Research in Administration and Facilitation of Early Childhood.**

Opportunity to participate in a variety of administrative roles in early childhood programs. A practicum for students which will provide an experience as an administrator or coordinator of early childhood programs. 1-4 credits DEMAND.

**CFS 675. Parent Education Student Teaching.**

Supervised student teaching in parent/family education programs with parent groups. Students also participate in a concurrent seminar with peers. 3 credits F, S.

**CFS 680. ECSE Infant Student Teaching.**

Supervised student teaching in ECSE infant/toddler programs. X-grading option. 2-4 credits F, S.

**CFS 681. ECSE Preschool Student Teaching.**

Supervised student teaching in ECSE preschool programs. X-grading option. 2-4 credits F, S.

**CFS 682. ECSE K-Primary Student Teaching.**

Supervised student teaching in ECSE K-Primary inclusionary programs. Student teaching seminars. X-grading option. 2-4 credits DEMAND.

**CFS 699. Master's Thesis.**

6 credits DEMAND.

## Communication Sciences and Disorders (CSD)

**CSD 220. Phonetics.**

Speech sounds from a sociological, physiological and acoustical point of view. Instruction and training in the use of the International Phonetic Alphabet. 3 credits F.

**CSD 322. Anatomy and Physiology of the Speech Mechanism.**

Gross anatomy and physiology of the structures and processes related to respiration, phonation, articulation and central nervous system functioning. 3 credits F.

**CSD 324. Speech Science.**

Integration of the physiological processes of respiration, phonation, articulation, and resonance for normal speech. Speech perception and techniques used in the study of normal speech; procedures and instrumentation used in the clinical measurement of speech and voice. 3 credits F.

**CSD 325. Hearing Science.**

Sounds and its measurement, anatomy and physiology of the auditory system, and an introduction to psychoacoustics. 3 credits S.

**CSD 350. Clinical Methods and Procedures.**

Facilities and equipment, clinical observation of speech and language behavior; report writing, planning, therapy for different types of disorders; and application of principles of behavioral modification to therapeutic practices. 3 credits F.

**CSD 515. Topics in Speech-Language Pathology and Audiology.**

Specialized topics related to speech, language, and hearing. Areas of current interest to faculty and/or students. May be repeated to a maximum of six credits. 1-2 credits SUM, DEMAND.

**CSD 526. Neurological Bases of Speech and Language.**

Neuroanatomy and neurophysiology of speech and language. Speech, language, cognitive, and swallowing disorders associated with different types of brain damage. Prereq.: 322. 3 credits F.

**CSD 531. Voice Disorders.**

Types and causes of voice disorders, principles and procedures underlying the diagnosis and treatment of voice disorders. Prereq.: 322. 3 credits S.

**CSD 532. Fluency Disorders.**

The nature and causes of disorders of fluency; approaches for assessing and treating fluency disorders. 3 credits S.

**CSD 534. Articulation Disorders.**

Development of articulation in children; factors that enhance or impede development; diagnostic procedures used in articulation assessment; treatment strategies for disorders of articulation. Prereq.: 220. 3 credits S.

**CSD 540. Communication Disorders of the Aged.**

Management of older persons with speech, language, and hearing problems. 2 credits F.

**CSD 541. Hearing Measurement.**

Causes and effects of hearing disorders, classification of hearing loss, and medical management procedures. Basic audiometric procedures. Participation and clinical competency demonstration required. Lab. Prereq.: 325. 3 credits F.

**CSD 542. Audiologic Rehabilitation.**

Effects of hearing loss on language and communication for children and adults. Interpretation of audiological results. Rehabilitation strategies. Audiogram interpretation and intervention planning. 3 credits S.

**CSD 557. Clinical Program Organization in Communication Disorders.**

Operating procedures of the communication disorders professional in a variety of work settings; federal and state legislation; organizing and evaluating programs. Prereq.: 130. 3 credits S.

**CSD 560. Language Development.**

Language concepts, theory, and terminology. Basic principles and parameters of normal language development. Covers pre-linguistic, phonological, morphological, syntactic, semantic, and pragmatic areas. Prereq.: ENGL 361 or consent of instructor. CSD majors or permission of instructor. Coreq.: ENGL 361 or consent of instructor. CSD majors or permission of instructor. 3 credits F.

**CSD 561. Language Disorders: Assessment and Intervention.**

Description of common language disorders. Strategies for assessing linguistic knowledge and usage. Intervention procedures for the remediation of language disorders. Prereq.: 560. 3 credits S.

**CSD 566. Augmentative Communication Systems.**

Non-vocal communication techniques for non-speaking persons. Determining the most appropriate augmentative communication for a particular client and teaching him/her how to use it. 2 credits F.

**Communication Sciences and Disorders (CSD) Courses for Graduate Students Only****CSD 620. Research in Speech-Language Pathology.**

Evaluation and results of original research; experimental design, statistical procedures. 2 credits F.

**CSD 634. Cleft Palate.**

The communication problems of the individual with a cleft palate; embryology, etiology, anatomy, physiology of clefts, surgical, prosthodontic, orthodontic, speech therapy, and audiological interventions. 2 credits F.

**CSD 635. Aphasia.**

Speech and language problems related to stroke and other forms of brain trauma. Comparison of current tests for aphasia and approaches to therapy for the aphasic patient. Prereq.: 426/526. 2 credits F.

**CSD 636. Diagnostics in Speech-Language Pathology.**

Evaluation and use of formal and informal diagnostic materials, with an emphasis on interpretation of test results. Includes participation in diagnostic evaluations and writing of diagnostic reports. 2 credits F.

**CSD 637. Motor Speech Disorders.**

Study of diagnosis and therapy for problems of conceptual motor planning (dyspraxia) and motor performance (dysarthria). Prereq.: 426/526. 2 credits S.

**CSD 638. Alaryngeal Speech.**

Study of theoretical and clinical issues in restoration of communication in the laryngectomized patient. 2 credits F.

**CSD 639. Dysphagia: Diagnosis and Management.**

A review of the anatomy, physiology and neurology of normal swallowing; discussion of evaluation and treatment of swallowing disorders in surgically and neurologically impaired populations; discussion of ethical issues related to working with dysphagic patients. Prereq.: 426/526. 2 credits F.

**CSD 642. Audiological Evaluation and Management for Speech-Language Pathologists.**

Review of standard audiometric procedures; interpretation of behavioral and physiological audiometric evaluations for pediatric and adult clients; formulation of management strategies for minimizing disabilities caused by hearing loss. 2 credits F.

**CSD 648. Graduate Practicum: University Clinic.**

Application of theory and research to the treatment of clients with communication disorders. Must be repeated to a minimum of six credits. 1-2 credits F, S, SUM.

**CSD 649. Graduate Practicum: Off-Campus.**

Application of theory and research to the treatment of clients with communication disorders in an off-campus setting. May be used to meet requirements of six credits of practicum to be completed prior to internship. Permission required. Prereq.: 3 credits of 648. 1-3 credits F, S, SUM.

**CSD 650. Internship: Medical/Rehab.**

Development of clinical skills through supervised interactions with patients in hospital, rehabilitation, and other non-school settings. Prereq.: 2 semester credits of 648. 6 credits F, S, SUM.

**CSD 651. Internship: Educational.**

Development of clinical skills through supervised interactions with individuals in a school setting. Prereq.: 2 credits of 648. 6 credits F, S, SUM.

**CSD 670. Seminar: Voice Disorders.**

Study of current practices in the identification and management of voice disorders. 2 credits S.

**CSD 671. Seminar: Phonological Disorders.**

Theoretical bases, evaluative procedures and treatment strategies for phonological approaches to disorders of articulation. 2 credits S.

**CSD 675. Consultation in Communication Disorders.**

Theories, models and methods of improving clients' communicative abilities through a system approach encompassing family, school, and other support agencies. Prereq.: senior status or higher with one quarter of practicum. 2 credits F.

**CSD 676. Seminar: Fluency Disorders.**

Discussion and evaluation of contemporary approaches to the management of fluency disorders in children and adults with an emphasis on stuttering. 2 credits F.

**CSD 677. Seminar: Professional Issues and Ethics in Speech-Language Pathology.**

Expanding knowledge of professional ethics through a case study approach; presentation and discussion of current professional issues of concern to speech-language pathologists and audiologists. 2 credits F.

**CSD 678. Seminar: Language Disorders in Children.**

An in-depth study of issues related to the assessment and remediation of language problems exhibited by pre-school and school-aged children. Prereq.: consent of instructor. 2 credits S.

**CSD 699. Thesis.**

1-6 credits F, S, SUM.

## Communication Studies (CMST)

**CMST 502. Special Topics in Communication Studies.**

Discussions and readings in advanced speech topics. A specific topic will be listed each time offered. May be repeated to a maximum of nine credits. Prereq.: senior/graduate standing or permission of instructor. 3 credits DEMAND.

**CMST 511. Critical Approaches to Public Communication.**

Rhetorical criticism of public communication and popular culture, such as speeches, news coverage, and entertainment. Prereq.: 311 or permission of instructor. 3 credits F, S.

**CMST 512. Theories of Persuasion.**

Persuasion theories applied to selected communication contexts. Prereq.: 311 or permission of instructor. 3 credits F, S.

**CMST 521. Contemporary Issues in Performance Studies.**

Variable content stressing methods, theories, and subjects in contemporary performance studies such as performance criticism, performance and gender, performance art, performance and culture, performance of selected literary genres. Specific topics to be announced. May be repeated. Prereq.: 192 or equivalent. 3 credits S.

**CMST 522. Communication and Contemporary Leadership.**

Education for reflective leadership from the perspective of communication and rhetorical theory. Theoretical concepts of leadership and followership are examined along with skill development, research and critique. Prereq.: 211, 212, or permission of instructor. 3 credits F, S, ALT.

**CMST 531. Communication and Aging.**

Communication and the aging process with primary focus on the position of the older individual in the communication transaction. Prereq.: 192 and 212 or permission of the instructor. 3 credits F, S, ALT.

**CMST 532. Intercultural Communication for the Global Workplace.**

Theories and principles of intercultural communication applied toward working effectively in international contexts. Cultural synergy in global work contexts. Major intercultural communication challenges for service abroad. Prereq.: 332 or permission of instructor. 3 credits F, S, ALT.

**CMST 541. Organizational Communication.**

Nature and flow of communication in modern organizations through applied theory, diagnosis, and problem-solving skills. 3 credits F, S.

**CMST 542. Health Communication.**

Communication theory and practice in health care contexts. Prereq.: 9 CMST credits beyond 192, or permission of instructor. 3 credits F.

**CMST 552. Teaching Communication Studies.**

Materials and methods for curricular and co-curricular teaching in the secondary schools. Course is designed for students completing the communication arts and literature teaching major. Prereq.: 12 credits of CMST beyond 192. 3 credits F, S.

**CMST 553. Teaching Communication in Grades 5-8.**

Materials and methods for curricular and co-curricular teaching communication in the middle grades. Focus on content as well as communication pedagogy. Designed for elementary education students desiring middle school endorsement in communication arts and literature. Prereq.: 192; ED 200 or ED 300. 3 credits F.

# Community Psychology (CPSY)

**CPSY 502. Professional Issues in Chemical Dependency.** Screening, assessment, treatment planning, case management, crisis intervention, client and community education with target populations. Graduate level project required. 3 credits S.

**CPSY 504. Adult Children of Alcoholic and Other Dysfunctional Families.** Adults from dysfunctional families of origin, especially alcoholic; assessment and treatment; healthy adult and family system functioning versus unhealthy patterns. 3 credits DEMAND.

**CPSY 528. Psychodynamics of the Family.** Psychological interrelationships during developmental stages of life. Theories of personality and counseling. Prereq.: 323 or permission of instructor. 3 credits S.

**CPSY 530. Seminar.** Selected topic in psychology. May be repeated to a maximum of 12 credits. 3 credits DEMAND.

**CPSY 532. Instrumentation: Laboratory Equipment.** Psychological laboratory equipment including electromechanical and solid-state control, interface, environmental, and data-recording devices. 2 credits DEMAND.

**CPSY 534. Applied Behavior Analysis II.** Advanced applied behavior analysis techniques. Design, assessment, and evaluation of behavior change procedures. Current issues. Prereq.: 330. Literature review required at graduate level. 3 credits F, S.

**CPSY 535. Experimental Analysis of Behavior.** Analysis of complex sequences of behavior, continued reinforcement, concurrent operants, stimulus control, avoidance behavior, and punishment. Prereq.: 330. 3 credits DEMAND.

**CPSY 537. Theories of Chemical Dependency.** Causes, social implication, and prevention. Application of theories to target population such as Native American and other culturally diverse populations, women, elderly, and adolescents. Graduate level project required. 3 credits F.

**CPSY 538. Chemical Dependency Counseling with Selected Populations.** Effects of chemical use, abuse, and dependency and effective chemical dependency counseling with adolescents, women, the elderly, Native Americans and other culturally diverse populations. Graduate level project required. 3 credits F.

**CPSY 539. Diagnosis, Intervention and Treatment of Chemical Dependency.** Diagnosis, intervention and treatment. Students taking 539 will be required to complete a graduate project. Prereq.: 230 or consent of instructor. 3 credits S.

**CPSY 545. Chemical Dependency Internship.** Supervised chemical dependency clinical experience. May be repeated to a maximum of 15 credits. Prereq.: 698. 3-6 credits S, SUM.

**CPSY 566. Life Style Assessment and Planning.** Examination of human life style issues and their relationship

with developing optimum human potential. Participants assess their own life's activities and philosophies with intent to develop a plan for improving their quality of living. 3 credits SUM.

**CPSY 574. Interpersonal Dynamics.** Examination of the relationship between interpersonal communication and personal growth including a re-assessment of one's own dynamic relationships. 3 credits SUM.

**CPSY 597. Practicum in Behavior Analysis.** Practicum experience in behavior analysis. Students will attend agency orientation and gain practical experience in defining and observing behaviors, and the development and implementation of behavioral programs. Prereq.: 533. 3 credits F, S, SUM.

## Community Psychology (CPSY) Courses for Graduate Students Only

**CPSY 617. Psychological Assessment I.** Instruments to assess personality, interests, and attitudes. Objective and projective techniques of personality assessment, personality reports from other mental health specialists, mental health screening such as mental status interviewing, and selection, administration, and interpretation of interest and attitude tests. Prereq.: 593. 3 credits DEMAND.

**CPSY 618. Psychological Assessment II.** Psychological and educational assessment. Administration, scoring, and interpretation of several contemporary psycho-educational tests. Theories, approaches to assessment, and approaches to test interpretation. 3 credits DEMAND.

**CPSY 619. Professional Orientation and Ethics.** The applied psychology professions' history, roles, and organizational structure. Ethical standards, laws, licensure, and decision-making processes. 3 credits S.

**CPSY 620. Family Systems.** Focuses on advanced survey of current developments emphasizing families as complex systems of interpersonal relationships that also interact with larger social systems. 3 credits F.

**CPSY 621. Family Conceptual Frameworks.** Families and relationships in today's changing culture considering major theoretical frameworks of family science. Clinical utility when used in the marriage and family therapy settings combined with the effects of scientific philosophy on family theory, research, and clinical practice. 3 credits F.

**CPSY 622. Gender Roles in Families.** Theory and research on gender roles in families, and an examination of the values and cultural issues that are inescapably linked to scholarly discussions of gender relations. 3 credits SUM.

**CPSY 623. Family Stress and Coping.** Main theories to understand the broad range of responses that families have to everyday and traumatic events and situations and what keeps families resilient in spite of high stress or crisis from chronic illness, divorce, war, poverty, immigration, migration, and loss. 3 credits SUM.

**CPSY 624. Family Assessment.**

Examines the strengths and limitations of different assessment strengths with couples and families, including assessments based on observation, therapist/rater, family report and interactional methods. Includes an overview of various measures and instruments used including parent-child, family and couple interventions. 3 credits F.

**CPSY 625. Family Sexuality for Family Therapist.**

Rationales for sexual health care and methods of intervention into sex-related problems faced by individuals, couples, and families throughout the life cycle. 3 credits S.

**CPSY 630. Advanced Applied Behavior Analysis.**

Definition and characteristics of applied behavior analysis. Behavioral principles, processes, and concepts of behavior change procedures and systems support. 3 credits F.

**CPSY 633. Behavior Therapy I.**

Ethics, history, theories, and principles of behavior therapy and cognitive-behavior therapy. Current techniques, applications to specific populations, ethical issues and future directions. 3 credits F, S, SUM.

**CPSY 634. Behavioral Assessment.**

Naturalistic observation, self-report inventories, behavioral checklists, other forms of assessment in mental health, schools, business and industry, and health. 3 credits F.

**CPSY 635. Behavior Therapy II.**

Behavior therapy research and applications to specific populations, behaviors, and settings. Functional assessment, ethical issues, design, implementation, and evaluation of therapies for specific populations and behaviors. Prereq.: 633. 3 credits F, S, SUM.

**CPSY 641. Single-case Design.**

Single-case experimental designs and data analysis procedures for evaluating behavioral change strategies in behavioral intervention programs. 3 credits F.

**CPSY 643. Social Bases of Behavior.**

Psychological approaches to the development and modification of social behavior and phenomena. 3 credits SUM.

**CPSY 651. Counseling Theories.**

Theoretical approaches to counseling. Application of theory to counseling practice. 3 credits F.

**CPSY 655. Seminar in Rehabilitation Counseling.**

Topics in the field of Rehabilitation Counseling. May be repeated to a maximum of three credits. 1-3 credits DEMAND.

**CPSY 658. Multicultural Counseling.**

Enhancing cultural awareness; developing a knowledge and skill base for concepts, theories, and techniques in multicultural counseling; and counseling practices in a multicultural context. 3 credits F.

**CPSY 659. Psychodiagnosis and Treatment Planning.**

Diagnostic process and treatment planning in psychology and rehabilitation. DSM-IV and treatment planning for managed care. 3 credits S.

**CPSY 663. Applied Theories of Learning.**

Applications to teaching, clinical intervention, and applied behavior analysis. 3 credits F.

**CPSY 665. Measurement Techniques.**

Measurement theory, psychological testing, testing procedures, and test interpretation. 3 credits F, S.

**CPSY 666. Group Process and Dynamics.**

Concepts, theories and skills related to working with groups. 3 credits F, S.

**CPSY 667. Career Development.**

Developing an informational base related to occupational/educational counseling skills. Theories of career development, collecting and classifying occupational information, and incorporating occupational information into the counseling process. 3 credits F.

**CPSY 668. Counseling Procedures.**

Conditions necessary for therapeutic movement to take place in the counseling relationship. Conceptualizing client concerns, establishing goals, and applying therapeutic interventions consistent with these concerns. Prereq.: instructor permission, CPSY 651. 3 credits F, S.

**CPSY 669. Supervised Counseling Practicum.**

Application of theory and techniques to counseling. Prereq.: 619, 651, 667 and 668. 4 credits DEMAND.

**CPSY 671. Theories of Marriage and Family Therapy**

The systems paradigm. An alternate conceptual framework from which to mount therapeutic interventions. Marriage and family therapy theories. Practicing family therapeutic interventions. Prereq.: instructor permission. 3 credits S.

**CPSY 672. Couples and Family Counseling: Advanced Theory and Practice.**

Couple and family theories. The family system in the development of relationship, identity, and mood disturbances. System interventions related to these disturbances. Prereq.: 671. 3 credits SUM.

**CPSY 674. Consultation.**

Models of consultation and their applications to mental health, school-based, and community settings. 3 credits SUM.

**CPSY 675. Research Methods.**

Qualitative and quantitative research designs. Internal and external validity. Needs assessments, program/treatment evaluations, and the critical reading of published research. 3 credits DEMAND.

**CPSY 677. Stress Management: Process and Techniques.**

The nature of stress disorders, assessment procedures, and strategies with which to control stress reactions. 3 credits DEMAND.

**CPSY 679. Seminar: Research Planning.**

Research design and tools. Development of project outline and presentation to members of the seminar. 2 credits DEMAND.

**CPSY 680. Spirituality in Counseling.**

Spirituality as an integral component on the counseling process; psychospiritual approaches to counseling and psycho-

therapy; assessment and treatment of spiritual issues. 3 credits DEMAND.

**CPSY 681. Practice in Small Group Process.**

Supervised practice in conducting small group counseling sessions. Prereq.: 666. 3 credits F, S.

**CPSY 684. Psychopharmacology.**

Examination of the neurological basis of behavior, pharmacokinetics of drug action, effects of psychoactive and psychotherapeutic drugs, and principles of pharmacotherapy. 3 credits F.

**CPSY 685. Individual Intelligence Testing.**

Psychological and educational assessment. Administration, scoring, and interpretation of psychoeducational tests. Synthesizing and integrating test findings. Prereq.: 617. 3 credits DEMAND.

## Community Studies (CMTY)

**CMTY 522. Land Use Planning and Zoning.**

Basic and advanced tools, applications, and frameworks of contemporary land use planning and zoning in the United States. Prereq.: GEOG 394. 3 credits ALT.

**CMTY 528. Site Planning and Development.**

Processes and tools for site planning, preparation, development, and implementation. 3 credits ALT.

**CMTY 550. Community Heritage.**

Evolution of the American shaped environment from the colonial period until the present. Focuses on the meanings of the American house, street, public places, workplace and recreational landscapes; examines prototypical building forms during each major stage of development; analyzes some of the key roles that a community's shaped environment can play in healthy community development. 3 credits F.

**CMTY 551. Community Design.**

Theory and practice of community design. Examines the meaning of design, the forces affecting the quality of the natural and built environments in communities, the basic elements of design such as building form and open space, key factors in design such as utopianism and comparative approaches. Considers the proper role of the design professional in community development. 3 credits S.

## Computer Networking and Applications (CNA)

**CNA 525. Computer Networking I.**

Local area networks for micros. Network architecture, characteristics, and protocols, software packages, set up, theory, and use of local area networks. Detail coverage and application of the physical OSI model. Prereq.: 397 or equivalent. 4 credits F, S.

**CNA 526. Computer Networking II.**

Detail coverage and application of the datalink through application layers of the OSI model. Prereq.: 425/525 or equivalent or consent of instructor. 3 credits F, S.

**CPSY 689. Seminar: Research Reporting.**

Reporting of research planned in CPSY 679 and subsequently implemented. Preparation of reports in accordance with APA publication standards and presentation to seminar. Prereq.: 679. 2 credits DEMAND.

**CPSY 696. Supervised Internship in Counseling.**

Supervised agency clinical experience. May be repeated to a maximum of 15 credits. Prereq.: 669. 3-6 credits F, S, SUM.

**CPSY 697. Supervised Internship in Behavior Analysis.**

Supervised experience in a community agency. Prereq.: Students must complete the prescribed sequence of courses (exceptions must be approved by adviser). 3-6 credits F, S, SUM.

**CPSY 699. Thesis.**

1-6 credits F, S, DEMAND.

**CMTY 555. Grant Development.**

Raising funds for public or non-profit organizations in Minnesota. Project or program design, budget creation, objective and result delineation and writing for grants from foundations, government and corporations. 3 credits S.

**CMTY 564. Local Economic Development.**

Examination of the context, theory, process, and practice of local economic development policies for communities. 3 credits ALT.

**CMTY 566. Issues in Community Studies.**

A seminar on a special topic or issue in community studies. May be repeated under different topics. 3 credits F, S.

**CMTY +570. The Black Community.**

Examination and analysis of contemporary issues facing Black American communities. 3 credits F, S.

**CMTY 575. Latina/o Communities.**

Explores issues in community development for Latinas and Latinos in the United States - focusing on the Midwest - with special emphasis on gender, neighborhoods, grassroots community organizations, local history, and political participation. 3 credits S.

**CNA 532. OSI Layers Security.**

Security models and protocols for each OSI layer. Network and Web security implementation, monitoring, intrusion, recovery, and countermeasures. Prereq.: 426 or BCIS 353 or consent of instructor. 3 credits F.

**CNA 535. Firewall Security.**

Network access control. Firewall planning, installation, configuration, management, and performance. Review of commercial firewalls. Prereq.: 426 or BCIS 353 or consent of instructor. 3 credits S.

**CNA 536. World Wide Web Authoring and Administration.**

Authoring and implementing Web documents. Setting up and administering Web servers. Prereq.: 426/526 or consent of instructor. 3 credits F.

**CNA 537. Computer Network Security.**

Developing an effective network security strategy. Analyzing hole in protocols, designing firewalls, authentication and combating the hacker tools. Prereq.: 426/526 or consent of instructor. 3 credits S.

**CNA 538. Applied Cryptography.**

Cryptography in secure communications. Secret and Public Key methods. Management of this technology and its relationship to system security policy. Legal and social implications. Prereq.: 437/537, MATH 221, 253. 3 credits F.

**CNA 540. Applied Public Key Infrastructure.**

Concepts, services, components, and products. Software installation and configuration. Digital certificate implementation. Prereq.: 426 or BCIS 353 or consent of instructor. 3 credits S.

**CNA 543. Network Intrusion Detection.**

Tools and techniques to detect network penetration and assess risk of future exposure. Public domain and commercial security tools. Defense against common attacks. Incident management. Prereq.: 426 or BCIS 353 or consent of instructor. 3 credits S.

**CNA 550. Data Network Performance Analysis.**

Quantitative evaluation and data networks; pinpointing bottlenecks and corrective strategies. Prereq.: 426/526 and STAT 229, 417, or higher or consent of instructor. 3 credits F.

**CNA 551. Data Network Design.**

Students will develop their own document specifying a hypothetical data network through the use of simulation and case studies. Prereq.: 426/526 and STAT 229. 3 credits S.

**CNA 573. Operational Software Safeguards.**

Implementation of network security policy. Evaluation of hacker

tools. Preventative measures. Monitoring attacks and analyzing logs. Prereq.: BCIS 472. 3 credits F.

**CNA 574. Advanced Network Programming.**

Advanced network programming or system programming on microcomputers. Prereq.: 397, CSCI 201. 3 credits S.

**CNA 585. Contemporary Networking Topics.**

An in-depth study of one or more contemporary topics in the microcomputer area not covered in other microcomputer courses. May be repeated to a maximum of six credits. Prereq.: 425. 1-6 credits F.

**CNA 590. Practicum in Microcomputers.**

Supervised programming or installation and administration of software packages. Can be repeated for a maximum of 6 credits. Prereq.: 426 and approval of the CNA program committee. 1-3 credits DEMAND.

## Computer Networking and Applications (CNA) Courses for Graduate Students Only

**CNA 601. Special Topics in Computer Networking.**

Advanced in-depth study and research involving one or more contemporary topics in computer networking. Prereq.: 551 or consent of instructor. 1-3 credits DEMAND.

**CNA 626. Network Modeling and Simulation.**

Quantitative analysis and simulation to design solutions to enterprise-wide networking problems. Prereq.: 450 or one 400-level STAT course, and MCS 451. 3 credits DEMAND.

**CNA 650. Research in Applied Computer Networking.**

Supervised graduate research in advanced applied computer networking. Research analysis and reporting. Prereq.: 551, STAT 521, 524. 3 credits DEMAND.

**CNA 699. Thesis.**

Thesis credit in applied computer networking. Prereq.: 650. 3-6 credits DEMAND.

## Computer Science (CSCI)

**CSCI 502. Introduction to the Theory of Computation.**

Regular languages, finite-state automata, context-free languages, grammars, push-down automata, Turing machines, Church's thesis, the halting problem and computability. Prereq.: 320, and MATH 253 or 373. 3 credits DEMAND.

**CSCI 503. Theory, Design and Construction of Compilers.**

Formal grammars, lexical analysis, symbol tables, syntax analysis and parsing, type checking, code generation, code optimization. Prereq.: 320, 330, and MATH 373. 4 credits DEMAND.

**CSCI 504. Design and Analysis of Algorithms.**

Computing time functions; maximum, minimum and average computing time of various algorithms. Prereq.: 331, MATH 253 or 373. 3 credits DEMAND.

**CSCI 511. Database Theory and Design.**

Principles of database systems, theory of relational databases, design techniques, concurrency control and recovery, object-oriented systems. Prereq.: 331. 3 credits DEMAND.

**CSCI 512. Distributed Systems Principles.**

Distributed systems architecture. Process synchronization. Distributed operating systems, file systems and database systems. Projects. Prereq.: 311. 3 credits DEMAND.

**CSCI 513. Computer Networks.**

Computer network architecture. The OSI seven-layer reference model and communication protocols. Network services. Projects for current applications. Prereq.: 311. 3 credits DEMAND.

**CSCI 521. Introduction to Finite Switching and Automata.**

Introduction to mathematical concepts concerning the design and study of finite switching and automata theory. Fault diagnosis and detection. Algebraic structure, decomposition and memory span. Linear machines and finite state recognizers. Prereq.: 320. 4 credits F.

**CSCI 530. Object-Oriented Software Development.**

Techniques for identifying and specifying objects, object classes and operations in designing software. Development of a major project using object-oriented analysis, design and programming techniques. Prereq.: 301 or permission of instructor. 3 credits DEMAND.

**CSCI 531. Software Engineering I.**

Introduction to the history and goals of software development, software specification and specification languages, requirements and requirements languages. FSA specification techniques. Software engineering design tools and testing. Lab. Prereq.: 311, 330. 5 credits DEMAND.

**CSCI 532. Software Engineering II.**

Continuation of Software Engineering I. Verification and validation in the design of software and throughout the life cycle. Quality assurance and control, software evolution. Performance emphasis on metrics and models. Lab. Prereq.: 431. 5 credits DEMAND.

**CSCI 540. Introduction to Artificial Intelligence.**

Heuristic versus deterministic methods, game playing programs, theorem proving programs, decision making programs. Prereq.: 330, MATH 253 or 373. 3 credits DEMAND.

**CSCI 541. Neural Networks.**

Natural and artificial neural networks. Back propagation, conjugate gradients, cascade-correlation training methods, associative memory. Self-organizing nets, adaptive resonance nets, Hopfield nets, constraint satisfaction networks. Design and applications. Prereq.: 320 or permission of instructor. 3 credits DEMAND.

**CSCI 542. Expert Systems.**

Introduction to the theory and applications of expert systems. Knowledge acquisition and representation. An expert systems language. Design and evolution of expert systems. Prereq.: 330. 3 credits DEMAND.

**CSCI 543. Evolutionary Computation.**

Population-based search heuristics inspired by biological evolution. Representations and operators. Specifying parameter values. Hybridization with local search and other search strategies. Constraint handling. Theory. Prereq.: 591 or equivalent, MATH 373 or equivalent. 3 credits DEMAND.

**CSCI 550. Computer Graphics.**

Algorithms, data structures and techniques for generating graphics. Graphics hardware, display primitives, geometric transformations, perspective projection, clipping and user interaction. Prereq.: 320. 3 credits DEMAND.

**CSCI 575. Advanced Topics in Computer Science.**

An in-depth study of one or more issues in contemporary computer science not covered in other computer science courses. May be repeated to a maximum of six credits. Prereq.: consent of instructor. 1-6 credits DEMAND.

**CSCI 591. Preparatory Data Structures and Algorithms.**

Review of programming constructs, abstraction, data structures and algorithms for graphs, trees, strings, sorting and searching. 3 credits DEMAND.

**CSCI 592. Preparatory Computer Architecture.**

Computer architecture fundamentals. 3 credits DEMAND.

**CSCI 593. Preparatory Systems Software.**

Concepts of processes, process synchronization and scheduling. Management of primary and secondary storage. File and file systems structure. 3 credits DEMAND.

## Computer Science (CSCI) Courses for Graduate Students Only

**CSCI 601. Recursive Function Theory.**

Computable and primitive recursive functions. Pairing functions and Godel numbers. A universal program and the halting problem. Recursively enumerable sets. Diagonalization. Prereq.: 402 or equivalent. 3 credits DEMAND.

**CSCI 602. Models of Computation.**

Computation on strings. Turing machines and the halting problem. Processes, grammars and unsolvable problems. Classifying unsolvable problems. Prereq.: 601. 3 credits DEMAND.

**CSCI 604. Advanced Data Structures.**

Advanced techniques for data representation and manipulation and their analysis. Implementation of algorithms that use these techniques. Prereq.: permission of instructor. 3 credits DEMAND.

**CSCI 610. Advanced Concepts in Operating Systems.**

Security process synchronization. Distributed operating systems. Fault tolerance. Performance analysis. Prereq.: 311. 3 credits DEMAND.

**CSCI 615. Computer Security.**

Issues and techniques in computer security. Fundamentals of computer security and current problems. Prereq.: 311. 3 credits DEMAND.

**CSCI 620. Advanced Computer Architecture.**

Advanced computer architectures; quantitative principles of design and performance evaluation; parallel processing, multiprocessing. Prereq.: 320 or equivalent. 3 credits DEMAND.

**CSCI 621. VLSI Design and Testing.**

Principles of CMOS VLSI design and algorithms for IC layout. Digital faults, how to test for them and how to design digital circuits that facilitate testability. Prereq.: 504. 4 credits DEMAND.

**CSCI 641. Machine Vision and Manipulators.**

Human and machine vision. Image processing algorithms. Mathematical description and analysis of robot manipulators. Prereq.: 440 or equivalent. 3 credits DEMAND.

**CSCI 642. Natural Language Processing.**

Formal and natural languages. Grammars and parsing. Ambiguity resolution. Semantics. Scoping of noun phrases. Knowledge representation and reasoning. Prereq.: 440 or equivalent. 3 credits DEMAND.

**CSCI 644. Graduate Internship.**

An internship not less than 10 weeks, with any local organization performing duties that are relevant to the student's course of study. This course may not be used as a 500-level elective for masters degree program in computer science.



May be repeated to a maximum of six credits. Prereq.: completion of one year in the computer science graduate program. 1-6 credits DEMAND.

**CSCI 680. Seminar in Computer Science.**

Seminar in current topics in computer science. May be repeated to maximum of six credits. Prereq.: graduate standing and consent of instructor. 1-2 credits DEMAND.

**CSCI 696. Research in Computer Science.**

Supervised graduate research on advanced computer sci-

ence topics. Research analysis and reporting. 1-3 credits DEMAND.

**CSCI 697. Master's Project/Starred Paper.**

Master's project for students following Plan B. 3 credits DEMAND.

**CSCI 699. Thesis in Computer Science.**

Prereq.: graduate standing in computer science and consent of student's committee. 1-6 credits F, S, SUM.

## Counselor Education and Educational Psychology (CEEP)

**CEEP 528. Psychodynamics of the Family.**

Psychological interrelationships during developmental stages of life. Theories of personality and counseling. Prereq.: CPSY 323 or permission of instructor. 3 credits S.

**CEEP 530. Seminar.**

Selected topic in psychology. May be repeated to a maximum of 12 credits. 3 credits DEMAND.

**CEEP 593. Individual Appraisal.**

Psychological measurement of individuals; instruments used to appraise intellectual efficiency, aptitude and achievement, sensory capacities and efficiency, sensory-motor coordination, group status, personal history; synthesizing data and report writing. Prereq.: 463 or 665. 2 credits DEMAND.

### Counselor Education and Educational Psychology (CEEP) Courses for Graduate Students Only

**CEEP 617. Psychological Assessment I.**

Instruments to assess personality, interests, and attitudes. Objective and projective techniques of personality assessment, personality reports from other mental health specialists, mental health screening such as mental status interviewing, and selection, administration, and interpretation of interest and attitude tests. Prereq.: 593. 3 credits DEMAND.

**CEEP 618. Psychological Assessment II.**

Psychological and educational assessment. Administration, scoring, and interpretation of several contemporary psycho-educational tests. Theories, approaches to assessment, and approaches to test interpretation. 3 credits DEMAND.

**CEEP 619. Professional Orientation and Ethics.**

The applied psychology professions' history, roles, and organizational structure. Ethical standards, laws, licensure, and decision-making processes. 3 credits S.

**CEEP 629. Vocational Evaluation and Placement.**

Vocational evaluation and vocational placement. Placement techniques used in rehabilitation practice, assessment elements of work samples, psychometric testing, and report writing. 3 credits SUM.

**CEEP 641. Single-case Design.**

Single-case experimental designs and data analysis procedures for evaluating behavioral change strategies in behavioral intervention programs. 3 credits F.

**CEEP 645. Foundations of Student Services.**

A basic introduction to philosophical, theoretical, contextual, and practical foundations of practice of the profession of student development in higher education. 3 credits F.

**CEEP 646. Counseling Older Persons.**

Counseling special needs of: expressing feelings of loss, identifying new life goals, and adjusting to the emotional stresses of aging. Prereq.: SSCI 208 or PSY 345 or SOC 350 or consent of instructor. 3 credits DEMAND.

**CEEP 649. Affirmative Counseling of Women.**

Affirmative counseling practices for women's lifespan. 3 credits DEMAND.

**CEEP 650. Introduction to Rehabilitation Process and Practice.**

Rehabilitation history, philosophy, legislation, organization, and resources. Service delivery and ethical and professional issues. 3 credits F.

**CEEP 651. Counseling Theories.**

Theoretical approaches to counseling. Application of theory to counseling practice. 3 credits F.

**CEEP 652. Medical and Biological Factors in Counseling.**

Etiology, prognosis, methods of treatment, and effects of various disorders and conditions. 3 credits S.

**CEEP 653. Psycho-social and Cultural Factors in Counseling.**

Effect these factors have on the counseling process. 3 credits SUM.

**CEEP 654. Guidance for Special Needs.**

Counseling children with special needs. Legislative, assessment, family, and programming issues examined. 3 credits S.

**CEEP 655. Seminar in Rehabilitation Counseling.**

Topics in the field of rehabilitation counseling. May be repeated to a maximum of three credits. 1-3 credits DEMAND.

**CEEP 658. Multicultural Counseling.**

Enhancing cultural awareness; developing a knowledge and skill base for concepts, theories, and techniques in multicultural counseling. Counseling practices in a multicultural context. 3 credits F.

**CEEP 659. Psychodiagnosis and Treatment Planning.**

Diagnostic process and treatment planning in psychology and rehabilitation. DSM-IV and treatment planning for managed care. 3 credits S.

**CEEP 665. Measurement Techniques.**

Measurement theory, psychological testing, testing procedures, and test interpretation. 3 credits F, S.

**CEEP 666. Group Process and Dynamics.**

Concepts, theories and skills related to working with groups. 3 credits F, S.

**CEEP 667. Career Development**

Developing an informational base related to occupational/educational counseling skills. Theories of career development, collecting and classifying occupational information, and incorporating occupational information into the counseling process. 3 credits F.

**CEEP 668. Counseling Procedures.**

Conditions necessary for therapeutic movement to take place in the counseling relationship. Conceptualizing client concerns, establishing goals, and applying therapeutic interventions consistent with these concerns. Prereq.: instructor permission, 651. 3 credits F, S.

**CEEP 669. Supervised Counseling Practicum.**

Application of theory and techniques to counseling. Prereq.: 619, 651, 665, 667, and 668. 4 credits DEMAND.

**CEEP 670. Developmental Guidance Programs and Procedures.**

Developmental guidance program components. Program organization/administration and support. Construction and demonstration of procedures to enhance normal psycho-social development. 3 credits F.

**CEEP 672. Family, School and Organizational Partnerships.**

This advanced survey course emphasizes families as complex and dynamic systems of interpersonal relationships that interact with schools, and formal and informal community organizations. 3 credits F, S.

**CEEP 673. Issues in Student Development.**

A survey of issues that may affect the development and functioning of college students and the methods and procedures for coping with and/or deterring them and promoting healthful living. 3 credits S.

**CEEP 674. Consultation.**

Models of consultation and their applications to mental health, school-based, and community settings. 3 credits SUM.

**CEEP 675. Research Methods.**

Qualitative and quantitative research designs. Internal and external validity. Needs assessments, program/treatment evaluations, and the critical reading of published research. 3 credits DEMAND.

**CEEP 677. Stress Management: Process and Techniques.**

The nature of stress disorders, assessment procedures, and strategies with which to control stress reactions. 3 credits DEMAND.

**CEEP 678. Introduction to Graduate Statistics.**

Correlation and regression analysis, probability and sampling theory; estimating population parameters, testing hypotheses. Familiarity with descriptive statistics assumed. 3 credits F, S, SUM.

**CEEP 679. Seminar: Research Planning.**

Research design and tools. Development of project outline and presentation to members of the seminar. 2 credits DEMAND.

**CEEP 680. Spirituality in Counseling.**

Spirituality as an integral component of the counseling process; psychospiritual approaches to counseling and psychotherapy; assessment and treatment of spiritual issues. 3 credits DEMAND.

**CEEP 681. Practice in Small Group Process.**

Supervised practice in conducting small group counseling sessions. Prereq.: 666. 3 credits F, S.

**CEEP 684. Psychopharmacology.**

Examination of the neurological basis of behavior, pharmacokinetics of drug action, effects of psychoactive and psychotherapeutic drugs, and principles of pharmacotherapy. 3 credits F.

**CEEP 685. Individual Intelligence Testing.**

Psychological and educational assessment. Administration, scoring, and interpretation of psychoeducational tests. Synthesizing and integrating test finds. Prereq.: 617. 3 credits DEMAND.

**CEEP 689. Seminar: Research Reporting.**

Reporting of research planned in 679 and subsequently implemented. Preparation of reports in accordance with APA publication standards and presentation to seminar. Prereq.: 679. 2 credits DEMAND.

**CEEP 696. Supervised Internship in Counseling.**

Supervised agency clinical experience. May be repeated to a maximum of 15 credits. Prereq.: 669. 3-6 credits F, S, SUM.

**CEEP 697. Internship in Student Affairs.**

Internship for College Counseling and Student Development master's degree candidates in a student affairs setting under the supervision of a site supervisor. May be repeated to a maximum of six credits. 1-3 credits F, S, SUM.

**CEEP 699. Thesis.**

1-6 credits F, S, DEMAND.

# Criminal Justice (CJS)

## **CJS 511. Organization and Administration in Criminal Justice.**

Principles of organization and administration in criminal justice. Current theories of organization as they relate to the needs of the criminal justice process. 3 credits ANNUAL.

## **CJS 515. Corrections: Theory and Practice.**

Historical development, theories and institutions of punishment and social control. Social systems of prisoners and officers; institutional administration and legal issues in management; and strategies of intervention; decision-making in sentencing and parole; and treatment and organization as they relate to the criminal justice process. Prereq.: CJS 111 or permission of the instructor. 3 credits ANNUAL.

## **CJS 520. Critical Issues in Law Enforcement.**

Critical issues facing contemporary law enforcement officials in a free society. Ethnic tension, civil disobedience, police conduct, unionization, civil disturbances, and professionalism within law enforcement are discussed. 3 credits ANNUAL.

## **CJS 521. P.O. S. T. , Parts 1, 4, 6, 7.**

Principles of law enforcement, career influences, stress/crisis intervention, crime prevention, community relations, court testimony, and law enforcement communications, and cultural awareness. 1 credit ANNUAL.

## **CJS 522. P.O. S. T. , Parts 2, 3, 5.**

Minnesota Statutes relating to Minnesota Criminal Code, of Minnesota Law enforcement procedures relating to search, arrest, confessions, identification, and evidence, and of Minnesota Statutes relating to juvenile justice. 1 credit ANNUAL.

## **CJS 530. Criminal Law.**

Principles of criminal liability, defenses to criminal prosecution, elements of major crimes. 3 credits ANNUAL.

## **CJS 531. Criminal Procedure.**

Law of criminal procedure from arrest through post-trial proceedings. 3 credits ANNUAL.

## **CJS 533. Ethical Studies in Criminal Justice.**

Ethical decisions relating to criminal justice issues. 3 credits DEMAND.

## **CJS 540. Law of Corrections.**

Study of laws regulating sentencing, authority of correctional agencies, prisoners' rights and remedies and community supervision. 3 credits DEMAND.

## **CJS 541. Correctional Alternatives.**

Alternatives to incarceration, including probation, fines, house arrest, electronic surveillance, restitution programs, sentencing to service, community residential facilities, parole and supervised release. Probation and community corrections agent roles and responsibilities; pre-sentence investigation; supervision methods. Prereq.: 111 and 415. 3 credits DEMAND.

## **CJS 545. Crisis Intervention.**

History, theory and methods of crisis intervention, especially as used in the criminal justice system, e. g. victims of crime, suicide, domestic violence. 3 credits DEMAND.

## **CJS 546. Child Abuse and the Criminal Justice System.**

A survey of the response to physical and sexual child abuse by the criminal justice system, including the law, law enforcement, prosecution, courts and corrections. 3 credits DEMAND.

## **CJS 550. Juvenile Justice System.**

History and development of the juvenile justice system; the role of police and juvenile courts; analysis of dispositional decisions; probation investigation and supervision functions; juvenile corrections. Prereq.: 111 and 415 or permission of instructor. 3 credits ANNUAL.

## **CJS 555. Private Security and the Criminal Justice Community.**

The powers and authority of private security personnel. Stresses requirements and restrictions on private security. Includes criminal and civil liabilities faced by private security personnel. 3 credits DEMAND.

## **CJS 557. White Collar Crime.**

Overview of the concept of white collar crime; including both corporate and occupational crime. Case studies in applicable criminal law enforcement procedures for detection. Prereq.: 111. 3 credits ANNUAL.

## **CJS 561. Juvenile Legal Process.**

Legal background and basis for separate juvenile statutes and justice system; legal procedures for arrest, investigation, and adjudication of juvenile offenders; legal cases relating to rights of juveniles; Minnesota procedure. Prereq.: 450. 3 credits DEMAND.

## **CJS 565. Policing a Diverse Society.**

Discussion from a public safety perspective of racial sensitivity, cross-cultural competency, gender awareness, and sexual orientation issues as key objectives for law enforcement in service to the community. 3 credits DEMAND.

## **CJS 589. Seminar in Criminal Justice.**

Special issues in the fields of corrections, law enforcement, and the general areas of the administration of justice: includes detailed examinations on vital issues and emerging trends which promise to affect the future. May be repeated for a maximum of six credits. 3 credits ANNUAL.

## **Criminal Justice (CJS) Courses for Graduate Students Only**

### **CJS 601. History of Criminal Justice.**

America's criminal justice system from early English precedents to the late 20th century. 3 credits DEMAND.

### **CJS 644. Practicum.**

A supervised practicum in a criminal justice agency in which the student is not employed. Prior approval by Director of Criminal Justice Graduate Program required. 3-12 credits F, S, SUM.

### **CJS 650. Readings.**

Specific topic in criminal justice. May be repeated with different topic to a maximum of six credits. 1-3 credits DEMAND.

**CJS 660. Theories of Criminal Behavior and Justice.**

Theories about the causes of violence and criminal behavior. 3 credits ANNUAL.

**CJS 661. Juvenile Justice and Schools.**

School crime and juvenile delinquency; school failure, discipline problems, absenteeism, and dropout; juvenile law, school of law and cases relating to school crime and discipline; corrections and education policies and programs for delinquency prevention. 3 credits ANNUAL.

**CJS 677. Framing and Analyzing Research Problems.**

Computer on-line database searching; and the elements of a research problem formulation and analysis, including operational definition, scope, geographic and time limitations, the research model, research design, questionnaire data collection, outcome measures and analysis plan. 3 credits DEMAND.

**CJS 679. Research in Criminal Justice.**

Research methodology, including research design, methods of

inquiry, application and interpretation of data analyses, and their relationship to criminal justice policies and programs. Prereq.: CEEP 678 or STAT 521. 3 credits DEMAND.

**CJS 681. Current Problems and Issues in Criminal Justice.**

Problem areas or issues in the criminal justice system as explored through directed readings in the research literature. May be repeated to maximum of six credits. 1-3 credits ANNUAL.

**CJS 689. Advanced Graduate Seminar.**

A self-directed, democratically oriented method of learning whose major purpose is to identify, explore, and share the results of an in-depth analysis of selected topics. May be repeated to a maximum of nine credits. 3 credits F, S, SUM.

**CJS 699. Thesis.**

1-6 credits F, S, SUM.

## Dance (DANC)

**DANC 535. Dance History.**

Ballet and contemporary dance history from its origin to the present. 2 credits F.

**DANC 571. Repertory Dance Theater: Performing Practicum.**

Rehearsal for dance performance. May be repeated to a maximum of 4 credits. Prereq.: permission of instructor. 1 credit F, S.

## Earth and Atmospheric Sciences (EAS)

**EAS 502. Earth Sciences Institute.**

Selected topics in earth science for experienced teachers. 2-4 credits DEMAND.

**EAS 507. Minnesota Rocks and Waters.**

Geologic history, mineral resources and regional geology of Minnesota. Prereq.: 220 or consent of instructor. 3 credits S, SUM.

**EAS 520. Seminar.**

Lectures, readings, discussions on selected topics. May be repeated. 1-3 credits F, S.

**EAS 523. Sedimentation and Stratigraphy.**

Sedimentary processes and environments, formation of sedimentary rocks, stratigraphy, and basin analysis. Use of stratigraphic principles to interpret earth history. Lab. Prereq.: 305. 3 credits DEMAND.

**EAS 524. Structural Geology and Tectonics.**

Brittle and ductile deformation. Stress and strain theory. Structural interpretation problems. Development and significance of plate tectonics as a unifying theory for geology. Lab. Prereq.: 220, 305. 4 credits DEMAND.

**EAS 525. Petrography.**

Principles of optical mineralogy. Thin-section identification of minerals. Thin-section examination and petrogenesis of igneous, sedimentary, and metamorphic rocks. Prereq.: 325 or per-

mission of the instructor. 4 credits DEMAND.

**EAS 529. Geophysics.**

The basic concepts of physics are applied to the global earth and to the geologic processes at work in the earth. Prereq.: 220, PHYS 231 or 235, MATH 222. 3 credits DEMAND.

**EAS 566. Agricultural Meteorology.**

Introduction to the soil-plant-atmosphere system and energy balance. Temperature, wind, and evapotranspiration effects. Measurement techniques. Crop planning and pest and disease management. Climate factors. Prereq.: 260 or permission. 3 credits S, ALT.

**EAS 567. Numerical Weather Prediction.**

History of numerical prediction, processes to be represented, primitive equations, methods of solution, grid format for data, objective analysis, ETA, NGM and other models, initialization of model, boundary conditions, parameterization. Prereq.: 375. 3 credits S.

**EAS 585. Advanced Synoptic Meteorology.**

Three dimensional analysis of cold and warm season events, jet stream circulations, frontogenesis. Vertical velocity estimates using isentropic analysis of gridded data. Current topics of synoptic and mesoscale research, possible field trips to regional conferences. Lab. Prereq.: 385, 475, Fortran or C. 4 credits F.

# Economics (ECON)

## **ECON 505. Intermediate Macroeconomics.**

Functioning of the economy as a whole. Determinants and interrelation of the economy's aggregate production, inflation, unemployment, economic growth, business cycles, and monetary/fiscal policies. Prereq.: 205, 206. 3 credits F, S, SUM.

## **ECON 506. Intermediate Microeconomics.**

Economic processes in the free enterprise system; determination of price, output, and factor services in different market structures. Prereq.: 205, 206. 3 credits F, S, SUM.

## **ECON 520. Economics of Nonprofit Organization.**

Economic theories of nonprofit and public organizations, their importance in the economy and the structure and performance of not-for-profit firms and public agencies. Prereq.: 205, 206. 3 credits S, ALT.

## **ECON 542. Law and Economics.**

Laws' effects on market and non-market behavior emphasizing the theory of externalities. Contract law, property rights, tort law, and public choice theory. Prereq.: 205, 206. 3 credits S, ALT.

## **ECON 551. Resource and Environmental Economics.**

Natural resource allocation: economic efficiency, externalities, and temporal implications. Environmental policy analysis, air and water quality, toxic substances, and distributional consequences. Prereq.: 205, 206. 3 credits S, ALT.

## **ECON 559. Economic Analysis.**

Graduate level principles of economics. The economic process, national income analysis, money and the banking system, theory of income distribution, pricing systems, resource allocation. Primarily for MBA students. 3 credits F, S, SUM.

## **ECON 560. Public Finance.**

The role of government in the economy with emphasis upon public revenues and expenditures, tax structure, inter-governmental fiscal relations, fiscal policy, and public debt management. Prereq.: 205, 206. 3 credits F, S.

## **ECON 561. Public Economics: State and Local.**

The economics of state and local government. Public projects, tax and revenue structures, and intergovernmental relations, in Minnesota. Prereq.: 205, 206, or consent of instructor. 3 credits F.

## **ECON 565. Urban and Regional Economics.**

Analysis of regions, development, location theory, central place theory, local public finance. Urban problems: poverty, transportation, housing, crime, pollution. Prereq.: 205, 206. 3 credits F, S.

## **ECON 570. Business Cycles and Forecasting.**

Business fluctuations and stabilization policies. Forecasting methods; time series and regression-based techniques for short- and long-term forecasting. Prereq.: 205, 206, BCIS 240 or STAT 219. 3 credits F, S, SUM.

## **ECON 571. Money and Banking.**

Monetary economics, structure and functioning of commercial banks and other financial intermediaries. The Federal Reserve System and its monetary policy tools, goals and targets.

Prereq.: 205, 206. 3 credits F, S, SUM.

## **ECON 572. Industrial Organization and Public Policy.**

Market structure, firm behavior, and market performance. Public policy toward business via government regulation and antitrust policy. Prereq.: 205, 206. 3 credits S.

## **ECON 573. Labor Economics.**

Labor as a factor of production, growth of collective bargaining and labor legislation, and its effects upon society. Prereq.: 205, 206. 3 credits S.

## **ECON 574. International Economics.**

Trade models, terms of trade, trade patterns, economic integration, and barriers to trade. Balance of trade/payments, exchange rate determination, capital mobility, and open economy policy coordination. Prereq.: 205, 206. 3 credits F, S, SUM.

## **ECON 578. History of Economic Thought.**

Historical development of economic analysis and of the ideas of major economic thinkers. Prereq.: 205, 206. 3 credits S.

## **ECON 580. Area Economic Studies.**

Economic problems of selected regions, areas, or countries of the world. May be repeated with different topics to a maximum of nine credits. Prereq.: Consent of the instructor. 1-3 credits DEMAND.

## **ECON 583. Contemporary Economic Problems.**

Solutions of problems arising from growth and development of modern institutions under the free enterprise system. May be repeated with different topics to a maximum of six credits. Prereq.: Consent of department. 3 credits DEMAND.

## **ECON 585. Introduction to Econometrics.**

Model development and statistical testing procedures, applied economic analysis. Model specification, properties of estimation procedures, statistical inference. Prereq.: 205, 206. STAT 219 or BCIS 240. 3 credits F.

## **ECON 586. Introduction to Mathematical Economics.**

Application of mathematical tools to the problems of micro and macro economic theory. Prereq.: 406 and MATH 241 or equivalent. 3 credits F.

## Economics (ECON) Courses for Graduate Students Only

### **ECON 601. Readings in Economics. (Topical.)**

Guided study of individual investigation of special economic problems and/or theoretical topics. Credits and meetings by arrangement. May be repeated with different topic to a maximum of six credits. 1-3 credits DEMAND.

### **ECON 602. Reading in Economic Education. (Topical.)**

Guided study of the literature in the field and/or its applications. May be repeated with different topic to a maximum of six credits. 1-3 credits DEMAND.

### **ECON 603. Managerial Economics for Public and Nonprofit Institutions.**

Development and application of economic theory and methods to decision-making in public and nonprofit institutions. Prereq.:

ECON 205 and 206, or 559 or equivalent. 3 credits F.

**ECON 605. Macroeconomic Theory.**

The determination of aggregate output, employment, and prices. National and policy issues and their impacts on economic activity. Prereq.: 405, 406, 586, 587 or equivalent. 3 credits F.

**ECON 606. Microeconomic Theory.**

Theory of behavior of individuals and firms, optimization and markets. Prereq.: 405, 406, 586, 587 or equivalent. 3 credits S.

**ECON 610. Economic Education.**

Economic concepts found in the public school curricula, the economic theories necessary to understand these concepts, and development of models for examination of public policy issues. 3 credits DEMAND.

**ECON 615. Econometrics.**

Economic theory and statistical inference to specify, estimate, and interpret economic models with emphasis on applied economic analysis. Model specification, least squares and maximum likelihood estimates of single and simultaneous equations, forecasting and simulation. 3 credits F.

**ECON 620. Decision Making Tools for the Nonprofit and Public Sector.**

Statistical tools to analyze decision making. Hypothesis testing; OLS regression analysis; Probit, Tobit and Logit regression analysis; and Data Envelopment Analysis. Prereq.: BCIS 240 or STAT 219 or equivalent. 3 credits DEMAND.

**ECON 630. Seminar in Economic Education.**

Research and seminar presentation on selected economic topics. May be repeated to maximum of six credits. Prereq.: consent of department. 1-3 credits DEMAND.

**ECON 631. Seminar in Economic Education.**

Research and seminar presentation of topics in economic education. May be repeated. Prereq.: Consent of department. 3 credits DEMAND.

**ECON 632. Research Methodology.**

Methods in economic research; decision theory and decision making tools; values in economics; problem identification and selection; hypothesis testing, assumptions, model selection.

Prereq.: 405, 406 or equivalent. 3 credits DEMAND.

**ECON 640. Economics of Art and Culture.**

History and functioning of the live performing and fine arts, the functioning of arts markets, financial performance of arts institutions and public policy toward the arts. Prereq.: 603 or equivalent. 3 credits DEMAND.

**ECON 644. Internship.**

A supervised internship in a business, government, or nonprofit organization. Requires prior approval. 1-9 credits DEMAND.

**ECON 645. Economic Problems of Underdeveloped Countries.**

Social and economic development, economic growth theory. 3 credits DEMAND.

**ECON 670. Business Cycles and Forecasting.**

Business cycles (historical, theoretical, and empirical analysis), forecasting techniques, and applications. 3 credits S.

**ECON 677. Managerial Economics.**

Economic analysis as an aid in management and control. 3 credits S.

**ECON 679. Comparative Economics.**

The functioning of different economic systems. Comparison of the principles of operation using theoretical systems as a framework for comparison of the social and economic objectives. 3 credits DEMAND.

**ECON 687. Advanced Topics in Economic Modeling.**

Mathematics and software used in advanced theoretical and applied economics. Applications or integral calculus, static and dynamic optimization, game theory, linear and nonlinear programming. Prereq.: 486-586. 3 credits F.

**ECON 697. Starred Paper (Plan B) Preparation.**

Individualized, independent guidance on starred paper (Plan B) projects. Open to Plan B Master's students only by arrangement. 3 credits DEMAND.

**ECON 699. Thesis.**

1-6 credits DEMAND.

## Electrical and Computer Engineering (ECE)

**ECE 511. Advanced Analog Electronics.**

Design of dc-dc and dc-ac power converters using diodes, power transistors, and thyristors. Line frequency diode rectifiers, phase controlled rectifiers and inverters, switch mode converters and inverters, and resonant converters. Computer simulations. Lab. Prereq.: 301, 312. 3 credits DEMAND.

**ECE 521. Computer Architecture and Design.**

Organization at the register level of a single processor computer. Hardware description language, computer interconnection structures, mainframe memory organization, introduction to advanced architecture. Design projects and a project paper. Prereq.: 323. 3 credits F.

**ECE 522. Microcontroller System Design.**

Internal structure and operation of different types of microcontrollers. Design methodology for their use. Applications, soft-

ware and hardware. Labs and design projects. Prereq.: 323. 3 credits S.

**ECE 523. Computer Network Architecture.**

Data communication basics, network architecture and protocols, fundamental of computer and communications network, network simulation and analysis. Special emphasis on hardware. Labs with design emphasis. Additional projects required for graduate credit. Prereq.: 323, knowledge in C or C++ programming. 3 credits DEMAND.

**ECE 531. Digital and Analog Communications.**

Information and coding, spectral analysis, baseband pulse and digital signaling, communication components, modulations, bandpass communication systems. Prereq.: 301, 312. 3 credits F, S.

**ECE 532. Advanced Communications.**

Selected topics in telecommunication systems and wireless communications. Computer simulation. Lab. Prereq.: 431-531. 3 credits S.

**ECE 540. Seminar.**

Lectures, readings, discussions on current topics. May be repeated on different topics to a maximum of six credits. Prereq.: senior or graduate standing in electrical engineering. 1-3 credits DEMAND.

**ECE 551. Control Systems.**

Linear time invariant systems, time domain analysis, root locus, frequency domain analysis, compensator design, state-space techniques, introduction to digital control. Additional project required for graduate credit. Lab. Prereq.: 301, 312. 3 credits F, S.

**ECE 552. Digital Control Systems.**

Analysis and design of discrete-time systems and compensators, state-space approach, implementation of digital control systems. Other topics might include: fuzzy logic, adaptive filtering, and non-linear systems. Lab. Prereq.: 451/551. 3 credits F.

**ECE 553. Wireless Communications.**

Wireless communication systems, cellular communication concepts, signal propagation through wireless channels, modulation techniques, effects of slow fading on a digital communication system diversity techniques for fading channels, multiple access techniques for wireless standards. Experiments and projects. Additional projects required for graduate credit. Prereq.: 431/531. 3 credits DEMAND.

**ECE 571. Digital Signal Processing.**

Components of a DSP system, discrete-time signals and z-transform, Fourier analysis (FFT), FIR and IIR filter design methods, and quantization effects. Computer projects and simulations. Prereq.: 301 or instructor permission. 3 credits DEMAND.

**ECE 573. Neural Networks.**

Neural network technology overview, back propagation, conjugate gradient, and cascade-correlation training methods, associative memory, self-organizing nets, adaptive resonance theory net, Hopfield net, constraint satisfaction networks, application and design. Prereq.: 471. 3 credits DEMAND.

**ECE 574. Image Processing.**

Digital image processing system, elements of visual perception, digital image fundamentals, image representation and description, image transform, image enhancement, image restoration, image encoding, image segmentation, image compression, applications. Lab. Prereq.: 471/571. 3 credits DEMAND.

**ECE 582. Design of Integrated Circuits.**

Design, and fabrication of integrated circuits. Semiconductor processing and design rules. Circuit techniques for designing logic circuits, sense amplifiers, and clock circuits. Water probing, failure analysis, and yield improvement. Economic and technological trends. Prereq.: 322, 381. 3 credits DEMAND.

## Electrical and Computer Engineering (ECE) Courses for Graduate Students Only

**ECE 621. Advanced Computer Architecture and Design.**

Advanced topics in computer system architecture, real-time computing systems, computer networks, parallel processors, multiprocessors, and methods of modeling and evaluation. Prereq.: 421/521. 3 credits F.

**ECE 622. Parallel Computer Architecture.**

Introduction and justification for parallel processing, choice of CPU, network topologies, designing a communication network, tight and loose coupling, language and operating systems. Prereq.: 621. 3 credits S.

**ECE 623. Advanced Computer Networks.**

Multimedia networking and application layer internet protocols. Internet working principles, algorithms and protocols. Network security and management. Lab/project. Prereq.: 423/523. 3 credits DEMAND.

**ECE 631. Advanced Digital Communications.**

Introduction to digital communication systems. Integrated Services Digital Networks (ISDN). Source coding. Adaptive equalization. Digital modern technique. Representation of system and signal. Carrier and symbol synchronization. Channel coding and interleaving. Spread spectrum signal for digital communications (CDMA). Design projects. Prereq.: 431/531. 3 credits DEMAND.

**ECE 632. Digital Coding of Waveforms.**

Characteristics of waveforms. Sampling and quantization of waveforms. PCM, DPCM, ADPCM, DM, ADM. Vector quantization. Sub-band coding. Transform coding. Block coding. Trellis Codes, projects. Prereq.: 631. 3 credits DEMAND.

**ECE 633. Advanced Topics in Wireless Communication.**

In-depth coverage of one or more of the following topics: frequency-hopping spread spectrum, direct-sequence spread spectrum, code division multiple access, fading and multipath channels, and synchronization. Prereq.: 432/532 or equivalent. 3 credits DEMAND.

**ECE 647. Technology Management.**

Problems associated with managing electrical and computer engineering technology, their rapid changes, and security. 3 credits DEMAND.

**ECE 648. System Project Management.**

Cost estimation, efficient coding in large software projects, hardware design and integration management. 3 credits DEMAND.

**ECE 651. Optimal Control Systems.**

Introduction to optimization, calculus of variations, dynamic programming, application to design of control systems, quadratic optimal control, computer simulations. Prereq.: 452 or instructor permission. 3 credits DEMAND.

**ECE 652. Stochastic Control Systems.**

Introduction to stochastic systems, stochastic state models, analysis of systems with random inputs, analysis and design of stochastic quadratic control systems, analysis of prediction and filtering systems using stochastic system theory. Prereq.: 451.

3 credits DEMAND.

**ECE 671. Advanced Digital Signal Processing.**

Overview of z-transform, FFT, IIR and FIR filters. Multirate digital signal processing. Optimum linear filters. Adaptive digital filters. Power spectrum estimation. Wavelet transform. Selected applications of DSP techniques in speech, sonar, radar, communications and image processing. Projects. Prereq.: 471/571. 3 credits DEMAND.

**ECE 672. Random Signals and Noise.**

Probability, random variables, random processes, autocorrelation, and spectral functions. Response of linear systems to random inputs. Estimators, error measurement, and statistical description. Project. Prereq.: 451/551 or 431/531. 3 credits DEMAND.

**ECE 673. Detection and Extraction of Signals in Noise.**

Decision theory, hypothesis testing, estimation theory, estimation of signal parameters, composite hypothesis problem, Wiener filters, Kalman filters. Prereq.: 672 or equivalent. 3 credits DEMAND.

**ECE 680. Seminar in Electrical Engineering.**

Seminar in current topics in electrical engineering. May be repeated to a maximum of three credits. Prereq.: graduate standing and consent of the instructor. 1-3 credits DEMAND.

**ECE 681. Advanced Integrated Circuit.**

Semiconductor processing and fabrication techniques. Comparison of Silicon-Gate, NMOS, CMOS, bipolar, and BiCMOS technologies. CAD tools for layout and mask generation. Circuit simulation tools. Prereq.: 312, 322, 381. 3 credits DEMAND.

**ECE 682. VLSI Design.**

Computer-aided design of monolithic integrated circuits at the transistor, gate, circuit and subsystem level. Design rules, routing, cell placement and chip layout. Testing strategies for LSI, error correlations, validation, testability, fault tolerance, redundancy, and yield improvement. Prereq.: 482/582. 3 credits DEMAND.

**ECE 696. Research in Electrical Engineering.**

May be repeated to a maximum of nine credits. Prereq.: graduate standing in Electrical Engineering and consent of the student's graduate committee. 1-3 credits DEMAND.

**ECE 699. Master's Thesis.**

Prereq.: graduate standing in Electrical Engineering and consent of the student's graduate committee. 1-6 credits DEMAND.

## Educational Administration and Leadership, and Higher Education Administration (EDAD)

**EDAD 502. Overview to Community Education.**

Overview to Community Education is a graduate class designed to teach students how to establish, operate and maintain, and evaluate a community education program. The goal of the course is to leave the student with a clear understanding of what contemporary community education is, and how it can be implemented. 3 credits DEMAND.

**EDAD 507. Field Experience: Community Education.**

One-site, practical internship in cooperation with selected community agencies. Emphasis on inter relatedness and implementation of community education, concepts and strategies. (Application must be made at least one semester in advance.) Prereq.: EDAD 502. 3 credits DEMAND.

**EDAD 509. Situational Leadership.**

Student development of portfolio material to develop competency in each of the areas specified in the licensure rule. Materials would be reviewed by a SCSU/Community Education Director team of three people. The team will document competency achievement and final oral examination in the field of community education. 3 credits DEMAND.

**EDAD 598. Seminar in School Administration (Topical).**

Problems in organization and administration of schools. Areas of study determined by needs. Open only to experienced teachers and administrators. May be repeated to a maximum of nine credits. 1-4 credits DEMAND.

### Educational Administration and Leadership, and Higher Education Administration (EDAD) Courses for Graduate Students Only

**EDAD 601. Introduction to Portfolio Review.**

Students complete a K-12 principal and/or superintendent competency profile; instruction includes how to develop a set of competency folios; and develop a professional development plan. 1 credit F, S.

**EDAD 603. Organizational Theory.**

To enhance the aspiring administrators understanding of human behavior within the organization in order to promote and develop skills to effectively govern today's schools. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 604. Introduction to Higher Education Administration.**

Overview of the program and the field of higher education; career options; expectations of the program including the thesis, project/portfolio and practicum; and professional development plan. 3 credits F.

**EDAD 605. K-12 Principalship.**

Synthesis and application of skills and knowledge acquired in the administration core courses. The leading role of the elementary school principal and the tasks, duties, and functions inherent in the principalship are examined. Twenty-one performance proficiencies are studied. Prereq.: Master Degree. 3 credits DEMAND.



**EDAD 608. School Superintendency.**

To prepare aspiring school administrators with competencies required for successful leadership by providing knowledge of the competencies and examples of practices which demonstrate the application of the stated competencies. Major competencies will include the following; leadership skills, strategic planning, communication, ethics, superintendent-board relationships, and school governance. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 609. Supervision of Special Education.**

Review of approaches, models and practices required for effective supervision of special education and related personnel and programs. Primary emphasis on developing and maintaining effective working relationships with subordinates and others in the school organization. 3 credits F.

**EDAD 610. Administrative Leadership.**

Survey of theories, models, and dimensions of leadership; introduction to leadership behavior in organizations, planning, decision-making, and assessment. 3 credits F, S, ALT.

**EDAD 611. Portfolio Review.**

To qualify for a K-12 and/or superintendent license, students must submit a completed set of competencies for review. The final review will be directed by an educational administration professor and practicing school administrator. 1 credit F, S.

**EDAD 612. Program and Assessment/Evaluation Technique.**

Becoming a data based decision maker is an important skill for educational leaders. Techniques for determining what type of assessment and evaluation is required and the techniques for gathering data, facts, and impressions from multiple sources regarding all aspects of the educational program to be explored. Students will acquire the skills necessary to effectively plan, evaluate, and manage curriculum programs in elementary, middle-level and high schools. 3 credits F, S, ALT.

**EDAD 613. Administration of Special Education.**

Review of approaches, models and practices required for effective administration of a special education organization. Primary emphasis is placed on understanding organizational structure considerations, critical management functions, and the management of structured organizational change. 3 credits S.

**EDAD 614. Higher Education Leadership and Administration.**

Overview of the history of higher education, leadership theories, styles, models, functions, and skills. Academic, administrative, and student affairs governance and administration. 3 credits F.

**EDAD 616. Special Education Program Development for Administrators**

Overview and analysis of models, process requirements and indicators of quality for the design, development, implementation, and evaluation of special education programs. Special focus placed on review of the universe of generic program development components necessary to define a quality special education program. 3 credits S.

**EDAD 619. Legal and Financial Aspects of Special Education for Administrators.**

Overviews of case law, legal standards, financial models, and budgeting practices applicable to the supervisors and administrators of special education programs. 3 credits S.

**EDAD 620. Introduction to School Law.**

An exploration of the relationship between public education and the legal system in the U.S. Particular attention is directed to the roles of the federal, state, and local governments in American schools as well as issues of students rights, curriculum, teacher freedoms, and other areas of crucial concern to school teachers and administrators. 3 credits F, S, ALT.

**EDAD 622. Legal Aspects of Educational Administration.**

Focuses upon legal risk management in two major areas—the administration of the teacher contract and tort liability. Emphasizes knowledge which will empower administrators to assess the legal risks faced by their districts. Prereq.: EDAD 620. 3 credits DEMAND.

**EDAD 624. Legal and Ethical Aspects of Higher Education.**

Legal, ethical, and social issues impacting academic, administrative, and student affairs officials and other concerns to leaders of higher education institutions. 3 credits SUM.

**EDAD 630. Introduction to Personnel Administration.**

An overview of the personnel functions of school administrators. Particular attention is directed to personnel policies and procedures; the selection, induction, and continuing professional development of faculty; and employee management relations. 3 credits F, S, ALT.

**EDAD 631. Advanced Supervision Techniques.**

This course will provide students with the skills and knowledge needed to effectively maintain instructional supervision and leadership in school settings. 3 credits F, S, ALT.

**EDAD 634. Human Resource Issues in Higher Education.**

Overview of personnel functions in higher education institutions, policies and procedures; selection, supervision, and termination; professional development; and employee-management relations. Faculty, staff, and student diversity and social justice issues. 3 credits S.

**EDAD 640. Introduction to School Finance.**

General introduction to funding of public education in the U.S.; review of the history, development, and theoretical foundations of education finance; local state, and federal programs of school finance; alternative structures for education finance; school finance case law; implications for educational programming and management. 3 credits F, S, ALT.

**EDAD 642. Auxiliary Functions-Site Administration.**

Overview of school business and facilities management for the site administrator. Topics include introduction to budgeting and accounting, supervision of classified and support staff, management of support services (e. g. , transportation, food service), facility operation and maintenance, and space utilization analysis and allocation. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 644. Higher Education Finance.**

Overview of higher education finance. Creation of budgets; budget processes; types of costs; budget allocations; coding; and state and federal higher education funding. 3 credits SUM.

**EDAD 645. Auxiliary Functions for District Administration.**

Overview of school business and facilities management for the district administrator. Topics will include school district budgeting and accounting; insurance and risk management; forecasting, vendor relations; facility planning, appraisal, financing and construction; and cooperative community use of facilities. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 650. Introduction to School-Community Relations.**

Developing understanding of communication structures in the community; processes and procedures for working with various publics including parents, community agencies, special interest groups, media, business and industry; dissemination processes to the various publics. 3 credits F, S, ALT.

**EDAD 652. Community Relations in School Administration.**

Skills in promoting effective cooperation between the community and the school district. Focus on communication strategies, team building, and meeting constituent needs from a school district perspective. Emphasis on relations with specialized constituencies, projects, and campaign management. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 654. University-Community Relations**

Understanding of internal and external university/college community relations; working with the media; public relations communication vehicles; and written, verbal, and interpersonal communication skills. 3 credits S.

**EDAD 655. Technical Application in Educational Administration.**

Study of interrelationship of current and emerging technologies and the administration of K-12 schools. Provides a survey of theory and philosophy of technologies in the educational environment. Emphasis on problem analysis in the application of technology to educational management. Students must register concurrently for IM 655. 3 credits F, S, ALT.

**EDAD 657. Education Policy.**

Theory, sources, processes, and structures of education policy. Provides knowledge, understanding, and experience with which to effectively comprehend and manage education policy. Emphasis on identification and understanding of values of a diverse society and their relationship to education policy and schooling. Prereq.: Master's degree. 3 credits F, S, ALT.

**EDAD 664. Critical Issues Seminar in Higher Education.**

Current and critical issues impacting higher education leaders and institutions. May be repeated with a different topic to a maximum of 6 credits. 3 credits F, S, SUM, ALT.

**EDAD 670. Practicum in Educational Administration.**

A culminating, year-long experience of structured and supervised administrative projects and activities at a cooperatively selected site. Class sessions each quarter are conducted on campus with opportunities to share and analyze experiences, reflect on development of administrative skills, and learn from

guest speakers. Completion is required within one academic year. S/U grading. Prereq.: permission of DEAL program adviser. 3 credits DEMAND.

**EDAD 672. Practicum in Higher Education Administration.**

Structured and supervised administrative projects and activities at a cooperatively selected college/university. 3 credits F, S, SUM.

**EDAD 674. Field Experience: Principal K-12.**

Students apply acquired understandings and knowledge in on-site school activities. Experience is planned and supervised cooperatively by school district personnel and university professors in compliance with Minnesota licensure requirements of a minimum of 320 clock hours. Prereq.: 605, 642 and Masters degree. Application must be made at least one semester in advance. 4 credits F, S.

**EDAD 676. Field Experience: Director of Special Education.**

Provides 300 hours in a structured field experience in special education supervision and administration. Experiences are tailored to insure field application of concepts, models, practices, and skills learned in special education administration classes. Prereq.: 610, 613, 616, 619. 3 credits S.

**EDAD 678. Field Experience: Superintendency.**

Students acquire their understandings and knowledge in on-site district activities. Experience is planned and supervised cooperatively by school district personnel and university professors in compliance with MN licensure requirements of 320 clock hours. Prereq.: 608, 645 and Masters degree. Application must be made one semester in advance. 4 credits F, S.

**EDAD 680. Introduction to Research in EDAD.**

Developing understanding of types of research and appropriate applications to educational management and leadership; locating, interpreting, and applying research to problems in school administration; identification, evaluation and use of data sources; application of administrative research design to educational management problems. 3 credits F.

**EDAD 682. Research Design in Educational Administration.**

An intensive experience in which the student identifies an individual research problem in educational administration and develops a complete background of and plan for investigating the problem. Through this course, masters degree students in educational administration will fulfill the Plan A requirement for initiating a thesis. Prereq.: CEEP 678. 3 credits S.

**EDAD 686. Field Study Design.**

A highly structured and individualized process through which the student identifies a theoretical or applied problem in educational administration, develops a research proposal for examination of the problem, and presents and defends the proposal before his/her field study committee. Requires student to demonstrate advanced knowledge of research design, instrumentation, data analysis, and reporting techniques. Effective written communication skills essential. Credit awarded upon acceptance of proposal by student's committee. Prereq.: Master's degree, CEEP 678. 3 credits S.

**EDAD 694. Field Study in Educational Administration.**

For the Specialist Degree only. The theory, techniques, procedures, and results of school surveys and field studies. Written field study report required. Arranged. Registration required in the next semester after completing EDAD 682, CEEP 678. Prereq.: Master's degree, EDAD 682, CEEP 678. 3 credits DEMAND.

## English (ENGL)

**ENGL 500. Special Problems in English.**

A seminar or conference course for advanced students wishing to work out a special problem in the academic area. 1-3 credits DEMAND.

**ENGL 502. Literary Theory and Criticism.**

The concepts which apply to such problems as the writer's creative process, the various purposes of literary art, form, and technique, and the responses that literature elicits. 3 credits F, S.

**ENGL 503. Computers and English.**

Impact of computers in humanities and English studies: history, theory, and practice of electronically mediated communication; print and electronic literacies; modes of discourse and theories of language, community, and self. 3 credits F.

**ENGL 514. Advanced Studies in American Multicultural Literature.**

In-depth study of the literature of one or more groups, such as American Indian, African American, Asian American, Jewish American, Latino/a American, and European American. May be repeated to a maximum of six credits. 3 credits DEMAND.

**ENGL 523. Shakespeare II.**

The texts, background and criticism of Shakespeare. 3 credits DEMAND.

**ENGL 524. Milton.**

Comus, Paradise Lost, Paradise Regained, Samson Agonistes, Areopagitica, and the minor poetry. 3 credits S.

**ENGL 531. The Rhetoric of Style.**

Historical and conceptual study of written style, both sentence and extended discourse levels, from the perspective of rhetorical effectiveness. Extensive practice in developing stylistic competence and strategies with a focus on technical skills. 3 credits F, S.

**ENGL 532. Specialized Professional Writing.**

Advanced study and practice of writing in selected areas. Variable content may include technical and scientific writing, proposal writing, government report writing, and administrative writing. May be repeated to a maximum of six credits. Prereq.: 332 or consent of instructor. 3 credits S.

**ENGL 540. Advanced Creative Writing: Drama.**

The writing of plays at the advanced level. Prereq.: 344. 3 credits S.

**ENGL 541. Advanced Creative Writing: Nonfiction.**

The writing of nonfiction at the advanced level. Prereq.: 341. 3 credits F.

**EDAD 697. Current Problems and Issues in School Administration.**

Content: a different administrative problem or issue each time offered. May be repeated with a different topic to a maximum of six credits. 1-3 credits DEMAND.

**EDAD 699. Thesis.****ENGL 542. Advanced Creative Writing: Fiction.**

The writing of fiction at the advanced level. Prereq.: 342. 3 credits F, S.

**ENGL 543. Advanced Creative Writing: Poetry.**

The writing of poetry at the advanced level. Prereq.: 343. 3 credits F, S.

**ENGL 551. Advanced Language Arts Pedagogy.**

Theory and pedagogy in rhetoric, composition, literature, and language for grades 5-12. Professional development demonstrated in portfolios. May be repeated to a maximum of six credits. 3 credits F, S.

**ENGL 553. Topics in Teaching Composition.**

Strategies and theories for teachers of English/Language Arts. Themes and format vary. Sample topics: recent theory and practice, evaluation methods, portfolio development. May be repeated to a maximum of six credits. 3 credits DEMAND.

**ENGL 554. Teaching Young Adult Literature**

Theory, background and reading of young adult literature as applied to 5-8 grade teaching. Prereq.: ED 200 or ED 300. 3 credits F, S.

**ENGL 559. Seminar in Teaching Literature.**

Methods, theory, and practice for teaching grades 5-12. Variable topics and format. Sample topics: multicultural literature, the canon, young adult literature, genre, theme, literacy. May be repeated to a maximum of six credits. 3 credits DEMAND.

**ENGL 560. Teaching English Language Learners in K-12.**

Theory and methods for English Language Learners and bilingual education for non-ESL and non-bilingual teachers. Issues for English Language Learners and instructional strategies. 2 credits F, S, SUM.

**ENGL 561. Teaching ESL: Theory and Methods.**

Linguistics and language acquisition theory. Emphasis on the variety of methods used in teaching English as a second language with special attention to oral skills. Prereq.: 361 or consent of instructor. 3 credits F.

**ENGL 562. TESL Methods: Reading and Writing.**

Application of TESL theory and methods to the teaching of reading and composition, including psycholinguistic models, the process approach, and contrastive rhetoric. Prereq.: 561 or consent of instructor. 3 credits S.

**ENGL 563. ESL and Culture.**

Preparation of ESL teachers for the multicultural experience

of the ESL classroom. Original research in schooling across cultures and on the teaching of culture in ESL. Prereq.: 561 or consent of instructor. 3 credits S.

**ENGL 564. English Syntax.**

Application of modern linguistics to the description of English grammar, including an introduction to the theories and methods of structural and generative-transformational grammars. Prereq.: 361 or equivalent. 3 credits F.

**ENGL 565. History of the English Language.**

The development of English sounds, grammatical structures, and vocabulary from Old English to Modern English; the reading and analysis of selected texts. Prereq.: 361 or equivalent or consent of instructor. 3 credits S.

**ENGL 566. American English.**

Spoken American English, its historical development, contemporary social, ethnic, gendered, and regional varieties, and the implications of language variation for education. Prereq.: 361 or equivalent. 3 credits F.

**ENGL 567. Topics in TESL.**

Variable topics in teaching English as a second language and second language acquisition, stressing the integration of theory, method, and practice. May be repeated to a maximum of six credits with permission of instructor and adviser. Prereq.: 561 or consent of instructor. 3 credits F, ALT.

**ENGL 569. Topics in Linguistics.**

One or more topics of current importance in linguistics. May be repeated to maximum of six credits with permission of instructor and adviser. Prereq.: 361 or equivalent or consent of instructor. 3 credits DEMAND.

**ENGL 581. Topics in Literature.**

A literary theme, genre, or major author is considered in the relevant historical, cultural and critical contexts. May be repeated with a different topic. 3 credits F, S.

**ENGL 593. Women in Literature.**

Women's literature in multiple genres in at least two time periods and with a comparative view of at least two cultures, preferably also including a non-Western culture. 3 credits DEMAND.

## English (ENGL) Courses for Graduate Students Only

**ENGL 600. Special Problems in English.**

Independent study for advanced students. May be repeated to a maximum of three credits. 1-3 credits DEMAND.

**ENGL 602. History of Literary Theory and Criticism.**

Major texts from ancient times to the present. Designed to provide the student with a background of critical history. 3 credits DEMAND.

**ENGL 606. Research in English: Bibliographic Strategies.**

Bibliography, methods, and tools for research in literature, language, and writing. 3 credits F.

**ENGL 607. Research in English: Empirical Designs.**

Empirical research as applied to rhetoric/composition and ESL: design, research methodology, and interpretation, with some attention to statistical procedures. Prereq.: 606 or consent of

instructor. 3 credits DEMAND.

**ENGL 608. Seminar in World Literatures.**

Literature from any region of the world except England or the United States: style, genre, historical, or regional. 3 credits DEMAND.

**ENGL 609. Contemporary Thought in Literature.**

A study of the philosophical and cultural content of selected contemporary writings. 3 credits DEMAND.

**ENGL 610. Seminar in American Literature through the Civil War.**

Study of one or more important authors, such as Franklin, Poe, Thoreau, Hawthorne, and Whitman. 3 credits DEMAND.

**ENGL 611. Seminar in American Literature of the Later Nineteenth Century.**

The writings of one or more major literary figures, such as Twain, James, Dickinson, Howells, and Crane. 3 credits DEMAND.

**ENGL 612. Seminar in American Literature of the Early Twentieth Century.**

Selected studies in American literature from early to mid twentieth century. 3 credits DEMAND.

**ENGL 613. Seminar in American Literature of the Later Twentieth Century.**

Selected studies of American literature from mid twentieth century to the present. 3 credits DEMAND.

**ENGL 620. Topics in Early English Literature.**

Selected major works in English literature from Beowulf to Malory. Varied content. 3 credits DEMAND.

**ENGL 621. Seminar in English Renaissance Literature.**

The literary works, background, and criticism of the poetry, prose, and drama of selected principal writers of the English Renaissance. 3 credits DEMAND.

**ENGL 622. Seminar in Restoration and Eighteenth-Century English Literature.**

Selected genres, authors, or themes in English literature from 1660 to 1789. 3 credits DEMAND.

**ENGL 623. Shakespeare Studies.**

The text and sources, theories, and history of representative comedies, tragedies, and histories. 3 credits DEMAND.

**ENGL 627. Seminar in Nineteenth-Century British Literature.**

A selected aspect of nineteenth-century British literature. Content will vary. 3 credits DEMAND.

**ENGL 628. Seminar in Twentieth-Century British Literature.**

Selected aspects of twentieth-century British literature. Content will vary. 3 credits DEMAND.

**ENGL 631. History of Rhetorical Theory.**

The development of rhetoric from its classical origins through the present. Focus on theories and how they affect our understanding of literacy and writing in contemporary applications. 3 credits DEMAND.

**ENGL 632. Topics in Rhetoric.**

An in-depth exploration of a significant area of research in contemporary rhetoric. May be repeated to a maximum of six credits. 3 credits DEMAND.

**ENGL 633. Applied Rhetoric.**

An advanced rhetorical approach to writing and the criticism of writing. Theories of rhetoric are applied to analysis and production of written discourse. The aims are practical, critical, and theoretical. 3 credits DEMAND.

**ENGL 634. Academic and Professional Writing.**

Advanced study and practice of academic and professional discourse. The rhetoric appropriate to graduate level papers, theses, journal articles, and conference papers. Revision, including audience adaptation. May be repeated to a maximum of six credits. Prereq.: 606 or consent of instructor. 3 credits DEMAND.

**ENGL 635. Introduction to Writing Center Theory and Practice.**

Introduction to primary texts in writing center scholarship; exploration of intersections between composition and writing center theory; writing processes and critical intervention; academic culture and literacies; diversity and the politics of literacy education. Required of all graduate assistants in English assigned to tutor in the writing center. Recommended for all graduate students with emphases in Rhetoric and Applied Writing, Teaching College English, and Teaching English as a Second Language. 3 credits F.

**ENGL 640. Advanced Creative Writing Seminar.**

Projects in poetry, fiction, nonfiction, and playwriting. Course will focus on one genre. May be repeated in alternate genres to a maximum of six credits. Prereq.: appropriate 500-level course in genre or permission of the instructor. 3 credits DEMAND.

**ENGL 650. Topics in Teaching English.**

Seminar in teaching English/Language Arts. Topics might include current research in teaching English/Language Arts, professional writing for educators, creative writing pedagogy, issues in teaching English grades 5-12. May be repeated to a maximum of six credits. 3 credits DEMAND.

**ENGL 652. Computers, English, and Pedagogy.**

Theoretical and practical issues using computers in English and composition classrooms. Introduces a wide range of applications appropriate to discourse studies. 3 credits DEMAND.

**ENGL 653. Supervised Tutoring.**

Ongoing training in tutoring in a writing center. Limited to writing center graduate assistants and required every semester they tutor. May be repeated to a maximum of six credits. S/U grading 1 credit F, S.

**ENGL 655. Supervised Teaching.**

Ongoing training in teaching college writing. Limited to teaching assistants and required every semester they teach. May be repeated to a maximum of six credits. S/U grading. 1 credits F, S.

**ENGL 656. The Teaching of College Writing.**

A survey of significant approaches to the teaching of writing in college; analysis of theoretical perspectives and pedagogical

materials and methods in rhetoric and composition. Required for all teaching assistants in the first-year writing program. 3 credits F.

**ENGL 661. Theories in Second Language Acquisition.**

Interlanguage, nativist, environmentalist, and interactionist theories. Also contrastive, error, performance, discourse analyses, and research methodology. 3 credits F.

**ENGL 662. TESL for Academic Purposes.**

An introductory course preparing teachers for ESL classrooms that require language in an academic context. Methods to teach listening, speaking, reading, and writing and methods to integrate these four skills with grammar, pronunciation, and vocabulary. 3 credits F.

**ENGL 663. Phonetics and Phonology.**

Articulatory phonetics, the phonetic alphabet, the phonological rules of English. Exercises in varieties of English and other languages will be featured. 3 credits S, ALT.

**ENGL 664. Pedagogical Grammar for ESL Teachers.**

Descriptive and pedagogical English grammar, focusing on grammatical structures that cause difficulties for ESL learners and incorporating the teaching of grammar into the ESL classroom. 3 credits S, ALT.

**ENGL 665. TESL Practicum.**

Practical preparation for TESL teaching assignments in grammar, listening/speaking, reading, writing, or cultural orientation classes. Lesson preparation and assessment/evaluation. Required for all teaching assistants up to four credits. S/U grading. Prereq.: 561, 562, or permission of instructor. 1 credit F, S, SUM.

**ENGL 666. Seminar in Sociolinguistics.**

International and intercultural issues of language, such as world English, multilingualism, pidgins, and creoles, language policy, planning, education, language and social class, ethnicity, and gender. 3 credits F.

**ENGL 667. Assessment, Evaluation, and Testing in TESL.**

Introduction to test design, development, and administration for English as a second/foreign language. Focus on speaking, reading, writing, listening, grammar, and vocabulary. 3 credits F, ALT.

**ENGL 668. Seminar in TESL and Language Acquisition Research.**

Reading, interpreting, and implementing research in applied linguistics or TESL: classroom-based research, contrastive rhetoric studies, ethnography, discourse analysis, portfolio or journal research. May be repeated to a maximum of six credits. Prereq.: 531 and 532 or permission of instructor. 3 credits F.

**ENGL 669. Seminar in TESL Theory and Practice.**

Critical review of research in TESL and language acquisition. Sample topics: first and second language acquisition, language assessment, error analysis, discourse analysis, and TESL methods and materials. May be repeated with consent of instructor and graduate adviser. 3 credits DEMAND.

**ENGL 683. Internship in Teaching College English: Composition.**

Supervised experience as classroom teacher of general education composition or ESL courses, or tutor in the departmental writing center. Supervising faculty determine qualifications and requirements. Admission arranged with consent of supervising instructor and director of English graduate studies. Graduate assistant assignments do not qualify for ENGL 693 credit. May be repeated to a maximum of three credits. Prereq.: 656 or comparable course. 1-3 credits DEMAND.

**ENGL 684. Internship in Teaching College English: Literature.**

Team-teaching of literature with an experienced teacher. The faculty member serves as supervisor and determines internship qualifications and requirements. Admission arranged with consent of supervisor and director of English graduate studies. May be repeated to a maximum of three credits. 1-3 credits DEMAND.

**ENGL 696. Internship in Teaching English in Community and Technical Colleges.**

Practical experience in team-teaching English in a community or technical college. Supervision by SCSU English faculty member and mentoring relationship with a college teacher. Admission individually arranged by consent of internship supervisor and director of English graduate studies. May be repeated to a maximum of three credits. 1-3 credits DEMAND.

## Ethnic Studies (ETHS)

**ETHS 505. Women of Color in the U.S.**

Examination of historical and contemporary issues facing American Indian, Afro-American, Asian and Latina women in the United States. The impact of race, gender, and social inequalities on the lives of women of color will be discussed.

## Environmental and Technological Studies (ETS)

**ETS 505. Foundational Technical Developments.**

The universal characteristics of technology, its foundational technical developments, and their effects upon culture. Tools, materials, processes, systems. 3 credits DEMAND.

**ETS 514. Selected Readings in E.T.S.**

Guided study of individual investigation of special environmental and/or technological topics or issues. May be repeated for a maximum of three credits. 1-3 credits DEMAND.

**ETS 523. Electronic Prepress and Imaging.**

Electronic communication technologies and their applications to the publishing industry. Creating publications using color electronic prepress systems/desktop publishing. 3 credits S.

**ETS 536. Construction Scheduling and Estimating.**

Preliminary, detail, and quantity estimating and scheduling techniques for residential and small commercial projects. 3 credits S.

**ETS 544. Internship.**

Offered only to students who hold internships with industrial organizations for which advanced approval has been given by the department. May be repeated; however, a maximum of nine

**ENGL 697. Professional Writing Internship.**

Department approved and directed field experience in a professional environment requiring the research, writing, editing, and analytical skills of a graduate English student. The internship director serves as supervisor and determines internship qualifications and requirements. Arranged by permission of director of English graduate studies and department chairperson. May be repeated to a maximum of six credits. 1-6 credits DEMAND.

**ENGL 698. Creative Work.**

1-6 credits F, S, SUM.

**ENGL 699. Master's Thesis.**

1-6 credits F, S, SUM.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

**ENGL 545. Mississippi River Creative Writing Workshop.**

Writing and discussion of poetry, fiction, and other forms. Presentations by visiting professional authors. No prerequisites. Not a substitute for 341, 342, 343, or 344. May be repeated to four credits. 2 credits SUM.

Graduate students will be required to do additional assignments or projects. 3 credits F.

credits will count toward an undergraduate degree and four credits toward a graduate degree. 1-9 credits DEMAND.

**ETS 560. Standards for Technology Education.**

Standards at the local, state, and national levels and how the standards are integrated and the impacts on technology education. 3 credits SUM.

**ETS 575. Deep Ecology.**

Personal and collective relationship with the earth. Physical, emotional, mental, and spiritual aspects of humans as a part of nature. Prereq.: 260 or consent of instructor. 3 credits DEMAND.

**ETS 582. Renewable/Nondepletable Energy.**

Evaluation of energy resources including environmental, social, political, and economic considerations; synthesis and evaluation of renewable resource potential/ rationale. 3 credits F.

## Environmental and Technological Studies (ETS) Courses for Graduate Students Only

### **ETS 601. Technology and Society.**

Effects of invention and technology development on society.  
3 credits DEMAND.

### **ETS 604. Innovations and Contemporary Problems.**

Current technological innovations, issues and events and their interrelationship to contemporary problems that face today's society. 3 credits DEMAND.

### **ETS 615. Seminar.**

Technical study of issues in environmental and technological studies. Present developments, experimentation and technical reports related to environmental and technological issues.  
3 credits DEMAND.

### **ETS 650. Contemporary Instructional Strategies in Technology Education.**

In-depth study and examination of innovative teaching strategies and their applications in technology education. Students identify, discuss, and apply selected strategies. 3 credits DEMAND.

### **ETS 668. Current Literature and Research.**

Analysis of literature of the industrial field, with special attention to individual readings and reports, implications of such literature for current problems in industrial education. 3 credits DEMAND.

### **ETS 670. Technical Research Design.**

Phase I of the technical research project. An examination of the elements and conventions used in writing a technical research report. Students select a research area of interest within the thematic areas of communication, construction, manufacturing, transportation/energy, and develop a technical research design. 3 credits DEMAND.

### **ETS 671. Technical Research Experimentation.**

Phase II of the technical research project. An exploration of the methods of experimentation in a technical environment. Graduate researchers engage in technical experiments related to an aspect of communication, construction, manufacturing, transportation/energy. Prereq.: 670. 3 credits DEMAND.

### **ETS 673. Foundations of Technology Education.**

Contributors to development of technology education with special attention to economic, social and philosophical factors motivating this development. 3 credits DEMAND.

## Film Studies (FS)

### **FS 551. Film Before 1936.**

Origins and development of motion pictures to 1935.  
Background lectures, readings, film viewings, discussions.  
Every third semester. Lab. 3 credits

### **FS 552. Film: The Studio Era.**

Origins, characters and impact of the movies of the 1930s, 1940s, and 1950s; ideas, genre, styles, directors, actors. Every third semester. Lab. 3 credits

### **ETS 699. Master's Thesis.**

1-6 credits F, S.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

### **ETS 513. Workshop: CAD Practices.**

Computer-aided design. Solid modeling design software. 3D graphics model development and virtual prototyping. Lab.  
3 credits SUM.

### **ETS 535. Workshop: Concrete and Masonry Academy.**

Masonry and concrete construction. Classroom, tours, and hands-on activities. 3 credits SUM.

### **ETS 551. Workshop: Technology Education Activities.**

Developing activities for the secondary education technology educator. 1-3 credits DEMAND.

### **ETS 558. Workshop: Modular Technology I.**

Modular Technology laboratory systems to develop higher level thinking skills (synthesis/evaluation) in relationship to various technologies in the areas of communication, construction, manufacturing, transportation and biotechnology. testing and assessment of modular units. 2 credits DEMAND.

### **ETS 559. Workshop: Modular Technology II.**

New educational technology systems available for middle and high school technology education classrooms including such modules as robotics, electronics, graphic design, animation, auto exploration, air track, satellite communications, weather satellite, virtual reality, etc. testing and assessment of modular units. 2 credits DEMAND.

### **ETS 585. Workshop: Transportation Academy.**

Systems, modes and impacts of transportation in society. Tours of transportation facilities in land, air, space and marine transportation systems. Creating transportation activities for classroom use. 3 credits SUM.

### **FS 553. Film: Contemporary Trends.**

Films, directors, movements and the political, social, cultural, intellectual, and economic influences on the development of film art from 1960 to the present. Every third semester. Lab. 3 credits

### **FS 564. Advanced Studies in Film.**

Selected subjects in film such as theory, criticism, censorship, and politics. May be repeated with different content to a maximum of 12 credits. Lab. Prereq.: Two of the following three: 175, 260, 294 or permission of instructor. 3 credits DEMAND.

# Finance, Insurance and Real Estate (FIRE)

## **FIRE 571. Corporate Financial Policies.**

Corporate financial decision making, adjustments to changing conditions, market structure and corporate capital instruments, capital market movements and financial decisions. Prereq.: 371. 3 credits F, S, SUM.

## **FIRE 572. Financial Institutions.**

Role in the economy, current issues/controversies in banking and intermediation, international aspects of financial intermediation. 3 credits F, S, SUM.

## **FIRE 573. International Finance.**

Foreign exchange, currency and derivative markets, currency risk management, international investment and financing decisions, multinational corporate financial decisions. Prereq.: 371. 3 credits F.

## **FIRE 574. Security Analysis.**

Organization of securities markets, risk and return analysis, modern portfolio theory, efficient market theory, fixed income securities, equity securities, and derivative securities. Prereq.: 371, 373. 3 credits S.

## **FIRE 575. Life and Health Insurance.**

Individual life and health insurance and employee benefits, estate and financial planning, insurance company management and operations, regulation, public policy issues. 3 credits F.

## **FIRE 576. Property and Liability Insurance.**

Property and liability risks, contracts, insurance law and regulation, company management and operations. 3 credits S.

## **FIRE 577. Financial Management.**

Basic concepts in finance: time value of money, financial ratio analysis, and security valuation. Corporate financial decisions: capital budgeting, choice of capital structure, and working capital management. 3 credits F, S.

## **FIRE 579. Social Insurance.**

Economic security; public and worker's compensation programs designed to alleviate the perils of premature death, poor health, retirement, unemployment, and poverty. Program structure, financing, and policy are covered. 3 credits F.

## **FIRE 580. Employee Benefits and Group Insurance.**

Employee benefit plan design, group insurance contract provisions, group life and health coverage, pension plans, cost containment, and taxation. 3 credits S.

## **FIRE 581. Financial Derivatives.**

Will discuss the characteristics and functions of financial derivatives. The emphasis will be on corporate risk management

applications of financial derivatives. Pricing models of derivatives and trading strategies using derivatives to hedge financial risks will be discussed. 3 credits F.

## **FIRE 583. Real Estate Finance and Investments.**

Cash flows generated by commercial investment real property, from both the lender's and investor's viewpoint. Ratio and return analysis. Primary and secondary mortgage markets. Prereq.: 378 or permission of department. 3 credits F.

## **FIRE 584. Real Estate Appraisal.**

Cost, income, and market approaches to value of real property assets. Professional narrative appraisal employing comparable sales analysis, depreciated cost analysis and discounted cash flow analysis. Professional ethics and uniform standards of professional appraisal practice. Prereq.: 378 or permission of department. 3 credits S.

## **FIRE 587. Management of Financial Institutions.**

Decision making in commercial banks and other depository institutions. Asset, liability, and capital management issues. Lending, depository, and trust functions. Prereq.: 371. 3 credits S.

## **FIRE 590. Topics in Finance, Insurance and Real Estate.**

Cases and/or student research, class involvement. Options and futures, mergers and acquisitions, health care finance ethics, real estate brokerage, capital investment decisions, and emerging issues. May be repeated with different topics to a maximum of six credits. Prereq.: Senior Finance, Insurance or Real Estate Major. MBA. 1-3 credits DEMAND.

## **FIRE 598. Business Consulting.**

Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Prereq.: 371, MKTG 320, ACCT 292, BCIS 240, 241, MGMT 301, and permission of department. 3 credits F, S.

## Finance, Insurance and Real Estate (FIRE) Courses for Graduate Students Only

### **FIRE 605. Business Seminar.**

Selected topics related to finance or insurance and real estate. 3 credits DEMAND.

### **FIRE 672. Readings in Finance.**

Special readings in the subject area. 3 credits DEMAND.

### **FIRE 675. Readings in Insurance and Real Estate.**

Special readings in the subject area. 3 credits DEMAND.



# Foreign Languages and Literature (FORL)

## **FORL 553. Teaching a Foreign Language in the Secondary School.**

Methodologies for teaching another language. Professional development through writing of lesson and unit plans, mini-teaching demonstrations by students, and assessment of five modalities. Must be taken before French, German, or Spanish 454/554. Lab. Prereq.: ENG 361, CEEP 262 (or equivalent Tchr Dev semester course), and previous or concurrent enrollment in Spanish, German, or French 450, and admission to B.S. foreign language major. 3 credits: 2 credits and 1 credit lab. F.

## French (FREN)

### **FREN 521. Advanced Studies in French Civilization.**

Intensive study of an aspect of the historical, sociological, artistic, political and intellectual development of the French-speaking peoples. May be repeated for a maximum of six credits. Prereq.: 302, 331. 3 credits S.

### **FREN 554. Teaching French in the Secondary School.**

Taken concurrently with student teaching. Application of language learning principles in secondary schools. Selection and presentation of daily and unit lessons. Critique based on the theories discussed in FORL 453/553. B.S. capstone course; cannot be used as an elective in B.A. program. Prereq.: FORL 453/553, demonstrated oral proficiency at or near level required for licensure. 2 credits F, S.

### **FREN 556. Teaching French in the Elementary School.**

Application of language learning principles to elementary school instruction. Development/selection of materials and practice in presenting them. B.S. capstone course: cannot be used as an

## **FORL 555. Teaching of Modern Foreign Languages in the Elementary Schools.**

Language acquisition theory, developmental considerations, curriculum development, and instructional strategies for second language learning by children. Must be taken before French, German, or Spanish 456/556. Prereq.: foreign language or elementary school teaching license or permission. 3 credits S.

elective in B.A. program. Prereq.: FORL 455/555, demonstrated oral proficiency at or near level required for licensure. 2 credits F, S, DEMAND.

### **FREN 560. Study Abroad.**

Capstone required course for participants in the study abroad program. On-site study of selected aspects of language and/or culture in the host country. Final oral and written report presented in French. Topics determined in consultation with study abroad director. Prereq.: Approval of foreign language department program director. 3 credits S.

### **FREN 561. Internship.**

Use of linguistic ability in a work setting in the US or in a French-speaking country. Combines learning with an apprenticeship experience. Completion of an internship report under the guidance of instructor. May substitute for 457. Prereq.: permission. 2 credits. Arranged.

## Geography (GEOG)

### **GEOG 506. Thematic Cartography.**

Statistical mapping of spatial data, advanced manual and computer techniques. Topical. Integrated Lab. Prereq.: 316 or consent of instructor. 3 credits ALT.

### **GEOG 507. Map Design and Presentation.**

Advanced color desktop computer mapping techniques, such as multimedia and web-based cartography. Topical. Lab. Prereq.: 406/506 or consent of instructor. 3 credits S.

### **GEOG 516. Techniques in GIS.**

Standard techniques in geographic information systems. Topical. Integrated Lab. Prereq.: 316 or consent of instructor 3 credits S.

### **GEOG 550. Digital Image Processing.**

Characteristics and qualities of nonconventional remote sensing imagery as it applies to inventory and assessment of environmental phenomena. Topical. Integrated Lab. Prereq.: 350 or consent of instructor. 3 credits S.

### **GEOG 554. Regional Planning.**

Comparative regional planning. Economic distribution and ideological differences. Topical. Integrated Lab. 3 credits F, ALT.

### **GEOG 555. Urban Site Development.**

Art of planning the arrangement of buildings and other structures so as to be in harmony with each other and the environment. Integrated Lab. 3 credits S, ALT.

### **GEOG 557. Preservation and Neighborhood Change.**

District and neighborhood preservation, investment analysis, and racial issues. Integrated Lab. 3 credits F.

### **GEOG 562. Concepts in Spatial Analysis.**

Spatial, network and surface analysis. Topical. Integrated lab. Prereq.: 416 or consent of instructor. 3 credits F.

### **GEOG 572. Geomorphology.**

The configuration of the earth's surface and physical processes that have brought the surface to its present condition. Topical. 3 credits F.

### **GEOG 573. Biogeography.**

Spatial distribution of species and communities, their relations with the environment, historical changes, and conservation. Topical. Prereq.: 274 or BIOL 312 or consent of instructor. 3 credits S.

**GEOG 586. Political Geography.**

Geographic concepts applied to the analysis of political organization and behavior. Topical. 3 credits S, ALT.

**GEOG 590. Issues in Urban Geography.**

Selected contemporary issues in urban geography. May be repeated to a maximum of six credits. Integrated Lab. Prereq.: 394 or consent of instructor. 3 credits F, S.

**GEOG 592. Water Resources.**

Major problems in the development and management of water resources: supply, distribution, quality, pollution, floods and variability; case-studies in selected regions. Topical. 3 credits F, ALT.

**GEOG 596. Tourism and the Environment.**

Tourism and its relationship to the physical and cultural character of place. Sustainable development, particularly when expressed as eco-tourism. Prereq.: 396 or consent of instructor. 3 credits S.

**GEOG 597. Tourism Planning and Policy.**

An advanced and applied geography course designed to explore planning principles and policy formulation frameworks/strategies applicable to tourism development at different scales - site, destination and regional. Course considers case studies of applied tourism planning and policies in different countries. Prereq.: 290. 3 credits S.

## Geography (GEOG) Courses for Graduate Students Only

**GEOG 601. Research in Geography.**

A seminar or conference course. Credits and meetings by arrangement. May be repeated to a maximum of six credits. 1-6 credits F.

**GEOG 602. Reading in Geography.**

A seminar or conference course to investigate the geography of a particular region of the world or application of geographic technique. Credits and meetings by arrangement. May be repeated to a maximum of six credits. 1-6 credits S.

**GEOG 605. Spatial Analysis Methods in Geography.**

Spatial data models, regional patterns, statistical analysis of spatial variations, regional forecasting, and S-PLUS and digital maps in spatial analysis. Prereq.: undergraduate or graduate experience in statistics or consent of instructor. 3 credits S.

**GEOG 610. Research Process in Geography.**

Development of research prospectus, contemporary issues, systems approach, fundamental process and methods in geographic research. 3 credits F.

**GEOG 630. Seminar.**

Research and seminar presentation on a selected geographic topic. Regional or topical. May be repeated to a maximum of six credits. Prereq.: consent of instructor. Variable credit. 1-3 credits S.

**GEOG 644. Internship: Practical Geography.**

Requires consent of the department and is limited to graduate students only. 1-6 credits DEMAND.

**GEOG 650. Land Use Analysis: Examination of the Nature, Use, and Conservation/Land.**

Land use planning techniques. Permission of instructor. Topical. 3 credits F.

**GEOG 654. Urban, Regional and Resource Planning.**

Concepts, philosophies, and theories of planning; case-studies. Topical. 3 credits S.

**GEOG 699. Master's Thesis.**

1-6 credits DEMAND.

## German (GER)

**GER 518. Ethnic and Social Minorities in German-Speaking Countries.**

Study of ethnic minorities in German-speaking countries. 3 credits DEMAND.

**GER 554. Teaching German in the Secondary School.**

Taken concurrently with student teaching. Application of language learning principles in secondary schools. Selection and presentation of daily and unit lessons. Critique based on the theories discussed in FORL 453/553. B.S. capstone course; cannot be used as an elective in B.A. program. Prereq.: FORL 453/553, demonstrated oral proficiency at or near level required for licensure. 2 credits F, S.

**GER 556. Teaching German in the Elementary School.**

Application of language learning principles to elementary school instruction. Development/selection of materials and practice in presenting them. B. S. capstone course; cannot be used as an elective in B.A. program. Prereq.: FORL 455/555, demonstrated oral proficiency at or near level required for licensure. 2 credits DEMAND.

**GER 560. Study Abroad.**

Required capstone course for participants in study abroad program. Requires study abroad during a semester, a thesis and public presentation of arguments made in the thesis. Topics determined in consultation with study abroad director. Prereq.: study abroad enrollment. 3 credits S.

**GER 561. Internship.**

Use of linguistic ability in a work setting in the U.S. or in a German-speaking country. Combines learning with an internship experience. Completion of an internship report under guidance of instructor. May substitute for 457. Arranged. Prereq.: permission of instructor/adviser. 2 credits

**GER 571. Business German.**

Legal system; business administration; job market; banking, manufacturing, and service industries; real estate. Prereq.: 302, or permission of instructor. 2-4 credits DEMAND.

# Gerontology (GERO)

## **GERO 505. Aging and Diversity.**

The intersection of factors such as gender, race, ethnicity, culture, class, sexual orientation, geographic location, physical ability with aging. 3 credits F, ALT.

## **GERO 511. Aging Policy and Programs.**

The federal, state and local framework of services and programs for the aging. 3 credits F.

## **GERO 515. Women and Aging.**

Position of older women in society and issues that are unique to women as they age. 3 credits S.

## **GERO 525. Dementia and Aging.**

The nature, causes and treatment of dementia in later life, including concerns for family, caregiving and community practice. 3 credits F.

## **GERO 535. Aging and Housing Options.**

Housing needs of older persons and housing options available to them. Issues of working with older persons in a variety of housing settings. 3 credits S.

## **GERO 540. Seminar.**

Analysis of issues or topics in the field of aging. A specific topic will be selected each time the course is offered. May be repeated. 1-3 credits DEMAND.

## **GERO 565. Health and Aging.**

Physiological and cognitive processes of human aging within context of environmental, societal and lifestyle factors which

promote healthy aging. Prereq.: 208 or permission of instructor. 3 credits S, ALT.

## Gerontology (GERO) Courses for Graduate Students Only

### **GERO 620. Advanced Policy Issues in Gerontology.**

An in-depth exploration of key concepts and major issues in the field of aging. Students formulate positions on each major issue, based on lectures, readings, discussions. 3 credits S.

### **GERO 630. Aging and Community: Current Issues in Social Gerontology, Culture and Diversity.**

Aging in the U.S. and globally. Interpersonal and instrumental concerns related to aging in different communities. 3 credits F.

### **GERO 644. Gerontology Internship.**

Supervised field experience in an agency, program, business or institution working with or on behalf of older adults. Arranged by contract between site supervisor, faculty supervisor, and student. 3-6 credits F, S.

### **GERO 696. Practicum.**

Internship, portfolio and final oral examination. Consent of adviser. 6 credits F, S.

### **GERO 697. Starred Paper (Plan B) Preparation.**

1-6 credits F, S.

### **GERO 699. Thesis.**

1-6 credits F, S.

# Health (HLTH)

## **HLTH 505. Mood Modifying Substances in Contemporary Society.**

A study of mood modifiers including alcohol and nicotine. Suggested education strategies K-12. Complies with requirement of MSA 126. Prereq.: 90 credits of prior course work. 2 credits F, S, SUM.

## **HLTH 511. Nutrition: Older Adult.**

Nutritional status and needs of the older adult. Common nutritional problems of the elderly. Overview of the programs designed to serve the health and nutrition needs of the older adult. Prereq.: 210 or permission of instructor. 3 credits DEMAND.

## **HLTH 512. Advanced Nutrition.**

Current topics in nutrition; relationship of nutrition to physical performance; methods of nutritional assessment; and complex nutrient needs. Prereq.: 210 or permission of instructor. 3 credits DEMAND.

## **HLTH 515. Health Education Curriculum Development.**

Organization and development of a school health curriculum, K-12; techniques for course of study construction. Lab. Prereq.: 210, 215, 301, 315, 405/505, 481/581. 3 credits F.

## **HLTH 530. Seminar: Topical.**

Discussion, literature search, research in selected, contempo-

rary topics-developments in community health, health education, and safety such as AIDS, chemical abuse, consumerism, environmentalism, accidents, and health care delivery. May be repeated topically. 1-3 credits F, S.

## **HLTH 581. Human Sexuality.**

Body growth and development, reproduction, and heredity. Role of the home, church, school and community in family life education, dating and courtship, marriage and family living. 3 credits S, SUM.

## **HLTH 582. Environmental Health.**

Effects of environmental factors, processes, and activities on human health, comfort, welfare and survival. Prereq.: 125 or 215 or instructor's consent. 3 credits S, SUM.

## **HLTH 584. Health Promotion.**

Comprehensive overview of the health promotion field, particularly its application in employment and other organizational settings. Content includes: planning, design, implementation, and evaluation of organizational health promotion programs. 2 credits DEMAND.

## Health (HLTH) Courses for Graduate Students Only

### **HLTH 625. Supervision of the School Health Program.**

History, legal requirements, budget, scheduling, coordination,

public relations, and philosophy as each of these relates to the School Health Program. 3 credits DEMAND.

**HLTH 630. Seminar in School Health Education.**

Lectures, readings, research and discussion on selected current topics in health education. May be repeated with different topics to a maximum of six credits. 1-3 credits DEMAND.

## History (HIST)

**HIST 502. The Middle East.**

The rise and development of medieval Islamic civilizations; the Middle East under the Ottomans; the recent age. 3 credits ALT.

**HIST 503. Medieval Europe, 325-1500.**

Political, economic and cultural history of Europe from the later Roman Empire to the end of the fifteenth century. 3 credits ALT.

**HIST 504. The Renaissance, 1300-1500.**

Growth of the secular spirit and state; rise of humanism; social and economic forces; beginnings of European expansion; the dawn of modern science. 3 credits ANNUAL.

**HIST 505. The Reformation, 1500-1648.**

Protestant and Catholic Reformations; religious wars, rise of the modern state, modern culture and capitalism. 3 credits ANNUAL.

**HIST 508. Europe and World War I.**

Origins of World War I; the war and peace settlement; Russian Revolution; post-war problems; origins and rise of Fascism and Nazism. 3 credits F.

**HIST 509. Europe and World War II.**

Causes of World War II; the war and post-war problems; adjustments which have created contemporary Europe. 3 credits S.

**HIST 511. The Holocaust.**

The history and implications of the Nazi genocide; historiographical issues. 3 credits ANNUAL.

**HIST 518. History of Social Welfare in the U.S.**

Survey and analysis of the development of social welfare concerns in the U.S. as they have been shaped by a combination of social, political, and economic factors. 3 credits DEMAND.

**HIST 520. Colonial America, 1607-1763.**

Indian experience; European colonization; colonial economy and society. 3 credits F, ALT.

**HIST 521. Revolutionary America, 1763-1791.**

Revolutionary era society, the American Revolution, the War for Independence, and the development of self-rule through the adoption of the Bill of Rights. 3 credits ALT.

**HIST 522. Expansion and Reform: U.S.1792-1848.**

Territorial expansion, reform, social change, economic development and growth of political democracy from the Federalist Era to the Mexican War. 3 credits F.

**HIST 523. Civil War and Reconstruction U.S.1848-1877.**

Sectionalism, disunion and war, the Confederacy, reunion and reaction. 3 credits ANNUAL.

**HLTH 632. Survey of Recent Research in the Field of Health.**

Reading and discussion of recent studies and authentic reports in various areas of health. 3 credits DEMAND.

**HIST 525. Reform, War and Change: U.S.1890-1945.**

Social, economic, cultural, and political trends, issues, and change, including progressivism, depression, war, urbanization. 3 credits S, ALT.

**HIST 526. United States Since 1945.**

Economic, political, and social development of the United States since World War II. 3 credits S.

**HIST 533. Russia, 1700-1917.**

Politics, diplomacy, society, economics, and culture from Peter the Great to the Revolution. 3 credits S, ALT.

**HIST 534. Soviet Russia Since 1917.**

Historical survey of politics, society, economics, and culture. 3 credits S.

**HIST 545. United States Military History.**

Military problems and accomplishments from 1775 to the present. 3 credits DEMAND.

**HIST 547. American Urban History.**

Urban America from colonial to modern times; the origin and growth of cities and their impact upon the development of the U.S. An elective for students in community development. 3 credits S, ALT.

**HIST 548. U.S. Social and Intellectual.**

Puritanism, revivalism, American political thought, economic values, agrarianism, reform movements, literary traditions, individualism are among the discussed topics. 3 credits DEMAND.

**HIST 551. American Families.**

The family and its relationship to the individual and the community from pre-industrial British colonial America to the late twentieth century. 3 credits ALT.

**HIST 556. U.S. Foreign Relations from World War I.**

The U.S. as a world power; diplomatic policies in two world wars and their aftermath. 3 credits ALT.

**HIST 558. The American West.**

Topical and chronological consideration of western land policy, territorial government, Indian policy, economic development. 3 credits S, ALT.

**HIST 567. Modern Japan.**

Japanese history, 1800-present, emphasizing political developments, social and economic change, culture and intellectual achievements. 3 credits F.

**HIST 580. Seminar in American History.**

Intensive reading and research in one area or topic of U.S. or Latin American history. Limited to senior or graduate students. May be repeated with different topics to a maximum of nine

credits. 3 credits ANNUAL.

**HIST 583. Seminar in European History.**

Bibliographical study, research, and discussion of a selected topic. Limited to senior or graduate students. May be repeated with different topic to a maximum of nine credits. 3 credits ALT.

**HIST 586. Seminar in Africa, Asia, or Middle East.**

Reading and research on a selected topic. Limited to senior or graduate students. May be repeated with different topic to a maximum of nine credits. 3 credits DEMAND.

## History (HIST) Courses for Graduate Students Only

**HIST 605. Readings in History (Topical).**

Guided study of individual investigation of special historical topics and/or problems. Credits and meetings by arrangement. May be repeated with different topic to a maximum of nine credits. 1-3 credits DEMAND.

**HIST 610. Historiography and Research Methods.**

Readings and discussions about historical analysis. Methodologies currently shaping historical research. Historiography and developments of historical theories during 19th and 20th centuries. 3 credits F.

**HIST 635. Readings in European History.**

Guided study through individual investigation of special periods and topics. May be repeated with different topic to a maximum of nine credits. 1-3 credits DEMAND.

**HIST 640. Colonial America.**

Extensive study of themes in development of English colonies from Jamestown to U.S. Independence, e.g., the development of colonial society, culture, economics, politics, ideas, American Revolution. 3 credits DEMAND.

**HIST 641. U.S. 1783-1848.**

Extensive study of topics such as Constitutional Convention, Federalists, Jeffersonians, Jacksonians, War of 1812, Manifest Destiny, and reform movements. 3 credits DEMAND.

**HIST 642. U.S. 1848-1877.**

Extensive study of topics such as slavery, the Civil War, and Reconstruction. 3 credits DEMAND.

**HIST 643. U.S. 1877-1920.**

Extensive study of such themes as agrarian protest, industrialization, growth of urban society, progressivism, and international involvement. 3 credits ALT.

**HIST 644. U.S. 1920-1970s.**

Extensive study of the Jazz Age, the New Deal, World War II, and post-war U.S. 3 credits DEMAND.

**HIST 651. Readings in American History.**

Guided study of American history through individual investigation of special periods and topics. May be repeated with a different topic to a maximum of nine credits. 1-3 credits DEMAND.

**HIST 662. Seminar in Ancient or Medieval History.**

Bibliographical study, intensive reading, discussion, research in selected areas or topics of European history to 1450. May be repeated with different topic to a maximum of nine credits. 3 credits ALT.

**HIST 664. Seminar: European History.**

Bibliographical study, reading in documents and secondary works, analysis and discussion, research in selected topics or areas. May be repeated with different topics to a maximum of nine credits. 3 credits ANNUAL.

**HIST 670. Introduction to Public History.**

Discussion of "public history"; study of historical societies; training in research methods, traditional and "straight line"; layout design work and photography for the public historian; mapping techniques. Prereq.: permission of instructor. 3 credits F.

**HIST 671. Local History.**

Discussion of "local history"; consideration of oral history; genealogical study; archival work; records management. Prereq.: permission of instructor. 3 credits S.

**HIST 681. Seminar in American History.**

Intensive reading and research in one area or topic of U.S. or Latin American history. May be repeated with different topic to a maximum of nine credits. 3 credits ANNUAL.

**HIST 696. Internship in Public History.**

Work for a full semester in a historical society, a history firm, or an equivalent situation to gain experience and work skills directly in a setting of Public History. Prereq.: permission of instructor. 1-9 credits DEMAND.

**HIST 697. Starred Papers.**

Starred papers, research projects in history. Permission of adviser and instructor. 1-3 credits F, S.

**HIST 699. Thesis.**

1-6 credits F, S.

## Human Relations and Multicultural Education (HURL)

**HURL 502. Current Issues in Human Relations.**

Focus on a problem area or issue in Human Relations. May be repeated to a maximum of six credits. 1-3 credits DEMAND.

**HURL 506. Sexual Assault Advocacy Training.**

Advocacy skills for sexual assault survivors including: understanding the impact of sexual assault on survivors, the social and cultural context in which sexual assault occurs, and the

role the legal system, law enforcement, social services and medical services plays with survivors. 3 credits SUM.

**HURL 507. Indians and Contemporary Human Rights Issues.**

Analysis of the factors that lead to the current social, political, and economic status of American Indians. Prereq.: 201 or 497. 3 credits SUM.

**HURL 508. Global Human Relations.**

A global analysis of racism, sexism, heterosexism, class issues, and the interrelationships of global social justice issues. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 511. Heterosexism.**

Study of institutionalized heterosexism and homophobia and the impact on LGBTQ people. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 512. Disability Rights.**

Study of disability rights from the perspective of disabled activists. Disability rights will be examined from an oppression framework which analyzes the parallels and differences between ableism and racism, classism, sexism and heterosexism. Prereq.: 201 or 206 or 497. 2 credits DEMAND.

**HURL 513. Diversity in the Workplace.**

Examination of institutional policies and personal practices pertaining to harassment and discrimination in the workplace based on gender, race, national origin, religion, disability, sexual orientation and class. Knowledge and skills to enhance a constructive work environment for respect and equality. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 514. Gender Issues in Education.**

Overview of school experiences of girls and boys. Special focus on girls and issues of self-esteem, peer pressure, academic performance, curriculum, school culture and extracurricular activities. Theories of pedagogical change are studied. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 515. Human Relations of Science.**

Critical examination of science in maintaining or challenging racism, sexism, ageism, ableism, xenophobia, heterosexism and class oppression within a global context. 2 credits F.

**HURL 516. Critical Analysis of Media.**

A critical examination of commercial mass media and alternative media in a global context; the ways media reinforce or challenge dominant or non-dominant paradigms and construct public consciousness particularly as it relates to class, gender, race and disability; and media investigation skills basic to democracy. 3 credits S.

**HURL 517. Global Issues and Gender.**

Study of gender issues in a global context. Gender will be examined from a global oppression framework that analyzes sexism, racism, classism, heterosexism and xenophobia. How these systems of oppression operate in U.S. as compared to other countries will be examined. 2 credits S.

**HURL 518. Xenophobia.**

Study of xenophobic attitudes and practices and their impact on human rights in other countries. Examination of U.S. interventions and issues of torture, terrorism and related war crimes. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 519. Human and Animal Relations/Rights.**

Critical examination of human perceptions, values, and treatment of animals and the consequences for humans, animals, and the environment in a global context. Prereq.: 201 or 497. 3 credits DEMAND.

**HURL 591. Change Agent Skills.**

Study of the theories of social empowerment and the development of practical skills for producing institutional and personal change. 3 credits F, S, SUM.

**HURL 592. Practicum in Social Change.**

Experiential practicum: application of theory and research to constructive institutional and social change. 1-3 credits F, S, SUM.

**HURL 597. Human Relations for Teachers I.**

Defines, recognizes, and analyzes individual and institutional racism, sexism, and other forms of oppression in the school environment. Students become familiar with a social reconstructionist model of education. 3 credits F, S, SUM.

**HURL 598. Human Relations for Teachers II.**

Consultants will speak on the implications for teachers of oppression in the school setting. They will focus on racism, sexism, heterosexism, immigration issues, disability status, classism and other forms of oppression. Coreq.: 497/597. 1 credit F, S, SUM.

## Human Relations and Multicultural Education (HURL) Courses for Graduate Students Only

**HURL 614. Administration of Multicultural Education.**

Prepare administrators to provide leadership in helping their institutions and personnel to become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society. 2 credits DEMAND.

**HURL 620. Research Methods in HURL.**

This course exposes students to an overview of the research process and its place in the social environment. This overview includes a critical examination of the philosophical foundations of the scientific process, specifically from the perspective of oppressed social groups. Students will learn research designs and techniques appropriate to field settings and useful for social groups not represented in the research process. Research literature focusing on minorities, women, and other social groups will be critically examined for underlying assumptions. 2 credits DEMAND.

**HURL 622. Professional Writing and Reporting in HURL.**

This course provides students with information and experiences that will enable them to write proposals for grants and contracts, research and technical reports, academic research proposals, and other professional documents in the areas of human relations and social equity. Prereq.: 620, 621. 2 credits DEMAND.

**HURL 630. Topics in Social Responsibility.**

Selected topics and issues in the study and practice of social responsibility. Specific titles to be listed in class schedule. May be repeated under different topics to a maximum of six credits. 1-3 credits DEMAND.

**HURL 680. Internship in Human Relations.**

Supervised experiences with selected agency school, organization, etc., that has a primary goal to facilitate the improvement of human relationships between individuals and groups.

2-8 credits DEMAND.

**HURL 681. Teaching Social Justice.**

This seminar will focus upon various techniques for facilitating human relations education. It will be sub-divided into two main components: (1) facilitating group leadership, techniques in intergroup, interracial and non-sexist communications; and (2) instructional techniques in the study of human relations issues. 3 credits SUM.

**HURL 682. Advanced Theory and Issues in Human Relations.**

Advanced study of current human relations theories and application of these theories in various settings and in regard to various human relations issues. 3 credits F.

**HURL 699. Thesis.**

## Center for Information Media (IM)

**IM 502. Information Media: Theory, Research, and Practice.**

Overview of the nature, forms, and uses of information media. Survey of emphasis areas within the information media field examined from the perspectives of recent research and influential theories. Introduction to professional literature, organizations, and opportunities. 2 credits F, SUM.

**IM 504. Instructional Design I.**

Introduction to instructional design, including theoretical background, needs assessment, learner analysis and instructional strategies. 3 credits F, SUM.

**IM 521. Information, Technology and Learning for Elementary Education.**

Role of technology and media for instruction in the elementary classroom. Selecting, designing, and producing instructional materials in a variety of formats to enhance teacher productivity, student creativity, and thinking skills. Elementary education majors only. Lab. Prereq.: any one of the following: ART 105, CNA 169, CSCI 169, ETS 157, IM 245, IM 260 or demonstrated basic computer skills. 2 credits F, S.

**IM 522. Information, Technology and Learning for K-12 and 5-12 Education.**

Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. Education majors only. Lab. Prereq.: any one of the following: ART 105, CNA 169, CSCI 169, ETS 157, IM 245, IM 260 or demonstrated basic computer skills. 2 credits F, S, SUM.

**IM 523. Information, Technology and Learning for Early Childhood Education.**

The role of technology and media in early childhood education. Selecting, designing, and producing instructional materials in a variety of formats. How technology assists teacher productivity and serves as a tool for enhancing student creativity and thinking skills. Child and Family studies majors only. 3 credits F, S.

**IM 546. Facilitating and Administering E-Learning.**

Basic theory and techniques of administering distributed education programs and service. Emphasizes distributed learning management theory and skills, and e-learning process facilitation. It is recommended that this course be taken as the first course of the IM Design for E-Learning certificate. 3 credits F.

**IM 552. Access to Information.**

Computer information access, including theory, practice, tools (print and electronic formats) and bibliographies in research and provision of information services. 3 credits F, SUM.

**IM 554. Developing Skills for Online Learning**

Survey of the skills and methodologies required for effective teaching and learning in an online environment. Lab. Prereq.: demonstrated basic computer skills. 3 credits F, SUM.

**IM 555. Design and Preparation of Multimedia Presentations I.**

Design and production of instructor-led multimedia presentations. Hardware and software skills for production of presentation support materials. Lab. 3 credits S, SUM.

**IM 556. Design and Preparation of Multimedia Presentations II.**

Systematic approach to the production of instructor-independent multimedia presentations for informational and self-instructional lessons. Includes needs assessment, format selection, presentation design, equipment selection and operation, and media production. Lab. Prereq.: 404/504, 455/555. 3 credits F.

**IM 562. Design and Production of Video Media.**

Developing, designing, utilizing, evaluating, and administering video media in instructional and related programs with a focus on desktop digital technologies. Lab. 3 credits S, SUM.

**IM 586. Seminar.**

Conferences, reports, readings, discussions, problems, and research in a special facet of media. May be repeated to maximum of six credits. 1-3 credits F, S, SUM.

## Center for Information Media (IM) Courses for Graduate Students Only

**IM 608. Research Methods in Media.**

Methods of evaluating research procedures and interpreting findings. Defining and limiting a problem, gathering, documenting, organizing, and presenting findings. 3 credits F, SUM.

**IM 612. Technologies in the Workplace.**

Definition and analysis of information technology issues associated with information acquisition, processing, storage, and delivery. Consideration of the latest trends. 3 credits S, SUM.

**IM 616. Social Implications and Human Factors in Information Technology.**

Overview of the social implications and human factors impacting information technology: ergonomics, computer-mediated communication; ethical, and socio-media issues. 3 credits S.

**IM 620. The School Library Media Program.**

Philosophy of school information technologies programs. Includes roles and responsibilities of information technology specialists, strategies for working with teachers to integrate

library media skills into curriculum, and examination of current issues and trends. 2 credits F, SUM.

**IM 622. Media Selection and Evaluation for Children and Young Adults.**

Skills and background provided to select and evaluate resources in the PK-12 environment and to examine reading, listening, and viewing guidance as a process which helps PK-12 students discover and develop literacy awareness in all formats of materials. 2 credits S, SUM, ALT.

**IM 623. Reading, Listening and Viewing Guidance.**

An introduction to the world of children's and young adult's authors and literature in print and nonprint formats. Reading, listening, and viewing guidance programs for the school media specialist will be explored. 2 credits S, SUM, ALT.

**IM 624. Organization of Information Resources.**

Study of the principles of the organization, description, subject analysis of information resources in a variety of formats and environments. Emphasizes standards and systems for the creation, organization, maintenance, and indexing of bibliographic records in computer-based files. 3 credits F, SUM, ALT.

**IM 628. Administration of Media.**

Basic theory and techniques of administering media programs and service. It is recommended that this course be taken during the latter part of the IM program as preparation for the practicum. 2 credits S, SUM, ALT.

**IM 632. Training/Human Resource Development.**

Study of training/human resource and performance improvement, organizations, and literature. Examination of the theories of learning, motivation, and communication as they relate to training and organizations. Study of the associated practitioner roles: systems design, message design and development, training and assessment, needs analysis, and strategies. 2 credits F.

**IM 634. Principles of Instructional Design II.**

An advanced study of the principles of systematic design of instruction; using and evaluating instructional systems; practice in designing and implementing instructional models in relation to specific needs. An examination of instructional/learning principles that support the design of instruction. Prereq.: IM 404/504. 3 credits S.

**IM 638. Organizational Training and Media Management.**

Study of the theories, philosophy, and praxiology of training/human resource development organizations, operations research, and public/personnel relations. Investigation of advanced readings and theories of data management and long-range planning as they related to training/human resource development practitioners in their development of media equipment, training management, and operations management. Prereq.: IM 632. 3 credits S.

**IM 655. Technological Applications in Educational Administration.**

Study of interrelationship of current and emerging technologies and the administration of K-12 schools. Provides a survey of theory and philosophy of technologies in the educational environment. Emphasis is placed on problem analysis in the application of technology of educational management. Students

must register concurrently for EDAD 655. 3 credits DEMAND.

**IM 656. Computer-based Authoring.**

The theoretical background of instructional programs including micro-computer programs and software; the selection, utilization, and evaluation of existing programs; and individual experience in planning, designing and producing programs. Prereq.: IM 456/556. 3 credits S.

**IM 680. Internship in Media.**

Intern experiences relating to information, instructional design, and organizational media in all their practical facets. 2-6 credits F, S, SUM.

**IM 682. School Library Media Specialist Practicum.**

A field experience individualized to take into account license requirements for the library media specialist, the candidate's previous experience, special needs, and other special circumstances. Prereq.: all school library media specialist course work requirements. 1-3 credits F, S, SUM.

**IM 686. Seminar in Media.**

Conferences, reports, readings, discussions, problems, and research in a special facet of media. May be repeated to maximum of six credits. 1-3 credits F, S, SUM.

**IM 687. Readings in Media.**

Selected readings of literature of the field and related areas. 1-2 credits F, S, SUM.

**IM 697. Starred Paper.**

Independent research for graduate candidates completing the requirement for Plan B, starred papers. 2 credits F, S, SUM.

**IM 699. Thesis.**

1-6 credits F, S, SUM.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

**IM 542. Workshop: Using Microcomputers in Education.**

How to use a microcomputer and related software for course or classroom purposes. Will explore both generic and dedicated software packages. Course may be repeated to a maximum of three credits. 1 credit DEMAND.

**IM 545. Children's Literature Workshop.**

Participants will meet children's book authors and/or illustrators who will discuss their works for children in grades K-8. Ways of using children's literature in media centers and classrooms will be explored. One credit available upon completion of written assignment. May be repeated. 1 credit SUM.



# Management (MGMT)

## **MGMT 527. International Business Management: European Perspective.**

The course focuses on both the interpersonal skills and business knowledge needed in cross-cultural management. TAUGHT ONLY IN INGOLSTADT, GERMANY. 3 credits F, S.

## **MGMT 550. Employee Selection.**

Management of human resources from the labor market into and through the firm, including job analysis, predictor selection and validation, interview development, and maintaining legal defensibility. Prereq.: 352 or permission of department. 3 credits F.

## **MGMT 551. Employee and Labor Relations.**

The management of employee-employer relationships. Individual versus collective bargaining (organizing, negotiating, and bargaining), dispute resolution, and alternative labor-capital conflict resolution systems in the U.S. and other countries. Prereq.: 352 or permission of department. 3 credits F.

## **MGMT 552. Employee Compensation.**

Compensation theories and practices, and their effects on employee recruitment, motivation, productivity, retention, satisfaction, and morale. Prereq.: 352 or permission of department. 3 credits S.

## **MGMT 553. Employee Development.**

Assessing training and development needs, developing and evaluating programs via empirical designs, using technology, administering contents, and selecting methods. Prereq.: 352 or permission of department. 3 credits S.

## **MGMT 559. Strategic Human Resource Management.**

Staffing, compensation, and employee/labor relations within the firm, focusing on current and emerging topics and developing integrated policies supporting organization strategies. Prereq.: 450, 451, 452. 3 credits S.

## **MGMT 567. Organization Theory.**

Survey and examination of the structures, processes, and outcomes of organizations. 3 credits F, S, SUM.

## **MGMT 570. International Business Management.**

Cultural, economic, political, social, and physical environment of doing business abroad. Theories of management for effective coordination of human and material resources in international business. 3 credits F, S, SUM.

## **MGMT 579. International Business Seminar.**

The international business environment of geo-economic-political national cooperatives; cultural factors, technology transfers, and human resource capabilities. Prereq.: 470. 3 credits S, ALT.

## **MGMT 583. Manufacturing Operations Management.**

Systems and sub-systems needed to achieve world-class manufacturing status. Systems examined include ERP, MRP, JIT, and DRP. Prereq.: 383. 3 credits F.

## **MGMT 584. Supply Chain Management.**

The flow of materials from the supplier to customer. Integration of functional areas such as purchasing, materials management, and distribution. Prereq.: 383. 3 credits S.

## **MGMT 585. Service Operations Management.**

Design and management of service delivery systems. Operational aspects of service organizations: understanding customer satisfaction, selecting, training, and empowering employees, matching technology to strategy, defining and measuring quality, and designing facilities. Prereq.: 383 or permission of department. 3 credits F.

## **MGMT 586. Managing for Quality.**

Total quality management for manufacturing and service organizations: including strategic quality planning, understanding customer satisfaction, the role of human resources, benchmarking, quality costs, statistical tools, and reengineering. Prereq.: 383. 3 credits S.

## **MGMT 598. Business Consulting.**

Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral report required. Prereq.: 301, ACCT 292, BCIS 240, 241 or 242, FIRE 371, MKTG 320. Permission of department. 3 credits F, S.

# Marketing and Business Law (MKTG)

## **MKTG 502. Product and Price Management.**

Product and price management in marketing decision-making; new product development; product/brand management: pricing policies. Prereq.: 320. 3 credits F, S, SUM.

## **MKTG 503. Principles of Promotion.**

Principles of advertising, sales promotion, personal selling, and direct marketing. Prereq.: 320 and 321. 3 credits F, S, SUM.

## **MKTG 504. Distribution Management.**

Movement of products and services from producer to consumer; channels of distribution; logistics. Prereq.: 320. 3 credits F, S, SUM.

## **MKTG 513. Business Marketing Management.**

Business-to-business marketing; organizational buyer behavior and management strategies. Prereq.: 320. 3 credits SUM.

## **MKTG 514. Promotion Management.**

Promotion policies and practices in campaign planning, media selection, client-agency relationships, research and testing; creation of a promotional campaign. Prereq.: 320, 403 and permission of department. 3 credits S.

## **MKTG 515. Sales and Sales Management.**

Personal selling and sales management from an analytical and decision-making perspective. Prereq.: 320. 3 credits F, S, SUM.

**MKTG 516. Global Marketing Strategy.**

The importance of global marketing to the U.S. economy; problems, opportunities and practices of managing multinational marketing activities; characteristics and structure of international markets. Prereq.: 320. 3 credits F, S.

**MKTG 517. Global Promotional Strategies.**

Promotional strategies in the international marketplace, including advertising, personal selling, and sales promotion. Prereq.: 320. 3 credits ALT.

**MKTG 518. International Business Seminar.**

Capstone course for international business programs. Problems faced by international businesses; policy and decision-making processes in the global environment. Prereq.: 320 and 416/516; MGMT 470/570. 3 credits S, ALT.

**MKTG 519. Marketing of Services.**

Marketing profit and non-profit services. Differences between services and physical goods. Internal and external marketing issues. Prereq.: 320. 3 credits F, S, SUM.

**MKTG 520. Electronic Marketing.**

Identifying marketing opportunities on the Internet; creating online marketing programs; electronic advertising, retailing and commerce. Prereq.: 320. 3 credits F, S.

**MKTG 598. Business Consulting.**

Teams of students work as consultants to area businesses and non-profit organizations to diagnose and solve actual business problems. Written and oral presentation required. Prereq.: 320; ACCT 292; BCIS 240, 241; FIRE 371; MGMT 301; and permission of department. 3 credits F, S.

## Marketing and Business Law (MKTG) Courses for Graduate Students Only

**MKTG 605. Business Seminar-Marketing.**

Selected topics related to marketing theory and/or practice; specific topic selected for each offering. 3 credits DEMAND.

**MKTG 626. Reading in Marketing.**

Special readings in a subject area identified by the student and instructor. Permission of department. 1-3 credits DEMAND.

**MKTG 633. Business Case Analysis.**

Independent graduate level research culminating in a written and/or oral presentation. 1-3 credits DEMAND.

## Mass Communications (COMM)

**COMM 502. Theory and Principles of Mass Media Advertising.**

Mass media advertising strategy, strategic research, marketing strategy, and creative strategy. Theoretical understanding and extensive practical application. Integrated lab. Prereq.: 220. 4 credits F, S.

**COMM 503. Advertising Creatives.**

Creative elements of advertising copywriting, advertising research, advertising layout, and design, and the development of creative advertising messages. Integrated lab. Prereq.: 220. 4 credits F, S.

**COMM 516. Critical Analysis of Media.**

Commercial mass media and alternative press in a global context; the ways media reinforce or challenge dominant or non-dominant paradigms. Class, gender, race, disability. Media investigation skills basic to democracy. 3 credits F.

**COMM 520. Mass Media and Society.**

Functions and impacts of mass media on contemporary society. Media content and performance. Media studies and mass communications theories. 3 credits F, S.

**COMM 524. Seminar in Public Opinion and Communication Research.**

Role of public opinion as a feedback mechanism for assessing the issues and concerns facing citizens in a democracy and firms relying upon commercial speech. 3 credits DEMAND.

**COMM 525. The Press and Government.**

Examination of the interaction between the news media and the government, with particular emphasis on the press playing a watchdog function and adversary to government. 3 credits DEMAND.

**COMM 529. International Advertising and Public Relations.**

Transnational and multicultural advertising/public relations. Development of international advertising/public relations campaigns. 3 credits DEMAND.

**COMM 530. International Mass Communication.**

The free flow of information, media freedom and national development. Role of international organizations in shaping global journalism. 3 credits S.

**COMM 531. World Media Systems.**

Structures, processes, functions of media systems around the world. Local socio-political environments as determinants of media systems. 3 credits DEMAND.

**COMM 532. Communication Research.**

Strategies, methods and resources used in mass media research. Special emphasis on research as a tool in advertising, broadcasting, news editorial and public relations. 3 credits F.

**COMM 534. Theory and Principles of Public Relations.**

Basic technique of public relations, research, planning, communication and evaluation. Theories underlying public relations. Current trends and issues in PR. Additional special research project. Integrated lab. Prereq.: 220. 4 credits F, S.

**COMM 536. Public Relations Writing.**

Instruction and writing practice designed to develop the professional-level writing skills expected of beginning public relations practitioners, emphasizing the different approaches required for particular audiences and media. Preparation of materials for use in public relations work. Additional special research project required. Integrated lab. Prereq.: 434/534. 4 credits F, S, SUM.

**COMM 538. Public Relations Cases and Campaigns.**

Public relations campaigns, with special attention to case studies dealing with various public relations issues and problems. Additional special research project required. Integrated lab. Prereq.: 436/536. 4 credits F, S.

**COMM 543. Teaching Mass Communications and Advising School Publications.**

Theories, methods, materials and curriculum development for teaching mass communications. Literature review. Role of faculty adviser: trends and problems. Prereq.: consent of instructor. 3 credits. Arranged

**COMM 545. Advanced Photojournalism.**

Photojournalistic production for newspapers, magazines, company publications and TV history, theory, trends, ethics, composition, digital processing. Additional special research required. Integrated lab. Prereq.: 346. 4 credits S.

**COMM 550. Advanced Editing and Makeup.**

Format, makeup and typography of print publications with emphasis on traditional quality and current trends. Computer design. 3 credits DEMAND.

**COMM 558. Advertising in Society.**

Role of advertising in media industry. Economic, social and cultural effects of advertising on society. Impact of advertising on media content and performance. 3 credits DEMAND.

**COMM 560. Mass Communications Law.**

The First Amendment as it relates to laws governing communication institutions. Application of ethics to mass communications, problem solving. 3 credits F, S.

**COMM 564. Broadcast Management and Policy.**

Advanced study of the organization, operation, policy, pricing and marketing of broadcast stations. Management decision making as it affects personnel, budget, program selection and scheduling and ratings. Government regulatory framework. 3 credits F.

**COMM 568. Psychology of Advertising.**

Concepts and theories from behavioral sciences. Their use for developing advertising campaigns and programs. Interpersonal and mass communication influences on consumer behavior. 3 credits DEMAND.

**COMM 570. Modern Communication Technology Uses and Influences.**

The communications industry and its constituents in the light of recent developments in telecommunications technology. 3 credits DEMAND.

**COMM 571. Advertising/Public Relations Research.**

Advertising and public relations research methods. Quantitative and qualitative research methods. The use of the computer in data analysis. Additional special research project required. Integrated lab. Prereq.: 220. 4 credits F, S.

**COMM 585. Cases in Advertising/Communications Management.**

Communications decision making, planning, and implementing. Evaluating strategies and tactics. 3 credits DEMAND.

**COMM 586. Advertising Campaigns.**

Developing advertising strategies. Present, write, and defend complex strategic advertising decisions. Develop professional advertising campaigns. Additional special research project required. Integrated lab. Prereq.: 471/571. 4 credits S.

## Mass Communications (COMM) Courses for Graduate Students Only

**COMM 601. Communication Theory.**

Theories and research approaches in the study of mass media messages and their impact on audiences. 3 credits F.

**COMM 603. Seminar in Mass Communications (Topical).**

Seminar presentations on topics in mass communications (example: new technology or regulation). May be repeated with a different topic to a maximum of six credits. Prereq.: consent of instructor. 1-3 credits DEMAND.

**COMM 604. Readings in Mass Communications.**

A topic in mass communications. Oral and written reporting of readings. May be repeated with a different topic to a maximum of six credits. 1-3 credits DEMAND.

**COMM 605. Ethics and Critical Analysis of Mass Media.**

Advanced analysis of the values, principles, processes and critical paradigms commonly used for ethical decision making. Critiquing mass mediated culture. 3 credits S.

**COMM 610. Media Economics and Management.**

Economic and management practices and policies of corporate mass media organizations. Focus will be on the impact contemporary practices have on media industries, the marketplace and the public. 3 credits DEMAND.

**COMM 620. Advanced Advertising/PR Theories and Practices.**

Major theories and methods of advertising and public relations. Applications in case analysis and problem solving. 3 credits S.

**COMM 625. Seminar: Public Opinion and Communication.**

Theories in communication, public opinion and attitudinal changes; research findings on communication, opinion and persuasion; methods and methodological problems and application of research methods. Prereq.: 601. 3 credits DEMAND.

**COMM 630. Seminar in International Mass Communications.**

Problems and issues involved in global communication. Media freedom. International broadcasting politics of free flow of information. Transnational advertising. 3 credits S.

**COMM 689. Applied Research. (Plan B starred papers).**

Independent research for graduate candidates completing the requirements of Plan B starred papers. Prereq.: completion of course requirements. 3 credits DEMAND.

**COMM 699. Thesis.**

1-6 credits DEMAND.

# Master of Business Administration (MBA) Courses for Graduate Students Only

## **MBA 625. Advanced Marketing Information and Research.**

Role of information and research in decision-making in business, especially marketing; marketing and competitive intelligence; designing and conducting market research studies. Prereq.: BCIS 542 or equivalent and MBA 629 or permission of instructor. 3 credits S, ALT.

## **MBA 627. Global Marketing Management.**

Management of multinational corporations in dealing with international markets; planning, implementing, controlling and evaluating global marketing programs; role of global competition in world markets. Prereq.: MBA 629 or permission of instructor. 3 credits F.

## **MBA 629. Marketing Management.**

Management of the marketing function in a business organization; marketing analysis and planning in the areas of produce, price, logistics (place) and promotion; role of marketing in strategic planning. 3 credits F, S.

## **MBA 632. Management Support Systems.**

Topics in technology supported business decision making, reengineering, and related management strategies. Management support technologies, modeling and decision making techniques. Prereq.: BCIS 340. 3 credits F.

## **MBA 633. Topics in Management Information Systems.**

Recent development in concepts, theory, practices in the analysis and design of management information systems. Prereq.: BCIS 340. 1-3 credits DEMAND.

## **MBA 634. Information Technology Management.**

Managing information technology to create competitive advantages. Changing business process, adding value to products, and creating sustainability. Prereq.: BCIS 340. 3 credits S.

## **MBA 635. Management of Technology.**

Public policy, product development and managing innovation. Prereq.: BCIS 340 or permission of department. 3 credits DEMAND.

## **MBA 636. Legal, Ethical, and Regulatory Environment of Business.**

Effect of the law and regulatory environment on business. Managerial decision-making in a legal and ethical manner. 3 credits F.

## **MBA 640. Advanced Information Security Management.**

Advanced analysis of log files, hacking methods and attack sources. Planning comprehensive logging strategies. Using log data to improve the computer security plan. Problems of recruiting and retaining security personnel. Prereq.: BCIS 350 or equivalent. 3 credits S.

## **MBA 651. Global Business Seminar.**

Management of multinational corporations and markets. Course will be taught at satellite locations only. 3 credits F, S.

## **MBA 663. Operations Management.**

Case studies that emphasize the direction of systems comprising people, material, facilities and information that create goods and/or services. 3 credits F.

## **MBA 667. Organizational Behavior.**

Individual and interpersonal behavior, group dynamics and structure, and leadership within the context of work organizations. Conceptual understanding, practical applications, and skill development are included. 3 credits S, DEMAND.

## **MBA 670. Corporate Strategies.**

Analysis, case studies, and outside readings in contemporary management problems. This course must be taken in the last semester of the MBA program. 3 credits F, S.

## **MBA 671. Financial Analysis and Control.**

Problems confronting corporate financial management in analyzing financial requirements. Prereq.: ECON 677 or permission of instructor. 3 credits S, SUM.

## **MBA 673. Management of Human Resources.**

Individual and group employment relations; theories of selecting, developing, motivating and accounting for human resources. 3 credits ALT.

## **MBA 675. Multinational Business Management.**

Cultural, economic, socio-political and technological factors in managing multinational corporations. Comparative management approaches suitable for managing human and material resources. Management in multinational corporations. 3 credits ALT.

## **MBA 676. Multinational Financial Management.**

Financial flows in multinational corporations operating in a world-wide or regional environment. Capital budgeting (asset allocation), financing within own or foreign nations, and regulations and taxes affecting flows of monies across international boundaries. 3 credits DEMAND.

## **MBA 683. Accounting for Managers.**

Cost functions, cost-volume-profit relationships, performance measurement and evaluation, and the allocation of scarce resources as an aid to the decision-making process. 3 credits S, SUM.

## **MBA 684. Financial Accounting.**

Accounting systems and their role in the evaluation of assets, the determination of income, and the measurement of equities with concentration on the interpretation of published accounting statements. 3 credits F.

## **MBA 693. International Accounting.**

Accounting theory and practice, taxation, and reporting problems of major industrial countries. Environmental, political, and cultural considerations. 3 credits S.

# Mathematics (MATH)

## **MATH 521. Introduction to Real Analysis I.**

The real number system, sequences and limits, continuity and differentiation. Upper and lower bounds, the completeness axiom for real numbers, Cauchy sequences, the Bolzano-Weierstrass property, the extreme value theorem, the intermediate value theorem, the mean value theorem, L'Hospital's rule and Taylor's theorem. Prereq.: 222, 253. 3 credits F, ALT.

## **MATH 522. Introduction to Real Analysis II.**

Series, power series, uniform and pointwise convergence, Riemann integration, and applications. Prereq.: 421/521. 3 credits DEMAND.

## **MATH 523. Complex Variables I.**

The complex field, the theory of analytic functions, power series. Fundamental theorem of algebra. Prereq.: 311 or 321. 3 credits DEMAND.

## **MATH 531. Professional Subject Matter for Middle Grades Mathematics.**

Number sense, patterns and functions, number theory, geometry, data analysis and probability, current curriculum and pedagogical developments, lesson planning, and microteaching. For teacher candidates only. Prereq.: for Elementary Ed. majors: MATH 171, 112, and 330. Prereq. For Secondary Ed. majors: ED 300, MATH 321 and 373, or permission of instructor. 3 credits F.

## **MATH 532. Professional Subject Matter for Secondary School Mathematics.**

For teacher candidates only. Algebra, geometry, data analysis, and advanced topics; current curriculum and pedagogical developments, lesson planning, and macroteaching. Must be taken concurrently with ED 521 or ED 537, but not with MATH 531. 4 credits F.

## **MATH 533. Algebra for Elementary and Middle School Teachers.**

Algebraic concepts, representations, structures and applications. Prereq.: 330 or permission of instructor. 3 credits F.

## **MATH 535. Teaching Problem Solving in Elementary School Mathematics.**

Problem solving strategies, teaching problem solving, problem solving via concrete materials, cooperative learning. For elementary education majors only. Prereq.: 330 or permission of instructor. 3 credits F.

## **MATH 536. Data Analysis and Probability for K-8 Teachers.**

Data collection and organization; measures of central tendency and variance; inferences and convincing arguments; subjective, theoretical, experimental, and conditional probability; simulation; counting principles; mathematical expectation. Techniques, technology, and current trends in the teaching and learning of data analysis and probability. Prereq.: 112, 171, and 330. 3 credits S.

## **MATH 537. Geometry for K-8 Teachers.**

Geometric concepts, spatial visualization, spatial reasoning, justification, and proof. Techniques, technology, and current trends

in the teaching and learning of geometry. Prereq.: 112, 171 or 211, and 330. 3 credits F.

## **MATH 539. Using Technology to Teach Science and Mathematics, K-8.**

Demonstrating and exploring technology, such as computers and calculators, that enhances mathematics and science learning and instruction in the K-8 curriculum. Lab. Prereq.: 330 or permission of instructor. 3 credits S.

## **MATH 552. Numerical Analysis.**

Round-off error and computer arithmetic. Solutions of equations in one variable. Interpolation and polynomial approximation. Numerical integration and differentiation. Error analysis. Prereq.: 222, 252 or permission of instructor. 3 credits F, ALT.

## **MATH 553. Numerical Linear Algebra.**

Direct and iterative solutions in linear algebra. Orthogonal polynomials, splines and least squares approximations. Error analysis. Prereq.: 222, either 311 or 312, and either 252 or CSCI 201. 3 credits F, ALT.

## **MATH 561. Modern Algebra I.**

Groups, subgroups, cyclic groups, permutation groups, isomorphisms, Cayley's theorem, cosets, Lagrange's theorem, normal subgroups, quotient groups, homomorphisms, the first isomorphism theorem construction of the integers and rational numbers from the natural numbers, rings, integral domains, and fields. Prereq.: 273, and either 311 or 312 or consent of instructor. 4 credits F, S.

## **MATH 562. Modern Algebra II.**

Ideals, factor rings, ring homomorphisms, polynomial rings, factorization of polynomials, irreducible polynomials, Euclidean domains, introduction to fields, extension fields, splitting fields, algebraic and transcendental numbers, geometric construction. Prereq.: 561. 3 credits DEMAND.

## **MATH 565. Elements of Geometry**

An analysis of axiomatic systems, a critique of Euclid, an axiomatic development of neutral, Euclidean, Lobachevskian and Riemannian geometries, and an introduction to transformational geometry. Prereq.: high school geometry, 273 and 312. 3 credits S.

## **MATH 580. Topics in Mathematics.**

Designed for intensive study in a special topic in pure or applied mathematics. Topic will be announced in class schedule. Approval of instructor required for enrollment. May be repeated to a maximum of six credits. 3 credits DEMAND.

## **MATH 582. Student Teaching Seminar.**

Reflections of and extensions of the student teaching experience in a seminar format; individual classroom observations. Must be taken concurrently with student teaching. S/U grading option only. 2 credits F, S.

## **MATH 583. Topics in Elementary School Mathematics.**

In depth study of a special topic in mathematics relevant to the elementary school curriculum. Prereq.: 330 or permission of

instructor. 3 credits DEMAND.

## Mathematics (MATH) Courses for Graduate Students Only

### **MATH 610. Advanced Engineering Mathematics.**

Ordinary differential equations, series solutions, transforms, boundary value problems, vector calculus, partial differential equations. Prereq.: 311 or 321, 325. 3 credits F.

### **MATH 630. Topics in Mathematics Education.**

In-depth study of a special topic in mathematics education: topic to be announced in class schedule. May be repeated to a maximum of six credits to be applied to M. S. in mathematics. Grading option: S/U or ABCD. Prereq.: approval of instructor. 1-3 credits DEMAND.

### **MATH 631. Teaching Mathematics in the Junior High School.**

Selected topics including: current curriculum and pedagogical developments; mathematics content, materials, and approaches; assessment, remediation, research. 3 credits F, ALT.

### **MATH 632. Teaching Mathematics in the Secondary School.**

Selected topics including: mathematical perspectives and processes; mathematics content, materials, and approaches; assessment and remediation; research. 3 credits F, SUM, ALT.

### **MATH 633. Research Implications for Mathematics Learning and Teaching.**

Implications for classroom practice of current and past research on mathematics learning and teaching at the middle and secondary school levels. How students learn specific mathematical content within the context of mathematical learning theory.

## Mechanical and Manufacturing Engineering (MME)

### **MME 500. Heat Transfer.**

Fundamentals and applications of one and two dimension heat transfer through conduction, convection, and radiation. Governing equations and boundary conditions are covered, including finite difference and finite element solutions. Prereq.: 300, MATH 311. 3 credits F.

### **MME 502. Thermal Sciences in Product and Process Design.**

Application of thermal science principals to product and process design including electronic packaging, hot working, lubrication, quenching, casting; thermal failure modes and reliability; thermal stress and strain in mixed material structures. Technical elective. Prereq.: 300, 330, 340, 400 (or conc.). 3 credits DEMAND.

### **MME 503. Design of Thermal Systems.**

Piping systems; heat exchangers; pumps, fans, compressors; fossil fuels and combustion; solar thermal energy; energy conversion and storage; synthesis of thermal systems design topics. Technical elective. Prereq.: 200, 340, 400 (or conc.) 3 credits DEMAND.

### **MME 511. Mechanical Behavior of Materials.**

Processing and property relationships in metals, polymers, and ceramics; implications to mechanical design including yield,

3 credits DEMAND.

### **MATH 634. Teaching Geometry in the Secondary School.**

Historical development, current issues and trends, curricular reform movements, experimental programs, research findings. 3 credits DEMAND.

### **MATH 635. Teaching Algebra in the Secondary School.**

Historical development, current issues and trends, pedagogical issues, role of technology, special topics, experimental programs, assessment and research findings. 3 credits DEMAND.

### **MATH 636. Calculus for Secondary Teachers.**

Advanced treatment of calculus concepts, including limits, the derivative, the integral, sequences, and series. Applications of calculus to real-world problems. 3 credits DEMAND.

### **MATH 660. Number Theory.**

Prime and composite integers. Diophantine analysis, number congruences, quadratic residues. Prereq.: 561 or consent of instructor. 3 credits DEMAND.

### **MATH 661. Contemporary Geometry.**

Geometric transformations on the Euclidean plane and in higher dimensions, axiomatic and analytic projective geometry, projective transformations, topological transformations, topology of surfaces and Euler's formula. Prereq.: 312, 561. 3 credits DEMAND.

### **MATH 662. History of Mathematics.**

Historical survey of the development of mathematics. Prereq.: 221. 3 credits S, SUM, ALT.

### **MATH 699. Thesis.**

1-6 credits DEMAND.

failure, life predictions, and/or fracture; dislocation theory; yield surfaces; creep; composites; new materials. Technical elective. Lab. Prereq.: 330, 340, MATH 311. 3 credits DEMAND.

### **MME 520. Finite Element Method.**

Linear finite element methods including shape functions, stiffness matrix, trusses, beams, and isoparametric elements. Application to stress analysis and heat transfer with comparisons to other methods. Technical elective. Lab. Prereq.: 220, 340, MATH 311. Coreq.: 400 or consent of instructor. 3 credits DEMAND.

### **MME 530. Metrology and Precision Manufacturing.**

Theories of tolerance, gauging, error assessment and calibration, interferometry, precision sensing, applications to the design and monitoring or precision machinery. Technical elective. Lab. Prereq.: 300, 340, MATH 311 3 credits DEMAND.

### **MME 531. Computer-Aided Manufacturing.**

Part design specification, computer aided design, process engineering, PLC (programmable logic controller), data communication, fundamentals of NC, rapid prototyping, stereo lithography, NC software, group technology, process planning. Prereq.: 320, 330. 3 credits S.

## Mechanical and Manufacturing Engineering (MME) Courses for Graduate Students Only

### **MME 535. Materials Processing Analysis.**

In-depth study of selected manufacturing processes such as casting, extrusion, welding, joining, precision/ultraprecision machining and others. Technical elective. Lab. Prereq.: 300, 330, MATH 325 or consent of instructor. 3 credits DEMAND.

### **MME 540. Solid Mechanics.**

Elasticity, energy methods, torsion of noncircular cross sections, nonsymmetrical bending, thin-walled beams, curved beams, plates, fatigue and fracture, and composites. Technical elective. Prereq.: 340, MATH 325. 3 credits DEMAND.

### **MME 542. Dynamics II.**

Three dimensional kinematics and kinetics of rigid bodies, gyroscopic motion, multi-body systems, Lagrange's equations. Technical elective. Prereq.: 242 or equivalent. 3 credits DEMAND.

### **MME 550. Industrial Robots.**

Robot design, capabilities, economics and interfacing. Forward and inverse arm solutions, Jacobian, control algorithms. Control hierarchy and languages. Technical elective. Lab. Prereq.: 351, MATH 311. 3 credits F, DEMAND.

### **MME 560. Quality Engineering.**

Quality characteristics and the impact of engineering design. Interaction of management, customers, and culture. Robust design methods, design of experiments, control charts, cause and effect relationships, least squares and SVD identification. Lab. Prereq.: 330; STAT 353, or consent of instructor. 3 credits F.

### **MME 562. Production Control.**

Production systems, forecasting and time series analysis, inventory systems, capacity and material requirements planning, project planning and operations scheduling, job sequencing. Batch and discrete-parts production. MRP II and JIT and CIM. Technical elective. Lab. Prereq.: 331; STAT 353. 3 credits F, DEMAND.

### **MME 564. Process and Tool Design.**

Manufacturing methods, and product design at a competitive price. Methods of processing. Part design representation. Computer-Aided Process Planning (CAPP). Machine tool design: precision, drives, and economy. Cutting and forming tool materials, sharpening, and standards. Design of jigs, fixtures, and pressworking tools. Lab. Prereq.: 330, 340, 360. 3 credits F.

### **MME 570. Facilities Planning and Material Handling.**

Work analysis, process design and material flow analysis. Facility layout and material handling systems design using systems engineering approach. Stochastic process analysis and simulation techniques. Projects. Lab. Prereq.: 330, 341, STAT 353. 3 credits S.

### **MME 590. Special Topics.**

Emerging manufacturing methods, experiments, materials, design methods, thermal issues, or processes applicable to manufacturing or mechanical engineering. Technical elective, offered on DEMAND. May be repeated to a maximum of nine credits. Prereq.: junior or senior in mechanical or manufacturing engineering. 1-3 credits F, S.

### **MME 601. Advanced Heat Transfer**

Conduction, convection, and thermal radiation principles applied to multi-mode problems, mass transfer, analytical and numerical techniques, application to heat-exchangers, thermal stress, manufacturing. Prereq.: 400 or equivalent, MATH 610. 3 credits DEMAND.

### **MME 620. Advanced Finite Element Methods**

Energy methods, multidimensional, large deformation, and/or nonlinear problems. Applications to plates, shells, vibrations, thermal sciences and/or manufacturing processes. Boundary elements. Recent developments. Elective. Prereq.: 420, MATH 610 or consent of instructor. 3 credits DEMAND.

### **MME 630. Advanced Manufacturing Processes.**

Non-traditional manufacturing processes including MEMS/NANO manufacturing, EDM/ECM laser materials processing and rapid prototyping. Prereq.: 330, 400, or consent of instructor. 3 credits S.

### **MME 638. World Class Manufacturing.**

Engineering strategy and its formation process, manufacturing processes implementation; concurrent engineering, inventory management; lead-time management, value added trade-offs, and outsourcing. 3 credits F, DEMAND.

### **MME 640. Elastic and Plastic Behavior of Materials.**

Torsion, beams, cylinders and spheres, disks, the semi-infinite problem, notched members, and cyclic loading. Prereq.: 340, MATH 610. 3 credits S.

### **MME 650. Advanced Control of Mechanical Systems.**

Multi-input, multi-output mechanical systems, state space representation, controller methods, analysis, and design. Prereq.: 351 or equivalent. 3 credits F.

### **MME 663. Engineering Management.**

Developing high performance teams in technology driven companies, concepts of effective teams; motivation and leadership as applied to engineers and scientists, engineering innovation process, technological change as applied to engineers and scientists, engineering and R&D projects; effectiveness as an engineer. 3 credits S.

### **MME 664. Production and Operations Management.**

Production systems, product design and operations, design for manufacturability and design for assembly, FMEA, process design and facility layout, scheduling, operating and controlling the production system, analysis or dependent demand production systems, quality engineering. 3 credits F.

### **MME 680. Special Topics.**

Emerging manufacturing methods, experiments, materials, design methods, thermal issues, management techniques, or processes applicable to mechanical engineering or engineering management. Prereq.: graduate student in mechanical engineering or engineering management or permission of instructor. 1-4 credits DEMAND.

**MME 681. Seminar.**

Research and/or application of methods, models or experiments in mechanical engineering, manufacturing engineering, or engineering management. 1-4 credits DEMAND.

**MME 690. Special Topics.**

Emerging manufacturing methods, experiments, materials, design methods, thermal issues, management techniques, or processes applicable to mechanical engineering or engineering management. Prereq.: Graduate student in mechanical engineering or engineering management, permission of instructor. 1-3 credits F, S, DEMAND.

**MME 696. Research.**

Research in mechanical engineering, manufacturing engineering, or engineering management. 1-6 credits DEMAND.

**MME 697. Independent Study.**

Independent study of topics in mechanical engineering, manufacturing engineering, or engineering management. 1-6 credits DEMAND.

**MME 699. Master's Thesis.**

Significant advancement in the field of mechanical engineering, manufacturing engineering, or engineering management documented via thesis. 1-6 credits F, S, DEMAND.

## Music (MUS) Courses for Graduate Students Only

**MUS 602. Introduction to Research in Music and Music Education.**

Materials, techniques, and procedures for research in music and music education. 2 credits SUM, ALT.

**MUS 603. Opera Theatre.**

Performance of scenes, one-act and full-scale operas. Prereq.: consent of instructor. 1-2 credits F, S.

**MUS 604. Analytical Techniques**

Methods of analyzing Western music of 18th, 19th, and 20th centuries. Prereq.: MUSM 404/504 2 credits S, ALT.

**MUS 605. Elementary Music Education.**

Major contemporary methods of teaching music in grades K-8. 2 credits F, ALT.

**MUS 606. Secondary Music Education.**

The music program in secondary school, including philosophies and methods. 2 credits F, ALT.

**MUS 607. Psychology of Music.**

Perspectives on music learning and musical intelligence, including assessment of musical aptitude and achievement. 2 credits S, ALT.

**MUS 608. Curriculum Development in Music Education.**

Philosophical and historical study of the problems of music education curricular development with emphasis on current practices. 2 credits S, ALT.

**MUS 609. Score Preparation.**

Analyzing and preparing scores for rehearsal and performance with vocal and instrumental ensembles. Includes orchestration study. 2 credits SUM, ALT.

**MUS 611. Music History.**

History of music of specified periods in Western music history. Course may be repeated for credit. Section 1: Early Music/Baroque; Section 2: Classic/Romantic; Section 3: 20th Century Music; Section 4: Music of the United States. Two different sections of course required for degree. Prereq.: 602. 2 credits S, SUM.

**MUS 617. History of Wind Band Literature.**

Historical, social and stylistic trends unique to the wind band and its music. Educational resources and programming ideas for school bands. 3 credits F, ALT.

**MUS 618. Choral Literature.**

Choral scores and composers of different styles and eras from the Medieval period to the present. Analytical skills and program building. 3 credits F, ALT.

**MUS 619. Orchestral Literature.**

Orchestral music from the Baroque to the present. Educational resources and programming ideas for school orchestras. 3 credits DEMAND.

**MUS 620. Choral Conducting I.**

Review of basic conducting techniques. Study of advanced techniques, expressive gesture, score analysis and rehearsal techniques though preparing and conducting of choral works. 2 credits F, ALT.

**MUS 621. Choral Conducting II.**

Continuation of advanced conducting techniques, score analysis and preparation for the choral conductor. Prereq.: 620. 2 credits S, ALT.

**MUS 622. Instrumental Conducting I.**

Conductor's role, expressive conducting techniques, band and orchestral repertoire and literature sources, programming, score mechanics, reading, formats, and terminology. 2 credits F, ALT.

**MUS 623. Instrumental Conducting II.**

Score study processes, rehearsal techniques, conducting performance, procedures for self-evaluation and improvement. Prereq.: 622. 2 credits S, ALT.

**MUS 625. Seminar in Music Education.**

Research and discussion of latest developments and innovations in music education. Prereq.: 602. 2 credits DEMAND.

**MUS 627. Practicum in Class Piano.**

Supervised teaching of class piano to undergraduates who have limited or no class piano experience. 1 credit F, DEMAND.

**MUS 628. Advanced Piano Pedagogy.**

Basic problems and techniques in teaching advanced piano repertoire. Performance practices of historical periods. History of piano pedagogy. Prereq.: MUSE 530 and 531 or equivalent experience. IG required, prereqs count as electives in the program. 2 credits F, DEMAND.

**MUS 632. Piano.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.



**MUS 633. Organ.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 634. Harpsichord.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 635. Percussion.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 636. Voice.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 637. Violin.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 638. Viola.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 639. Cello.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 640. Bass.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 641. Trumpet.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 642. French Horn.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 643. Trombone/Euphonium.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 644. Tuba.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 645. Flute/Piccolo.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 646. Clarinet/Bass Clarinet.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 647. Saxophone.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 648. Bassoon.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 649. Oboe/English Horn.**

May be repeated. Prereq.: consent of instructor. Audition required. 2-3 credits F, S.

**MUS 652. Chamber Music Performance.**

Study and performance of chamber music. May be repeated to a maximum of two credits. Prereq.: consent of adviser. Audition required. 1 credit F, S.

**MUS 654. Major Performing Organization.**

Participation in an assigned sectional rehearsal of the band, choir, or orchestra. May be repeated to a maximum of two credits. Prereq.: consent of adviser. Audition required. 1 credit F, S.

**MUS 662. Piano.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 663. Organ.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 664. Harpsichord.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 665. Percussion.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 666. Voice.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 667. Violin.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 668. Viola.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 669. Cello.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 670. Bass.**

May be repeated. Prereq.: consent of instructor. Audition required. 3 credits F, S.

**MUS 671. Trumpet.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 672. French Horn.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 673. Trombone/Euphonium.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 674. Tuba.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 675. Flute/Piccolo.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 676. Clarinet/Bass Clarinet.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 677. Saxophone.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 678. Bassoon.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

**MUS 679. Oboe/English Horn.**

May be repeated. Prereq.: consent of adviser. Audition required. 3 credits F, S.

## Music Education (MUSE)

**MUSE 520. Early Childhood Music.**

Methods and materials for teaching music to children ages two through seven. 2 credits DEMAND.

**MUSE 528. Introduction to Orff-Schulwerk.**

Basic overview of materials and characteristics of Orff-Schulwerk-based musical instruction, with emphasis on elementary and middle-school music. Prereq.: 201, 331 or consent of instructor. 3 credits DEMAND.

**MUSE 530. Elementary Piano Pedagogy.**

Basic problems, techniques and materials relevant to teaching piano to the pre-school and elementary student. Business challenges of running a studio. Professional responsibilities of the private teacher. 2 credits F, DEMAND.

**MUSE 531. Intermediate Piano Pedagogy.**

Basic problems, techniques and materials relevant to teaching piano to the intermediate and early advanced student. Performance practices of historical periods related to this material. Techniques in judging and critiquing performance. 3 credits S, DEMAND.

**MUSE 542. Vocal Pedagogy.**

Basic techniques in the teaching of voice including the young voice. Survey of procedures and materials. 2 credits F, ALT.

## Music Musicianship (MUSM)

**MUSM 502. Orchestration.**

Principles and methods of writing and arranging music for instrumental and vocal ensembles. Instruments of the orchestra, the human voice, Western music literature and arranging for various combinations of instruments. Prereq.: 204. 3 credits S, ALT.

**MUSM 503. Counterpoint.**

18th century contrapuntal practices. Prereq.: 204. 2 credits F, ALT.

**MUSM 504. Pedagogy of Music Theory.**

A comprehensive review of Western music theory and pedagogic methodology. Prereq.: 204. 2 credits F, ALT.

**MUS 680. Graduate Seminar: Research in Piano Pedagogy.**

Student research projects at all levels of piano pedagogy. Prereq.: MUSM 530, 531. 2 credits DEMAND.

**MUS 696. Masters Seminar.**

Composition of exit documents (revised course projects and synthesis paper) and preparation for final oral examination. ARRANGED. 1 credit

**MUS 698. Creative Work.**

Arranged. 1-6 credits

**MUS 699. Thesis.**

Arranged. 1-6 credits

**MUSE 583. Workshop: New Music Materials Clinic.**

Participation in clinic and music reading sessions at an approved new music materials clinic. May be repeated, a maximum of one credit can be used toward a degree program. (registration appears as fall through continuing studies) 1 credit SUM.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

**MUSE 589. Workshop: Minnesota Music Educators Clinic.**

Participation in clinic and workshop sessions at Minnesota Music Educators Association Mid-Winter Clinic. Maximum of one credit toward a degree program. 1 credit S.

**MUSM 523. Jazz Harmony.**

A comprehensive study of jazz harmony and its application in 20th century practices. Prereq.: 204. 2 credits F.

**MUSM 533. Electronic Music I.**

History and literature of electronic music. Principles of sound production, music synthesis and computer applications in music creation and pedagogy. Prereq.: 204 or permission of instructor. 2 credits F.

**MUSM 534. Electronic Music II.**

Applications of MIDI, synthesis, sampling, and computer based audio and MIDI software to create electronic music. Prereq.: 433/533. 2 credits S.

**MUSP 505. Keyboard Accompanying.**

Discussion and performance of representative keyboard accompaniments. Permission of instructor. 1 credit DEMAND.

**MUSP 532. Piano.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 533. Organ.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 535. Percussion.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 536. Voice.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 537. Violin.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 538. Viola.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 539. Cello.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 540. Bass.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 541. Trumpet.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 542. French Horn.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 543. Trombone/Baritone.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 544. Tuba.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 545. Flute/Piccolo.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 546. Clarinet/Bass Clarinet.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 547. Saxophone.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 548. Bassoon.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 549. Oboe/English Horn.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

**MUSP 554. Secondary Instrument.**

May be repeated. Prereq.: consent of instructor. 1-2 credits F, S.

## Nursing Science (NURS) Courses for Graduate Students Only

**NURS 601. Leadership for Advanced Nursing Practice.**

Nursing theories, contemporary nursing issues, advanced nursing roles, holistic nursing concepts and health promotion. Students will assess and define their own leadership styles and potential. Prereq.: Admission to MSN program. 3 credits F, S, SUM.

**NURS 602. Advanced Nursing Leadership Strategies: Expanding the Circle.**

Components and skills necessary to impact diversity, leadership, health care policy and social justice. Prereq.: Admission to MSN program. 3 credits F, S, SUM.

**NURS 603. Advanced Nursing Research and Ethics.**

Research process and advanced ethical issues as related to nursing practice. Prereq.: Admission to MSN program. 3 credits F, S, SUM.

**NURS 604. Informatics and Effects of Technology on Health Care Delivery.**

Health care technologies and information systems in education and clinical practice. Current and emerging technologies and

the impact of technology on nursing education, nursing practice, patient care and outcomes. Prereq.: Admission to MSN program. 3 credits F, S, SUM.

**NURS 610. Foundations of Nursing Administration.**

Principles of nursing management and administration. Includes a practicum where students use skills in time management, listening, cultural awareness and research to identify leadership issues or problems and plan interventions. Requires experience with a preceptor. Prereq.: 601. 4 credits F, S, SUM.

**NURS 611. Advanced Nursing Administration.**

Capstone course where students apply the administration process in various health care delivery settings. Requires integration of information from previous courses. 4 credits F, S, SUM.

**NURS 614. Skills and Strategies for Nursing Education.**

Role of nurse educator, contemporary educational theories, teaching strategies, evaluation, behavioral objectives, use of technology and different types of learning. Opportunities to present and critique teaching sessions of peers. 4 credits F, S, SUM.

**NURS 615. Role Analysis and Curriculum Development of**

## **Nursing.**

Issues impacting nursing education with application of contemporary educational theories applied to a variety of nursing education settings. Methods of evaluation and assessment strategies. Direct experience component as a capstone activity. 4 credits F, S, SUM.

### **NURS 616. Cross Cultural Nursing Emphasizing Indigenous Native American Health.**

Multidimensional cross cultural nursing concepts with an emphasis on historical and contemporary indigenous Native American health, indigenous health challenges and strengths, health care systems, politics, tribal community, natural law, traditional healing practices. 4 credits F, S, SUM.

### **NURS 617. Foundations and Dimension of Indigenous Native American Nursing and Health Care.**

Nursing and health care practicum in tribal and urban Native American communities. Research opportunities and therapeutic methods of delivering health care to indigenous people, examination of discrimination and social justice as it relates to indigenous people and identification of ways to integrate course concepts into personal perspectives and professional health world views. 4 credits F, S, SUM.

### **NURS 618. Readings in Nursing (Topical).**

Advanced study in nursing of research in nursing is examined and analyzed with the assistance of a faculty member. Prereq.:

consent of instructor. 1-3 credits F, S, SUM.

### **NURS 619. Special Topics in Nursing.**

Current issues in specialized area of nursing. May include laboratory. May be repeated to a maximum of four credits. 1-3 credits F, S, SUM.

### **NURS 620. Seminar in Nursing (Topical).**

Oral presentations by student. Discussion and student presentation of issues in nursing. May be repeated to a maximum of four credits. 1-2 credits F, S, SUM.

### **NURS 621. Scholarly Paper in Nursing.**

Students prepare a scholarly paper under the guidance of a faculty member. 4 credits F, S, SUM.

### **NURS 622. Professional Portfolio in Nursing.**

Preparation of a professional portfolio. 4 credits F, S, SUM.

### **NURS 623. Research in Nursing.**

Research in nursing. May be repeated to a maximum of six credits. 1-3 credits F, S, SUM.

### **NURS 699. Master's Thesis.**

Preparation of a thesis. 1-6 credits F, S, SUM.

## **Philosophy (PHIL)**

### **PHIL 511. Topics in Philosophy.**

Study of a single philosopher, problem or special topic. Topics specified in class schedule. May be repeated with different topic. Prereq.: at least one 300-level course. 3 credits F, S.

### **PHIL 551. Seminar.**

Advanced study of a single philosopher, problem or special topic in a seminar setting. Topics specified in class schedule. May be repeated with different topic. Prereq.: two courses between 301-304 or permission of instructor. 3 credits S.

### **PHIL 581. Professional Ethics.**

The concept of a profession and the relationships that constitute professional activity. Ethical issues including confidentiality,

privacy, consent, whistle blowing, professional codes of ethics and social responsibility. 3 credits F.

### **PHIL 582. Philosophy of Law and Punishment.**

The nature, purpose and foundations of law. Legal and moral responsibility, just punishment, the limits of authority and legal reasoning. 3 credits S.

### **PHIL 584. Global Business Ethics.**

Personal, organizational and nationalistic issues in international business. Ethical relativism, corporate responsibility for the environment, bribery and the use of Third World labor. Personal dilemmas and conflicts in policy making. 3 credits F, S.

## **Physical Education and Sport Science (PESS)**

### **PESS 508. Philosophy of Sport.**

Objectives/values of sport in a contemporary society. 2 credits F, S, SUM.

### **PESS 523. Basic Electrocardiography.**

Study and measurement of the electrical activity associated with cardiac function. Prereq.: 349 or permission of instructor. 3 credits S.

### **PESS 530. Seminar: Topical.**

Selected topics in physical education and/or sport science. May be repeated to a maximum of six credits. 1-3 credits DEMAND.

### **PESS 534. Organization and Administration for Physical Education K-12.**

Program planning, curriculum development, methods of presentation in grades Pre K-12. Prereq.: admission to major. 3 credits F, S.

### **PESS 539. Social Skills and Initiative Activities.**

Adventure games, initiative problems and trust activities which foster cooperative social skills and attitudes in children and youth. 1 credit DEMAND.

**PESS 545. Computer Applications in Health and Physical Performance.**

Applications of computer technology as it relates to the disciplines of health, physical education, recreation and sport science. 2 credits DEMAND.

**PESS 548. Biomechanics**

The application of anatomy and physics to the study of human motion. Lecture and lab. Prereq.: 248 or 249 and PHYS 231 or instructor's permission. 3 credits S.

**PESS 549. Physiology of Exercise.**

A study of the physiological effects upon the human body. Lecture and lab. Prereq.: 349 3 credits F, S.

**PESS 556. Administration of Interscholastic Athletics.**

History and objectives of national, state and local control, and modern challenges in interscholastic athletic programs. 2 credits S, SUM.

**PESS 561. Assessing Motor Performance of Children with Disabilities.**

Techniques and procedures for assessing motor performance of children with disabilities emphasizing available assessment tools, interpretation of data, preparation of Individualized Educational Programs (IEPs), and due process. Prereq.: 312 or consent of instructor. 3 credits S.

**PESS 562. Programming for Students with Disabilities: Grades PreK-6.**

Curricular programming, teaching techniques, and adaptations and/or modifications for students with disabilities in physical education settings, grades PreK to 6. 2 credits F.

**PESS 563. Programming for Students with Disabilities: Grades 7-12.**

Curricular programming, teaching techniques, and adaptations and/or modifications for students with disabilities in physical education settings, grades 7 to 12. 2 credits S.

**PESS 564. Developmental/Adapted Physical Education Practicum I: Grades PreK-6.**

Practical experiences teaching children with disabilities through direct delivery and/or consultation services in grades PreK to 6 physical education settings. S/U grading only. 2 credits F, S.

**PESS 565. Developmental/Adapted Physical Education Practicum II: Grades 7-12.**

Practical experiences teaching children with disabilities through direct delivery and/or consultation services in grades 7 to 12 physical education settings. S/U grading only. 3 credits F, S.

**PESS 591. Psychology of Sport.**

Examining sport in terms of motivation, performance, and the relationship between sport and human development. 2 credits F, S.

## Physical Education and Sport Science (PESS) Courses for Graduate Students Only

**PESS 601. Research Methods in Physical Education and Sport Science.**

Selection of research topics, searching literature, test construction, descriptive methods, laboratory research, application of statistical procedures, formal writing, and experimental design in physical education and sport science domains. The course is also designed to help the student prepare for work on a starred paper or thesis. 3 credits S.

**PESS 602. Research Seminar.**

Research and seminar presentation on selected topics related to physical education and sport science. May be repeated to a maximum of two credits. Prereq.: consent of department. 1 credits DEMAND.

**PESS 610. Physical Performance and Global Society.**

Interrelationship of sport and physical activity with aspects of culture in the U.S. and other major countries. Offered once per calendar year. 3 credits S.

**PESS 615. Human Movement: A Neurological Approach.**

The neurological foundations of movement and abnormal movement patterns as a result of genetics, trauma, environmental influences, and disease upon the nervous system. 3 credits F, ALT.

**PESS 616. Current Issues in Developmental/Adapted Physical Education.**

Current issues relevant to students with disabilities, such as: state and federal mandates, education, physical activities, competitive sports, health and wellness, exercise science, and sports medicine. 3 credits F, ALT.

**PESS 620. Seminar in Exercise and Sport Science.**

A discussion and evaluation of current research in the fields of biomechanics and exercise physiology will be held. By the end of the semester students will develop, write, and present a thesis proposal. Prereq.: PESS 630 and PESS 631, or permission of instructor. 3 credits F.

**PESS 624. Internship in Exercise and Sport Science.**

Course is designed to provide exercise and sport science graduate students with a research, clinical or applied experience outside of the university environment. Prereq.: 625 and 626. 3-8 credits DEMAND.

**PESS 625. Laboratory Techniques in Exercise and Sport Science I.**

Development of proficiency in common laboratory procedures used in exercise and sport science. Topics include: ECG, pulmonary function, body composition, test protocols, oxygen uptake, and lactate threshold. Prereq.: undergraduate exercise physiology course. 3 credits F.

**PESS 626. Laboratory Techniques in Exercise and Sport Science II.**

Development of proficiency in common laboratory procedures used in exercise and sport science. Topics include: EMG, 2D and 3D cinematography, ground reaction forces, center of pressure and accelerometry. Prereq.: undergraduate anatomy and

biomechanics (or physics) courses. 3 credits S.

**PESS 628. Numerical Analyses in Exercise and Sport Science.**

Development of proficiency in statistical application and techniques that are used to numerically analyze exercise and sport science data. Topics include: differentiating and filtering of positional data, spectral analysis (FFT) of EMG and force data. Prereq.: 626 and 631, spreadsheet proficiency or computer programming experience. 3 credits DEMAND.

**PESS 630. Advanced Principles in Exercise Physiology.**

Review of fundamental principles and concepts in exercise physiology that are relevant to fitness and sport performance. It is intended to assist the exercise science students in their preparation for the content exam. Prereq.: undergraduate exercise physiology course. 3 credits F.

**PESS 631. Advanced Principles in Biomechanics.**

Review of fundamental principles and concepts in biomechanics that are relevant to injury prevention and sport performance. It is intended to assist the exercise science students in their preparation for the content exam. Prereq.: undergraduate anatomy and biomechanics (or physics) courses. 3 credits S.

**PESS 632. Seminar in Physical Education and Sport Science.**

Issues in coaching, teaching and/or supervising in school settings. 3 credits DEMAND.

**PESS 633. Readings and Research in Physical Education and Sport Science.**

Selected readings on current topics in physical education and sport science. 1-4 credits DEMAND.

**PESS 637. Practicum I in Sports Management.**

Supervised experience in an off-campus recreational setting peculiar to the student's needs. Prereq.: consent of instructor. 1 credit DEMAND.

**PESS 638. Practicum II in Sports Management.**

Supervised experience in an off-campus athletic setting peculiar to the student's needs. Prereq.: consent of instructor. 1 credit DEMAND.

**PESS 640. Law and Sport.**

Provides insight into the development and implementation of sound policies, procedures, and safety regulations as the law pertains to athletics and recreational sports. Rotation: F, S, SUM. 3 credits

**PESS 652. Assessment in Physical Education and Sport Science.**

Critical study of assessment in physical education, sport science and other related areas. 3 credits DEMAND.

**PESS 654. Advanced Theory of Competitive Athletics.**

Practical problems associated with coaching and training a competitive athlete through high school and college years. No

one sport will be stressed. Rotation: F, S, SUM. 3 credits

**PESS 658. Finance and Marketing in Sports Management.**

Marketing and finance techniques unique to sports management. 3 credits F.

**PESS 660. Organization and Administration in Sports Management.**

Introduction to the organization and administrative issues in management and leadership theory in sports management. Rotation: F, S, SUM. 3 credits

**PESS 661. Planning Physical Education and Sport Facilities.**

Principles, terminology, and standards for planning construction, use and maintenance of facilities. 3 credits DEMAND.

**PESS 680. Internship in Sports Management.**

On-site administrative internship in athletic and/or recreational sports setting under the cooperative supervision of an administrator and university supervisor. Prereq.: 640 and 660 or equivalent. 2-6 credits DEMAND.

**PESS 690. Seminar: (Topical).**

Selected topics of interest/need in physical education and sport management. May be repeated to a maximum of 7 credits. 1-3 credits DEMAND.

**PESS 699. Thesis.**

1-6 credits F, S, SUM.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

**PESS 522. Workshop: Appropriate Games and Activities for Teaching Basic Skills.**

Workshop for elementary/physical education teachers. The theme is "Games with a Purpose." 1 credit DEMAND.

**PESS 525. Workshops in Track and Field.**

Uses a learn-by-doing approach to track and field. Special emphasis will be placed on biomechanical analysis of events as well as coaching and officials certification. 2 credits DEMAND.

# Physics, Astronomy and Engineering Science (PHYS)

## **PHYS 520. Seminar.**

Lectures, readings, discussion on selected topics. May be repeated. 1-3 credits DEMAND.

## **PHYS 535. Laser Optics.**

The interaction of light with matter including conditions for laser gain and oscillation, resonance cavities, and Gaussian beams. Examples of laser systems and applications. Lab. Prereq.: PHYS 333. 3 credits S, ALT.

## **PHYS 536. Advanced and Fourier Optics.**

Multilayer dielectric films, Fresnel reflection and diffraction, applications of Fourier optics. Lab. Prereq.: PHYS 333. 3 credits S, ALT.

## **PHYS 542. Topics in Biomedical Engineering.**

Instrumentation, data analysis and phenomenological principles

of clinical interest. Prereq.: EE 312; ENGR 334; MATH 334 or permission of instructor. 3 credits DEMAND.

## Permanent Workshop Descriptions

These courses are not intended to support a graduate degree program but are intended to respond to identified needs of post-baccalaureate students. Please refer to the all-university course section in this bulletin to determine the maximum number of workshop credits which may be applied to graduate degrees.

### **PHYS 586. Workshop: Holography.**

Basic principles of holography. Constructing simple holographs. 1 credit DEMAND.

# Political Science (POL)

## **POL 511. The Presidency.**

Analysis of the American presidency with emphasis on presidential selection, the leadership role of the presidency, legislative involvement, relations with the media and the American public, the president as party leader, and internal relationships between members of the executive branch. Prereq.: 195. 3 credits

## **POL 512. Legislative Process.**

Legislative functions, elections, process, influence on decision making and problems. Prereq.: 195 or permission of instructor. 3 credits ALT.

## **POL 513. Judicial Process.**

An examination of the structure, process and personnel of American courts with particular emphasis on the role of the U.S. Supreme Court in American political system. Prereq.: 195. 3 credits ALT.

## **POL 551. International Law.**

Survey of development and contemporary application of rules and principles of international law: maritime laws, ocean resources, space, and peaceful settlement of disputes between states. Prereq.: 251. 3 credits ALT.

## **POL 552. United Nations and Regional Organization.**

Organization, authority, achievements and problems of the United Nations and its auxiliary components. Prereq.: 251. 3 credits ALT.

## **POL 554. The Politics of the Global Economy.**

The interaction of the nation-state and the international economy will be explored through the introduction of the contending philosophies and approaches and theories (e. g. neo-realism, rational choice theory, dependency theory). Prereq.: 251 and 353 or consent of instructor. 3 credits ALT.

## **POL 563. American Political Thought.**

Study of the philosophy and theories which underlie the American system of democratic government which has

contributed to the formation of this system of government. Prereq.: 195. 3 credits ALT.

## **POL 565. Modern Ideologies.**

A study of the ideologies of fascism, communism and ideas which have contributed to democratic thought. 3 credits ALT.

## **POL 570. Public Opinion and Electoral Behavior.**

Nature of public opinion and major influences, elections, parties, measurement, and impact. Lab. Prereq.: 195 or permission of instructor. 3 credits ALT.

## **POL 581. Administering Public Policy.**

Studies of the initiation, content, administration and impact of selected contemporary domestic government policies: transportation, consumerism, environment, poverty. Prereq.: 195. 3 credits ALT.

## **POL 582. Public Personnel Administration.**

Personnel methods in the public sector including recruitment, employee performance, employee rights, collective bargaining, affirmative action and employee conduct. Prereq.: 195. 3 credits ANNUAL.

## **POL 583. Managing Local Governments.**

Practical problems of local administration including grant applications, personnel, budgeting, public works and local renewal. Prereq.: 212 or 313 or consent of instructor. 3 credits ALT.

## **POL 584. Public Budgeting.**

Budgeting in public agencies. Emphasis on budget preparation, budget politics, capital budget, debt administration. Practical applications of budget making. Lab. Prereq.: 380; computer literacy, introductory statistics; ECON 460 or 461 recommended. 3 credits F.

## **POL 585. Administrative Law.**

Legal problems arising from use of administrative agencies; administrative procedure; judicial relief against administrative action. Prereq.: 195. 3 credits DEMAND.

**POL 586. Program Evaluation.**

Introduces students to methods for policy and program evaluation. Students are required to apply a methodology of choice to evaluate the effectiveness of a specific public policy or program. Prereq.: 195, 201, 380 or instructor's permission. 3 credits ALT.

**POL 591. Constitutional Law.**

A study of supreme court decisions which interpret the federal system; powers of the legislative, executive, and judicial branches, the commerce clause; federal taxation powers. Prereq.: 195. 3 credits ALT.

**POL 592. The Courts and Civil Rights.**

Supreme Court decisions concerning discrimination, speech,

## Psychology (PSY)

**PSY 505. Ethical Issues in I/O Psychology.**

A survey of professional, ethical, and legal standards and guidelines related to industrial and organizational psychology. Prereq.: instructor's permission. 2 credits S.

**PSY 525. Psychology of Creativity.**

Creativity from the perspectives of social, cognitive, transpersonal, organizational, and neurological psychology. Assessment and development of creativity. 3 credits F, S.

**PSY 527. Research on Psychology of Women.**

Psychological research dealing with women and women's issues. Reducing sex bias in psychological research. Prereq.: 225 or instructor's permission. 3 credits ALT.

**PSY 541. Child Psychology.**

Study of childhood, current research, theory, and development of children in various cultures. Integrated lab. Prereq.: 240. 3 credits F.

**PSY 542. Psychology of Adolescence.**

Study of adolescence: current research, theory, and development of adolescents in various cultures. Integrated lab. Prereq.: 240. 3 credits S.

**PSY 543. Psychology of Adult Development and Aging.**

Study of adulthood and aging, current research, theory and development of adults in various cultures. Integrated lab. Prereq.: 240. 3 credits F, S.

**PSY 560. Organizational Psychology.**

Theory and research of organizational behavior. Leadership, culture, work motivation, and job satisfaction. Prereq.: instructor's permission. 3 credits ALT.

**PSY 573. Aggression, Anger, and Violence.**

Origins and determinations of human aggression: psychological theories, research, and applications. 3 credits S.

**PSY 589. Psychology of Learning.**

Psychological theories of learning. Human and animal research. Constraints learning. Prereq.: 115, 116, 201, 202 or instructor's permission. 3 credits S.

**PSY 590. Psychological Disorders.**

Classification, description, etiology and treatment of the disorders of personality organization and behavioral integration. 3 credits F, S, SUM.

religion, search and seizure, counsel and other individual rights. Prereq.: 195. 3 credits ALT.

## Political Science (POL) Courses for Graduate Students Only

**POL 619. American Government Seminar.**

Research under faculty guidance and supervision. A specific topic selected each time offered. May be repeated to a maximum of nine credits. Prereq.: consent of instructor. 3 credits DEMAND.

**POL 699. Thesis.**

1-6 credits DEMAND.

**PSY 592. Health Psychology.**

Research, theory and practice involved in the interrelationship of behavior, psychological states, physical health and social well being. Discussion of prevention, development of major illness, and healthcare policy. Prereq.: instructor's permission. 3 credits S.

## Psychology (PSY) Courses for Graduate Students Only

**PSY 602. Psychometrics.**

Measurement theory in psychology, scaling, correlation-based statistics, test development and evaluation, reliability, validity, norms, measurement error, quasi-experimental designs. Prereq.: instructor's permission. 3 credits F.

**PSY 603. Inferential Statistics I.**

Set theory, probability theory, and statistical inference, linear correlation and regression, analysis of variance and multivariate approaches. Prereq.: instructor's permission. 3 credits F.

**PSY 604. Inferential Statistics II.**

Quantitative methods in psychology. The design and analysis of multivariate experiments. Prereq.: 603. 3 credits S.

**PSY 630. Seminar in Psychology.**

In-depth study of selected topics in psychology, such as attention, personality and individual differences, human factors, job analysis and consumer psychology. May be repeated to a maximum of nine credits. Prereq.: instructor's permission. 1-3 credits DEMAND.

**PSY 640. Advanced Developmental Psychology.**

Human growth and development. Trends, problems, theory, and contemporary research. 3 credits F.

**PSY 647. Psychology of Aging: Theory and Research.**

Theory and research on the psychology of aging. Physical, social, and cognitive aspects of aging. 3 credits ALT.

**PSY 661. Criterion Development and Performance Assessment.**

Research, theory, and practice involved in the assessment of employee performance; development of assessment criteria, job analysis, performance appraisal methods. Prereq.: 602, 603. 3 credits DEMAND.



**PSY 662. Psychology of Training and Organizational Development.**

Psychological theory and research relating to employee training and organizational development. The development and delivery of training programs and organizational development interventions. Prereq.: instructor's permission. 3 credits ALT.

**PSY 663. Psychology of Personnel Selection.**

Psychological issues and techniques underlying employee hiring, placement, and classification decisions. Legal and affirmative action issues, reliability and validity, validity generalization, utility, and psychological testing. Prereq.: instructor's permission. 3 credits ALT.

**PSY 671. Advanced Social Psychology.**

Theories and research in social psychology. Attitudes, social cognition, groups, social influence and interpersonal processes. Prereq.: instructor's permission. 3 credits S.

**PSY 686. Neuropsychology.**

The integration of psychological theory and concepts, neurophysiology, and neuroanatomy to describe adaptive and maladaptive behavior. 3 credits F.

**PSY 696. Practicum.**

Field experience at a business or agency applying psychological theory and research. Prior approval of the psychology graduate committee and site supervisor required. 1-6 credits DEMAND.

**PSY 699. Thesis.**

Prior approval from psychology graduate committee. 1-6 credits DEMAND.

## Public Non Profit (PNI)

**PNI 601. Reading in Public and Nonprofit.**

Guided study of individual investigation of special problems and/or theoretical topics in public and/or nonprofit institutions. May be repeated with different topic to a maximum of six credits. Prereq.: admission to graduate program. 1-3 credits DEMAND.

**PNI 630. Seminar in Public and Nonprofit Institutions.**

Advanced research and seminar presentation on selected topics dealing with theoretical issues and the management and evaluation of public and nonprofit institutions. Prereq.: Core. 3 credits DEMAND.

**PNI 644. Internship.**

A supervised internship in a government agency or a private nonprofit institution. Requires prior approval. 9 credits DEMAND.

**PNI 680. Program Evaluation Methods.**

An examination of the techniques of evaluation and their application to selected policy areas, including discussion of experimental, quasi-experimental and other evaluative tools. Requires completion of a research project. Prereq.: ECON 620. 3 credits DEMAND.

**PNI 699. Thesis.**

1-6 credits DEMAND.

## Public Safety Executive Leadership (PSEL) Courses for Graduate Students Only

**PSEL 610. Advanced Leadership Skills.**

Introduction to executive program with detailed examination of principles of leadership through case studies. Personal mission statements and focus on self-assessment of leadership styles, leadership skills, leadership strengths and weaknesses and issues of cultural and racial diversity. Prereq.: acceptance into PSEL M.S. program. 4 credits ANNUAL.

**PSEL 620. Budgeting in Public Safety.**

Financial accountability in public safety organizations including measurement, evaluation, reporting, concepts and issues, emphasizing management and stakeholders' analysis and the use of data-based decision making. Financial decision making for non-profit organizations. Emphasis on public accounting standards, debt management, procurement, evaluation of financial managerial personnel performance. Prereq.: 610. 4 credits ANNUAL.

**PSEL 640. Planning and Change - A Vision to the Future for Public Safety.**

Study of strategic planning and program evaluation. Work with bargaining units, assessing community needs, working with

gender, racially and culturally diverse groups, scheduling, and interagency liaison. Policy analysis and information management systems will be examined. The issues of planning and change will be related to the possible futures of the organization. Prereq.: 610. 4 credits ANNUAL.

**PSEL 660. Human Resource Management for Public Safety.**

Principles and concepts of human resource forecasting, planning and alternative staffing strategies within the organization. Staffing needs under common organizational conditions such as mergers, downsizing, and acquisitions. Selected topics include job analysis, recruiting methods, special needs of diversity in recruitment and training, selection techniques, training needs, termination procedures, ethical and legal implications of staffing policies. Focus on personnel appraisal and career path development. Addresses the employer-employee relationship in union and non-union settings, personnel negotiation, and leadership styles and qualities. Prereq.: 610. 4 credits ANNUAL.

**PSEL 680. Understanding and Utilizing Public Safety**

**Research.**

Review the uses and limitations of the scientific method and of quantified research. Present ethical considerations in the research process; and develop critical reading, critical thinking and self-presentation skills. Teach objective writing, questionnaire construction, fundamentals of survey research, use of management information systems and crime mapping. Identify key elements of the research process. ANNUAL. 4 credits

**PSEL 690. Leadership.**

## Recreation (REC)

**REC 512. Wilderness Expedition**

This experience is designed to be a field-based course focused on developing the student's outdoor leadership skills while participating on an extended expedition. The students will help plan and execute a safe, enjoyable expedition utilizing various forms of adventure travel (backpacking, canoeing, sea kayaking, or mountaineering) in a remote wilderness area. Intersession.

3 credits

**REC 515. Recreation Administration I.**

Daily management of human resources and departmental operations: departmental philosophies, policies and procedures; personnel management and professional competence; management styles; personnel laws; risk management and liability.

## Sciences (SCI)

**SCI 520. Teaching Science in a Social Context.**

Teaching science in a context of human enterprise. Lab. 4 credits F, S.

**SCI 530. Methods & Materials for Teaching Secondary Science.**

An introduction to modern techniques and curricula for teaching secondary school science. Prereq.: Admission to a teaching licensure program. 4 credits F.

**SCI 534. Contemporary Science Curriculum K-8.**

Literature based overview of contemporary science curriculum for elementary schools. A hands-on overview of recent elementary programs. Includes philosophy, rationale, sample activities and assessment. Prereq.: BIOL 302, CHEM 302, EAS 302. 3 credits DEMAND.

**SCI 536. Environmental Education for Teachers.**

Examination and experience with environmental curricula and materials for classroom and field instruction. 3 credits F, SUM.

Seminar-style capstone course will provide graduate students the opportunity to analyze the learning involved in the previous PSEL courses taken. Enable the students to review their own leadership skill development as well as knowledge base throughout the program and plan for the future. Focus on organizational research initiatives and personal leadership development. Prereq.: 610/680. 4 credits ANNUAL.

Prereq.: 233. 3 credits F.

**REC 516. Recreation Administration II.**

Daily management of departmental operations: financial accountability, bonds and taxes, budgeting process and types, fundraising and grants, customer service, marketing, promotion, public relation, and program life cycle. Prereq.: 233. 2 credits F, S.

**REC 541. Outdoor Education**

Developments in outdoor education, instructional principles of outing activities and outdoor education program materials and methods. 2 credits F.

**SCI 538. Contemporary Principles in Science Education.**

Topics to be determined and announced in class schedule. 1-3 credits DEMAND.

**SCI 540. Seminar in Science Teaching.**

A companion to student teaching. Reflections and application of science teaching strategies. 3 credits F, S.

**SCI 542. Special Topics in Science.**

An opportunity to pursue an in-depth study of a science topic such as environmental education, flora fauna of Minnesota, astronomy, chemistry in the home, Minnesota rocks and waters, and other topics as appropriate. 3 credits F.

**SCI 556. Methods and Materials for Teaching Earth Science.**

Modern techniques and curricula for teaching secondary school earth science. 3 credits F, S.

## Social Sciences (SSCI)

### **SSCI 560. Social Science Seminar.**

Analysis of issues or problems of an interdisciplinary social science nature. A specific topic will be selected each time the course is offered. May be repeated. Prereq.: of 30 credits completed. 1-3 credits DEMAND.

### **SSCI 570. Area Studies Seminar.**

Interdisciplinary social science analysis of conditions of an area. A specific country or region will be selected each time the course is offered. May be repeated. Prereq.: of 30 credits completed. 1-3 credits DEMAND.

### **SSCI 576. Black and American: Issues in Afro-American Studies.**

An interdisciplinary exploration of what it means to be both Black and American. A specific topic will be listed in the class schedule. 3 credits DEMAND.

## Social Sciences (SSCI) Courses for Graduate Students Only

### **SSCI 630. Problems in Social Sciences.**

Examination of the methods used and the problems faced in the various social science disciplines. Not open to students with a major or minor in social science. 3 credits SUM.

### **SSCI 699. Thesis.**

1-6 credits F, S, SUM.

## Social Studies (SST) Courses for Graduate Students Only

### **SST 640. Recent Trends in Teaching Social Studies in Secondary School (Topical).**

The secondary school social studies program viewed in light of new methods, curriculum trends, materials, and philosophies. May be repeated with different topic to a maximum of nine credits. 3 credits SUM.

## Social Work (SW)

### **SW 530. Social Work Practice with the Aging.**

Social services related to aging including practice settings, skills, values, social policy and research. 3 credits ALT.

## Sociology and Anthropology (SOC)

### **SOC 512. Self and Society.**

Nature, origins, development, maintenance, and change of self. Relationships between self and social situations, social interactions and social worlds. 3 credits DEMAND.

### **SOC 515. Sociology of Science.**

Examination of science in maintaining or challenging racism, sexism, ageism, ableism, xenophobia, heterosexism, classism, and environmental oppression within a global context. 2 credits DEMAND.

### **SOC 545. Political Sociology.**

Structural and ideological factors influencing the development and legitimation of political institutions, and the sociological conditions influencing the political processes. Prereq.: 111 or 160. 3 credits DEMAND.

### **SOC 555. Sociology of Work and Occupation.**

Changing nature of U.S. workforce, social meaning and organization of work. Relationships between occupation and social stratification systems. Prereq.: 111 or 160 or consent of instructor. 3 credits DEMAND.

### **SOC 556. Complex Organizations.**

Formal and informal organizational structures, processes, and behavior. Power, conflict, roles, values, and culture in corporations and bureaucracies. Prereq.: 111 or 160 or permission. 3 credits F.

### **SOC 560. Social Problems and Social Policy.**

Identification and analysis of structural and value-oriented problems in industrial society. Theory and research as related to development of social policy. Prereq.: 160 or 261 or consent of instructor. 3 credits DEMAND.

### **SOC 562. Seminar.**

Evaluation of sociological theory, social issues, or contemporary events. A specific topic selected each time offered. May be repeated. 1-3 credits DEMAND.

### **SOC 568. Minorities in the Capitalist World-Systems.**

Racism, sexism and minority/subordinate group formation, stratification and interaction. Prereq.: 268 or ETHS 201 or HURL 201. 3 credits DEMAND.

**SOC 572. Sociology of the Family.**

Roles and relationships within the family, household structures, marriage/partnership patterns: changing patterns of the family and its relationships with other social institutions; policy implications. Prereq.: 111 or 160. 3 credits ALT.

**SOC 573. Family Relationships in Later Life.**

Families and households in later life. Interaction patterns and lifestyles among diverse groups. Includes caregiving, grandparenting, intergenerational relationships, public policy. Prereq.: 111 or 160. 3 credits ALT.

**SOC 574. Culture and Family.**

Family structure and dynamics in Non-Western countries. Cultural variations, historical and contemporary family patterns, relationship of family to other institutions, comparisons of Non-Western and Western families. Prereq.: 111 or 160 or ANTH 267 or consent of instructor. 3 credits ALT.

**SOC 575. Sociology of Health and Illness.**

Sociocultural aspects of illness, health, treatment, health care delivery, and the social organization of health care. Prereq.: 111 or 160 or consent of instructor. 3 credits ALT.

**SOC 578. Advanced Statistics I.**

Multivariate statistical applications applied to sociological problems using SPSS for Windows. Integrated Lab. Prereq.: 304 or equivalent. 3 credits DEMAND.

**SOC 579. Computer Utilization in Sociology.**

Organizing and analyzing sociological data using computer software. Integrated lab. Prereq.: 304 or equivalent or consent of instructor. 3 credits DEMAND.

**SOC 581. Social Stratification.**

Class, status, and power in America: origin, legitimation, and consequences. Theories and research on stratification, and international stratification. 3 credits DEMAND.

## Sociology and Anthropology (SOC) Courses for Graduate Students Only

**SOC 602. Seminar in Social Psychology.**

Theory and research in sociological social psychology. Classic works of theory and recent trends in theory and research. 3 credits ALT.

**SOC 630. Topics in Social Responsibility.**

Topics and issues in the study and practice of social responsibility. Specific titles to be listed in class schedule. May be repeated under different topics to a maximum of six credits. 1-3 credits ALT.

**SOC 644. Internship.**

## Soviet Studies (SOV)

**SOV 510. Contemporary Policy Issues in Soviet Studies.**

Policy-oriented analysis of key issues facing the former Soviet Union. Emphasis on Soviet understanding of issues, policy options, approaches to implementation. Topics vary. 3 credits S.

Internship in application of sociological knowledge and methods in business, government, nonprofit settings. Development of skills in research, analysis of problems, community organizing, and social change; development, implementation and evaluation of programs and policies. 3-8 credits F, S, SUM.

**SOC 650. Sociology of Aging and the Life Course.**

Aging over the life course as a social process. Impact of baby boomers on health care system, social security, public policy, families and work place. Includes aging well, diversity and lifestyles, ethical and justice issues. 3 credits F.

**SOC 656. Seminar in the Sociological Study of Organizations.**

Organizational structures, processes, and outcomes examined from the sociological perspective. Prevalence of organizations in modern societies, sources of internal organizational structure, external and interorganizational relations, increasing complexity and organization of social environments. 3 credits F, ALT.

**SOC 672. Family Theory and Research.**

The family's structure and function. Theories and research methods used in studying the family. The use of current research to explain variations and trends in family interaction. 3 credits ALT.

**SOC 679. Advanced Research Methods.**

Advanced data collection and analysis techniques. Prereq.: 303 or equivalent or consent of instructor. 3 credits ALT.

**SOC 680. Seminar in Sociological Practice.**

Use of theory, methods, and intervention efforts on behalf of clients. 3 credits ALT.

**SOC 684. Sociology of Social Responsibility.**

Integrating social theory and research with advanced topics in social problems and policy. Class and labor in a global context. Which social actors are responsible for social problems and how they can be held accountable for realistic solutions. 3 credits S.

**SOC 685. Sociological Theory.**

Historical and ideological roots of classical and contemporary theories. Meaning and application of theory in traditional and applied research. 1-6 credits F.

**SOC 689. Advanced Analysis of Deviance in Society.**

Theoretical perspectives and predominant issues related to the sociology of deviance. 3 credits ALT.

**SOC 699. Thesis.**

1-6 credits F, S.

# Spanish (SPAN)

## **SPAN 554. Teaching Spanish in the Secondary School.**

Taken concurrently with student teaching. Application of language learning principles in secondary schools. Selection and presentation of daily and unit lessons. Critique based on the theories discussed in FORL 453/553. B.S. capstone course; cannot be used as an elective in a B.A. program. Prereq.: FORL 453/553, demonstrated oral proficiency at or near level required for licensure. 2 credits F, S.

## **SPAN 556. Teaching Spanish in the Elementary School.**

Application of language learning principles to elementary school instruction. Development/selection of materials and practice in presenting them. B.S. capstone course; cannot be used as an elective in a B.A. program. Prereq.: FORL 455/555, demonstrated oral proficiency at or near level required for licensure. 2 credits F, S, DEMAND.

# Special Education (SPED)

## **SPED 503. Special Education Foundations.**

Historical and philosophical background of special education; an overview of disabling conditions and their implications; legal bases; resources; and advocacy. 3 credits F, S, SUM.

## **SPED 505. Behavior Theories and Practices in Special Education.**

A proactive approach to the assessment and management of behavior problems in the classroom. Includes functional assessment, ecobehavioral analysis, cognitive strategies, and crisis prevention. 3 credits F, S, SUM.

## **SPED 508. Developmental Screening and Assessment of Young Children.**

Philosophy, procedures and methodologies used to conduct developmental screening. 2 credits DEMAND.

## **SPED 511. Special Education Procedural Safeguards.**

Preferral, referral, identification, and placement process; legal and professional aspects. Due process requirements. 3 credits F, S, SUM.

## **SPED 512. Psycholinguistics.**

Symbolic processes involved in communication. Interpretation of data. 2 credits DEMAND.

## **SPED 513. Mathematics and Technology for Students with Special Needs.**

Evaluate, prescribe, and manage mathematical instruction for students with special needs; technology and implications for special education service delivery. 3 credits F.

## **SPED 515. Assistive Technology for Students with Special Needs**

Classroom use of technology and its direct and indirect impact on the delivery of services for students with disabilities. Commercial and teacher-developed assistive technology and devices. Prereq.: 403/503. 3 credits DEMAND.

## **SPED 516. Individualized Assessment in Special**

## **SPAN 560. Study Abroad**

On-site study of selected aspects of language and/or culture of the host country. Final report presented in Spanish. May be repeated to a maximum of six credits with permission. Prereq.: 301, 302, or approval of foreign language department program director. 3 credits DEMAND.

## **SPAN 561. Internship**

Use linguistic ability in work setting in the US or in the host country. Combines learning with an apprenticeship experience. May substitute for 457. Prereq.: permission of instructor/adviser. 2 credits. Arranged.

## **SPAN 571. Commercial Spanish**

General business terminology within a business and cultural context. Preparation for a business career in a global market. Prereq.: 302, 331, 341. 3 credits DEMAND.

## **Education.**

Administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, physical/health disabilities, emotional/behavioral disorders, and learning disabilities. Prereq.: 300 or 503, CEEP 361. 3 credits F, S, SUM.

## **SPED 518. General Education Reading and Language Arts for the Special Educator.**

Basic techniques for reading and language arts diagnosis and teaching in the regular classroom. 3 credits F, S, SUM.

## **SPED 519. Teaching Methods in Special Education.**

Adaptive teaching techniques and materials for reading and language arts. Informal assessment including curriculum-based evaluation and instruction. Prereq.: 203/503, MATH 330; ED 371 (minors only). Coreq.: for SPED 419 (majors): SPED 411, 416, 455. 4 credits F, S, SUM.

## **SPED 520. Characteristics of Students with Physical, Health and Developmental Disabilities.**

Characteristics and development of students with physical, health, and developmental disabilities. Prereq.: 203 or 403/503. 3 credits F, SUM.

## **SPED 521. Characteristics of Students with Learning and Behavior Disorders.**

Characteristics of and issues related to students with learning and behavior disorders including psychosocial, educational, vocational, and leisure outcomes. Prereq.: 203 or 403/503. 3 credits F, S, SUM.

## **SPED 525. Teaching K-12 Learners with Special Needs.**

Characteristics and needs of students identified with disabilities or who are "at-risk" for failure in general education classrooms. Techniques and strategies to facilitate the inclusion of these students in general education, including instructional modifications, classroom behavior management, promoting social acceptance, and modifying the classroom environment to accommodate learners with special needs. 2 credits F, S, SUM.

## **SPED 531. Collaboration Skills and Transition Planning in**

**Diverse Settings.**

Analysis and application of various collaboration methods for working with agencies, educational staff and multicultural populations. Students with disabilities in transition from secondary to post secondary environments. Coordination of multiple service agencies in those transitions. Prereq.: or coreq.: 203 or 403/503. 3 credits F, S, SUM.

**SPED 538. Elementary Mainstream Field Experience for the Special Educator.**

Field experience in an elementary regular education classroom for the special educator. Prereq.: 403/503, 418/518, MATH 330, CEEP 262. 2 credits F, S.

**SPED 545. Content Area Instruction for Students with Mild Disabilities.**

Research supported strategic teaching practices, adaptations, and modifications for students with disabilities in content area classes and in reading, math, oral and written expression, and listening comprehension. Prereq.: 403/503. 3 credits F, S, SUM.

**SPED 553. Practicum in General Education for the Special Educator.**

Field experiences in general education (elementary/secondary) settings. Prereq.: 403/503. 1-2 credits F, S.

## Special Education (SPED) Courses for Graduate Students Only

**SPED 601. Trends and Problems in Special Education.**

Seminar in trends and issues relating to special education services including assessment, service delivery and programming for students with disabilities. Prereq.: 505, 511, 516, 509, 521, or 520, 531. 3 credits F.

**SPED 602. Research in Special Education.**

Techniques and interpretation of research in special education. Problem definition, research design, reporting results and manuscript preparations. Prereq.: 505, 511, 516, 519, 521 or 520, 531. 3 credits F, S.

**SPED 611. Students with Mild Disabilities.**

Strategies for upper elementary, junior/senior high, post-secondary mildly handicapped/slow-learning students to aid them in learning to learn, solve problems, and complete tasks independently in regular education classes and other natural environments. 1-6 credits DEMAND.

**SPED 622. Emotional/Behavioral Disorders Methods.**

Analysis of programming models and behavioral and psycho-educational techniques for students with emotional/behavioral disorders. Attention is focused on intervention strategies, reintegration, and follow-up techniques. Prereq.: 505, 511, 516, 521 or 520, 531. 3 credits F, S.

**SPED 646. Learning Disabilities Methods.**

Examination and application of strategies for elementary- and secondary-age students with learning disabilities. Focus is on the role of the learning strategy specialist in resource and inclusive settings. Prereq.: 505, 511, 516, 521 or 520, 531. 3 credits F, S, SUM.

**SPED 647. Developmental Disabilities Methods: Moderate/****Severe.**

Methods and materials for instruction and programming for students with moderate/severe developmental disabilities; techniques for inclusion. Prereq.: 505, 511, 516, 521 or 520, 531. 3 credits F, S.

**SPED 648. Physical/Health Disabilities Methods.**

Methods and materials for instructors and programming for students with physical and/or health disabilities; techniques for inclusion. Prereq.: 05, 511, 516, 521 or 520, 531. 3 credits S.

**SPED 650. Practicum in Physical/Health Disabilities I.**

Field internship in elementary school programs for students with physical/health disabilities. 3 credits SUM.

**SPED 651. Practicum in Physical/Health Disabilities II.**

Field internship in secondary school programs for students with physical/health disabilities. 3 credits SUM.

**SPED 660. Practicum in Developmental Disabilities: Mild/Moderate.**

Field internship in elementary/secondary school programs for students with mild/moderate developmental disabilities. Prereq.: 520, 647. 3 credits F, S, SUM.

**SPED 661. Practicum in Developmental Disabilities: Moderate/Severe.**

Field internship in elementary/secondary school programs for students with moderate/severe developmental disabilities. Prereq.: 520, 647. 3 credits F, S, SUM.

**SPED 670. Practicum in Emotional/Behavioral Disorders I.**

Field internship in Levels I-III elementary/secondary school programs for students with emotional/behavioral disorders. Prereq.: 521, 622. 3 credits F, S, SUM.

**SPED 671. Practicum in Emotional/Behavioral Disorders II.**

Field internship in Levels IV-VI elementary and secondary school programs for students with emotional/behavioral disorders. Prereq.: 521, 622. 3 credits F, S, SUM.

**SPED 680. Practicum in Learning Disabilities I.**

Field internship in elementary school programs for students with learning disabilities. Prereq.: 521, 646. 3 credits F, S, SUM.

**SPED 681. Practicum in Learning Disabilities II.**

Field internship in secondary school programs for students with learning disabilities. Prereq.: 521, 646. 3 credits F, S, SUM.

**SPED 698. Field Study.**

1-6 credits F, S, SUM.

**SPED 699. Thesis.**

1-6 credits F, S, SUM.

# Statistics (STAT)

## **STAT 511. Statistics and Probability for Teachers.**

Descriptive statistics, exploratory data analysis, probability, sampling, simulation, random variables, sampling distributions, confidence intervals, hypothesis testing; use of statistical software. Prereq.: MATH 222. 3 credits F.

## **STAT 517. Applied Probability and Simulation.**

Probability distributions and random variables, simulation of random variates, probability modeling, applications to Markov chains, queuing models, reliability and survival; use of software. Prereq.: One programming course and MATH 211 or equivalent. 3 credits F, S.

## **STAT 518. Advanced SAS Programming**

Mechanics of Macro Processing, Macro variables, Macro programs, Macro Programming Language elements and techniques, storage and reuse of macros, interfaces to Macro facility. General overview of the SQL procedure. Applications to data query, retrieval, and sundry manipulation. Prereq.: 304 or equivalent. 3 credits F.

## **STAT 521. Regression and Analysis of Variance II.**

Model checking and diagnostics in regression, model building including stepwise regression procedures, full vs. reduced model formulas; analysis of covariance, comparing the various multiple comparison procedures, unbalanced designs, random effect models, variance-stabilizing transformations, three-way anova; use of statistical software. Prereq.: 321 or equivalent. Coreq.: 304 3 credits S.

## **STAT 524. Statistical Designs for Process Improvement.**

A study of statistically designed experiments which have proven useful in product development and process improvement; topics include randomization, blocking, factorial treatment structures, fractional factorial designs, screening designs, Taguchi methods, response surface methods; use of statistical software. Prereq.: 321 or consent. Coreq.: 304. 3 credits DEMAND.

## **STAT 527. Applied Time Series.**

A study of the most useful techniques of analysis and forecasting using time series data. Topics include an introduction to forecasting, time series regression, decomposition methods, smoothing, smoothing techniques, basic techniques of Box-Jenkins methodology; use of statistical software. Prereq.: 321 or equivalent. Coreq.: 304. 3 credits DEMAND.

## **STAT 530. Multivariate Statistical Methods.**

Principal component analysis, factor analysis, discriminant analysis, cluster analysis, manova, profile analysis, repeated measures; applications and use of statistical software. Prereq.: 321 or equivalent. Coreq.: 304. 3 credits DEMAND.

## **STAT 533. Nonparametric Statistics.**

Efficiency comparison of mean and median, one and two sample location problems, effect of alternative score functions, randomization and permutation tests, the independence problem, and selected problems in regression. Use of statistical software. Prereq.: 321 or equivalent. Coreq.: 304. 3 credits DEMAND.

## **STAT 536. Applied Categorical Data Analysis.**

Introduction to the analysis of discrete data; log-linear models for two-way and multi-way tables; linear logistics regression models; association models and models of symmetry; applications, use of statistical software. Prereq.: 321 or equivalent. Coreq.: 304. 3 credits DEMAND.

## **STAT 540. Topics in Statistics.**

Study of modern topics in theoretical or applied statistics. May be repeated to a maximum of six credits. Prereq.: Permission of instructor. 3 credits S.

## **STAT 547. Basic Elements of Probability Theory.**

A more mathematical treatment of probability distributions than STAT 417. Probability concepts and laws; sample spaces, combinations and permutations, Bayes' theorem, discrete and continuous random variables, expected value, distribution of functions of random variables, two-dimensional variates, central limit theorem; T, F, and chi-square distributions. Prereq.: MATH 222. Coreq.: MATH 321. 3 credits F.

## **STAT 548. Basic Elements of Statistical Theory.**

Theory of estimation and hypothesis testing; maximum likelihood, method of moments, likelihood ratio tests; elementary mathematical functions illustrate theory. Prereq.: 447/547. 3 credits S.

## **STAT 552. Computational Statistical Data Analysis.**

Computationally intensive statistics often used in modern data analysis: Monte Carlo Methods, cross validation, non-parametric regression, clustering and classification, data visualization and diagnostics. Prereq.: 321 and 417/517 or 447/547; or consent of instructor. 3 credits S.

## Statistics (STAT) Courses for Graduate Students Only

### **STAT 617. Statistical Theory.**

Probability and univariate distributions, binomial, Poisson, gamma, normal distributions, multivariate distributions, distributions of functions of random variables, limiting distributions, significance tests, estimation. Prereq.: consent of instructor. 3 credits F.

### **STAT 618. Survival Analysis.**

Estimation of survival probabilities, families of two-sample rank tests, distribution functions for failure times. Cox regression model, proportional hazards model, graphical and other methods for assessing model adequacy, Poisson regression models, competing risks, meta-analysis. Prereq.: 321 or equivalent. 3 credits S.

### **STAT 619. Generalized Liner Models.**

Likelihood theory, exponential families, model specification, model checking and diagnostics, logistic and ordinal regression. Log linear models, gamma regression models, generalized estimating equations, and generalized linear mixed models. Prereq.: 321 or equivalent. 3 credits F.

**STAT 620. Bayesian Data Analysis.**

Prior distributions, Bayesian statistical models, parameter estimation, Markov Chain Monte Carlo, hierarchical models, model checking, hierarchical regression. Prereq.: 548 or 617 or consent of instructor. 3 credits DEMAND.

**STAT 621. Design and Analysis of Experiments.**

Review of fundamentals of Experimental Design. Randomized complete and incomplete block designs. Latin squares and rectangles, Graeco-Latin Squares designs Designs for cross-over trials. Cyclic, alpha and lattice designs. Incomplete block designs with factorial treatments. Confounding. Fractional replication in factorial designs. Prereq.: 521. 3 credits DEMAND.

**STAT 649. Statistical Consulting.**

Provide statistical consulting for clients from other departments. Assist client in design of experiment, summarization of data, data analysis and interpretation of results. Prereq.: 518 and 521, or consent of instructor. 2 credits F, S.

**STAT 650. Statistics Seminar.**

Student presentations of current research in applied statistics. Prereq.: Graduate standing and consent of instructor. 1 credit S.

**STAT 699. Thesis in Statistics.**

May be repeated. Prereq.: Prerequisite: Graduate standing in statistics and consent of the student's committee. 2-6 credits F,

## Teacher Development (ED)

**ED 501. Topics in Education.**

Designed for intensive study of a special topic in education. Topic will be announced in the class schedule. 3 credits DEMAND.

**ED 502. Educational Immersion.**

Will focus on multiple aspects of learning about teaching in diverse learners/communities using an immersion experience. 3 credits SUM.

**ED 521. Foundations of Education.**

Surveys historical, philosophical, political and sociological issues and dimensions of American education. Education in a democracy, issues of diversity, and constitutional considerations are organizing themes. Prereq.: ED 300; CEEP 361; HURL 497 Coreq.: 431/531. 4 credits F, S.

**ED 524. Mainstream Science and Social Studies for the Special Educator.**

Overview of planning, selecting resources, scope and sequence of curriculum, responding to individual learner needs, and evaluating student learning in the teaching of science and social studies. 3 credits DEMAND.

**ED 531. Curriculum and Instruction.**

Curriculum, instruction and assessment in the PreK-12 setting. Inclusive and responsive approaches for middle level and high school classrooms. Teacher identity; creating safe learning communities; complex, student-centered lesson design with varied instruction; interdisciplinary curricula; and authentic assessment. Prereq.: admittance to Teacher Education; ED 300; CEEP 361; IM 422; HURL 497 and 498. ED/ENGL 460 and SPED 425 either coreq or prereq. Coreq.: 421; 441. 2 credits F, S.

**ED 537. Principles of Middle Level Education.**

Provides a comprehensive look at middle level education, including its historical development, its goals and philosophy, its mission. Middle level organizational patterns, curricular structures, specific instructional strategies and assessment/evaluation methods and diversity of learners will be addressed. Coreq.: ED 547. 3 credits F, S.

**ED 541. Integrating Theory and Practice: Inclusive and Responsive Teaching for All Students.**

Merging theory and practice for developing inclusive and

responsive curriculum, instruction and assessment in the Pre K-12 setting during an in-depth field experience. Active involvement in classrooms includes working with ESL, special education and/or other historically under-served students. Prereq.: admittance to Teacher Education; ED 300; CEEP 351; IM 422; HURL 497 and 498. ED/ENGL 460 and SPED 425 either coreq or prereq. to this course. Coreq.: 421, 431. 2 credits F, S.

**ED 547. High School Education.**

Provides a comprehensive look at high school education including its historical development, its goals and philosophy and its mission. High school organizational patterns, curricular structures, specific instructional strategies and assessment/evaluation methods, and diversity of learners will be addressed. Coreq.: ED 537. 3 credits F, S.

**ED 557. Issues in Bilingual/Bicultural Education.**

Examines current issues in bilingual/bicultural education from historical, political, and social dimensions. This course prepares future ESL and Bilingual teachers to examine current issues and curriculum decisions that affect the bilingual/bicultural student. 3 credits DEMAND.

**ED 558. Literacy for L-2 Learners.**

Examines socio-psycholinguistic process of second language literacy learning. Focuses on speech and print relationships, literacy emergence, strategies for teaching/writing development and integration of language and literacy across the curriculum. K-12. Prereq.: introduction to ESL or teaching experience or permission of instructor. 4 credits SUM.

**ED 559. Critical Pedagogy.**

Intended to introduce educators to current issues/concepts related to critical pedagogy. This course will examine theoretical frameworks and introduce current research in the field of critical pedagogy. Educators will examine how critical pedagogy as a philosophy impacts learners at all levels especially those from diverse populations. 3 credits DEMAND.

**ED 560. Teaching English Language Learners in K-12.**

Theory and methods for English Language Learners and bilingual education for non-ESL and non-bilingual teachers. Issues for English Language Learners and instructional strategies. 2 credits F, S, SUM.



**ED 564. 5-12 Student Teaching I.**

Supervised teaching for students seeking 5-12 teacher licensure. 6 credits F, S.

**ED 565. 5-12 Student Teaching II.**

Supervised teaching for students seeking 5-12 teacher licensure. 6 credits F, S.

**ED 568. PreK-12 Student Teaching I.**

Supervised teaching for students seeking PreK-12 teacher licensure. 6 credits F, S.

**ED 569. PreK-12 Student Teaching II.**

Supervised teaching for students seeking PreK-12 teacher licensure. 6 credits F, S.

**ED 571. Reading: Analysis and Correction of Disabilities in the Classroom.**

Causes of reading difficulties, procedures to diagnose and correct them. Prereq.: a course in developmental reading. 3 credits S.

**ED 572. Content Area Reading for Middle and Secondary Schools.**

Nature of high school and middle school reading programs, development of reading techniques and skills, development of vocabulary, reading interests, and reading ability in content fields, appraisal of reading abilities, diagnosis and remediation. 3 credits DEMAND.

**ED 573. Reading and Children's Literature: Current Issues.**

An issues approach to examination of contemporary literature, its relationship to development of comprehension and critical thinking. 3 credits DEMAND.

**ED 582. Multicultural Child.**

Learning styles of the Afro-American, Native American, Asian-American, and Latino-American children. 3 credits DEMAND.

**ED 583. Black English: Teaching Black Children to Read.**

How Black English causes problems when Black and Latino students start to read and write. 3 credits DEMAND.

## Teacher Development (ED) Courses for Graduate Students Only

**ED 601. Selected Topics in Education.**

Course designed for intensive study of a special topic in education. Topic will be announced in the class schedule. May be repeated to a maximum of nine credits. 1-3 credits DEMAND.

**ED 606. Classroom Management.**

Problems arise in classrooms managed by both veteran and inexperienced teachers. Establishing and teaching classroom rules that are just and having a consistent approach continue to be the bases of effective management. This course explores a variety of methods and approaches that enable teachers to help students meet their needs and behave more appropriately. Emphasis is on the prevention of problems through effective, proactive management. 3 credits DEMAND.

**ED 607. Judicious Discipline.**

Combines reasonable approaches to school discipline as part of a sound civics education. Incorporates constitutional considerations in a democracy in conjunction with the school's obliga-

tions to humaneness and a safe and supportive setting. 3 credits SUM, DEMAND.

**ED 608. Children's Rights.**

An analysis of the changing status of children-their rights, roles and responsibilities. 3 credits DEMAND.

**ED 610. Introduction to Curriculum and Instruction.**

Designed to provide an overview to the graduate program in curriculum and instruction. In addition, students will develop an understanding of how to interpret educational research. Offered every other semester during the academic year and SUM. 3 credits

**ED 611. History and Philosophy of Education.**

Historical and philosophic aspects of educational theory; beliefs; arguments; assumptions. Surveys major currents, movement, and intellectual contributors to western and non-western educational thought. 3 credits F, SUM.

**ED 612. Social and Cultural Foundations of Education.**

Interrelationship of education and economic, political, social, and cultural systems; critical perspectives on schools as agencies of socialization and social stratification in a democratic and pluralistic society; comparative education. 3 credits F, SUM.

**ED 614. Action Research.**

This course will focus on how teachers can use Action Research as a vehicle in understanding the culture and dynamics of their classroom. Action Research aims at helping educators reflect on their own classroom practices and how these practices may affect the needs of their students, especially within a diverse population. 3 credits DEMAND.

**ED 615. Methods of Educational Research.**

An introduction to the assumptions, purposes, strategies, interpretation, and reporting of quantitative and qualitative research in education. 3 credits F, SUM.

**ED 627. Education of the Emerging Adolescent.**

In-depth look at emerging adolescent development; history and major components of middle level education; how to create developmentally responsive education for diverse early adolescent learners. 3 credits DEMAND.

**ED 630. Kindergarten/Primary Education.**

The organization and implementation of developmentally and socially appropriate primary grade classrooms in formal educational settings. How to build the base for future school learning while making the transition from the family to the school. 3 credits DEMAND.

**ED 631. Literacy Through Literature for K-8 Schools.**

Explore children's books and examine strategies and techniques for effectively utilizing literature in children's literacy development. Literature response activities and the use of literature across the curriculum will be studied. 3 credits DEMAND.

**ED 632. Struggling Readers: Analysis & Assistance.**

This course fosters teachers' abilities to look closely and critically at students' reading abilities, identify specific strengths and weaknesses, and plan and implement a well considered and appropriate instructional program. 3 credits DEMAND.

**ED 633. Writing in the Elementary School.**

Exploration of how children develop as writers. Techniques for facilitating growth in writing will be examined and experienced. The connections between writing in and out of the classroom and across the curriculum will be studied. 3 credits DEMAND.

**ED 634. Informational Reading and Writing.**

Develop teaching strategies to assist students (K-12) in exploring and learning about their world through informational reading and writing. 3 credits DEMAND.

**ED 637. Cooperative Learning K-12+.**

Structuring small groups successfully includes: applied theory, various cooperative strategies, interpersonal skills, diversity issues, and assessment strategies through practical application across the curriculum K-12+. Beginning through advanced levels. 3 credits DEMAND.

**ED 638. Classroom Controversy, Conflict & Mediation.**

Cooperative theory and strategies for resolving academic controversies and interpersonal conflict which increase comprehension, problem solving and conflict resolution through negotiation/peer mediation. Practical application K-12+. 3 credits S.

**ED 641. Middle Level Curriculum.**

Provides an in-depth look at middle level curriculum, grades 5-8. Separate-subjects, multidisciplinary and integrative approaches to curriculum will be explored. The role of action research in curriculum development will also be highlighted. 3 credits DEMAND.

**ED 643. Elementary School Science.**

Activities and procedures for improving instruction in science; current standards for elementary science education; analysis and evaluation of literature, research findings, and curriculum materials in the science curriculum. 3 credits DEMAND.

**ED 644. Teaching Elementary School Mathematics.**

Teachers will improve their instruction of K-8 mathematics with a focus on recent trends, research, and national and state standards for teaching mathematics. Technology and authentic, developmentally appropriate activities will enhance understanding and confidence in teaching and learning mathematics. 3 credits DEMAND.

**ED 647. Curriculum Development and Assessment.**

Study of curriculum construction, development, implementation and assessment at all instructional levels. PreK-16. 3 credits F, SUM.

**ED 648. Child Centered Curriculum.**

This course examines child centered curriculum from a philosophical and historical perspective. Teachers and other educators will examine child centered models and create curriculum relevant to their situations. 3 credits DEMAND.

**ED 650. Integration Through Inquiry.**

Models of inquiry, strategies for facilitating inquiry in the classroom, and direct experiences with conducting interdisciplinary inquiry projects. 3 credits DEMAND.

**ED 651. Middle School Instruction Seminar.**

In-depth review of literature on theory and practice of middle school instructional and assessment techniques. 3 credits DEMAND.

**ED 652. Reading for Middle/High School Teachers.**

The reading/writing processes; techniques for maximizing student performance on reading/writing tasks in classrooms: techniques for improving reading/writing abilities of students of all ability levels; techniques for in-class assessment and remediation; ideas for integrating literature/ writing into content area curriculum. 3 credits DEMAND.

**ED 654. Instruction and Assessment.**

Investigation, application, analysis and evaluation of instruction. Includes models and strategies of teaching, the research base, implementation, staff development and peer review. 3 credits F, SUM.

**ED 655. Critical Thinking- Theory into Practice.**

An analysis of critical thinking and current brain theory. The theoretical framework provides the basis for the creation of learning experiences designed to cultivate critical thinking by learners. 3 credits DEMAND.

**ED 656. Dimensions of Learning and Teaching.**

Research based practical strategies to create learning centered instruction, curriculum and assessment. A Prek-12+ framework for planning and implementation. Review of current literature and programs. 3 credits SUM.

**ED 657. Classroom-Computer Curriculum and Methods.**

An overview for teachers of instructional computer applications in the classroom; methods for integrating use; the selection, design, or construction of computer-based curriculum; software content evaluations; and related research findings. 3 credits S, SUM.

**ED 658. Technology with a Keyboarding Base.**

Elementary teachers will become familiar with keyboarding methods, including psychomotor learning principles. Keyboarding will be the base for learning other applications of computers in the elementary classroom. 3 credits DEMAND.

**ED 659. Enhancing Elementary Curriculum With Technology.**

K-8 teachers will develop an understanding of the variety of ways curriculum content and instruction can be improved utilizing teaching and learning strategies including technology in the following areas: elementary keyboarding, children's literature and reading, mathematics and science, and social studies. Development and analysis of content projects. 3 credits F, SUM.

**ED 660. Active Assessment.**

Strategies for assessing, documenting, and reporting student learning to aid instructional decision making and communication with parents. Some topics to be included are: (uses of) teacher observations, checklists, rubrics, miscue analysis, clinical interviews, writing assessments, portfolios, error diagnosis, performance assessments, questionnaires, drawings, constructions, experiments, notebooks and lab reports, embedded assessments, authentic assessments, and hypothesis testing measurements. 3 credits DEMAND.

**ED 671. Mentoring and Supervision.**

Continued professional growth as a teacher is enhanced by

appropriate supervision and mentoring in connection to preservice programs, during the induction year, and throughout one's career. This course provides the theory and practice essential for effective mentoring and supervision of both beginning and experienced teachers. 3 credits DEMAND.

**ED 682. Teachers and Change.**

Change in education is necessary. However, because schools are complex organizations, long-lasting change is often difficult to implement and maintain. This course investigates the change process in organizations, the political/societal context for change, and how teachers can become active participants in change. Both change theory and practice will be addressed. 3 credits DEMAND.

## Theatre (TH)

**TH 530. Teaching Theatre.**

Materials and methods for teaching in the secondary school. 3 credits DEMAND.

**TH 544. Internship in Theatre.**

In-residence training with a cooperating professional theatre. Permission of department. 3-6 credits F, S, SUM.

**TH 549. Directing II.**

Advanced directing techniques. Prereq.: 349. Permission of instructor. 3 credits S.

**TH 570. Advanced Lighting Design.**

Thrust, arena, and quasi-theatrical lighting techniques. Lab. Prereq.: 342. 3 credits DEMAND.

**TH 581. Theatre History I.**

The theatre from its origins to the mid-19th century. 3 credits F, ALT.

**ED 683. Achieving Gender Equity in Education.**

Hands on strategies to achieve gender equity. Understanding intersection of race, class, and gender in curriculum and instruction. Assessment of existing level of equity; development of specific interventions. 3 credits DEMAND.

**ED 698. Starred Paper.**

Working through the process of writing a starred paper format, data collection, analysis, various research models. 1-3 credits DEMAND.

**ED 699. Thesis.**

Support and guidance provided by adviser as student works to complete thesis. 1-6 credits DEMAND.

**TH 582. Theatre History II.**

The theatre from the mid-19th century to the present day. 3 credits S, ALT.

**TH 591. Drama I.**

World drama; from its origins to the 18th century. Prereq.: Prereq.: 235 or permission of instructor. 3 credits F, ALT.

**TH 592. Drama II.**

World drama; from the 18th through the 20th century. Prereq.: Prereq.: 235 or permission of instructor. 3 credits S, ALT.

**TH 596. Summer Theatre.**

Theatre production for advanced students. Experience in acting, directing, costuming, construction, promotion, lighting and other disciplines during the summer season. Registration by application only. 1-6 credits SUM.

## Traffic Safety Education (TSE)

*For additional information and class offerings contact Continuing Studies at 255-3081.*

**TSE 530. Seminar: Topical Traffic Safety.**

Contemporary traffic safety issues, such as accident prevention and community involvement. May be repeated topically. 1-3 credits DEMAND.

**TSE 540. Driving Task Analysis.**

Risk perception and risk management, the decision making process and the influencing factors of attitude, motivation, emotions and chance as related to crash causation. Defensive driving principles and crash avoidance tactics explored. 3 credits F, S, SUM.

**TSE 550. Methods of Classroom Instruction.**

Basic analysis of the driving task. Teaching techniques, applications and methodology to classroom high school driver education. Defensive driving principles and theory. Classroom lab. Teaching included. 3 credits F, S, SUM.

**TSE 553. Emergency Driving Techniques.**

Organization and administration of program development. All phases of emergency driving instruction. 1 credit DEMAND.

**TSE 556. Improving Driver Education Instruction.**

Assists driver education instructors to improve the driving of their students. Risk management. 3 credits DEMAND.

**TSE 570. Methods of In Car Instruction.**

Application of educational techniques in the lab. Phase of driver education. teaching experience included. Must be taken concurrently with lab. practicum 480/580. Lab. 3 credits F, S, SUM.

**TSE 580. In Car Instruction Practicum.**

Driver education principles, of in-car teaching techniques instructing students. Behind the wheel lab. teaching experience. Must be taken concurrently with 470/570. 1 credit F, S, SUM.

**TSE 590. Issues in Driver Education.**

History and origins of high school driver education, recent trends and issues affecting high school driver education programs. Role-played by public and private agencies and organizations in setting expectations and standards for driver education. Administrative tasks required of the Driver Education coordinator. Internet chat activity and self paced readings and writings required. Prereq.: 440/540, 450/550, 470/570, 480/580 or DE licensed. 3 credits F, S, SUM.

## Women's Studies (WS)

### **WS 505. Women of Color in the U.S.**

Examination of historical and contemporary issues facing American Indian, Afro-American, Asian and Latina women in the United States. The impact of race, gender, and social inequalities on the lives of women of color will be discussed. 3 credits F.

### **WS 506. Sexual Assault Advocacy Training.**

Advocacy skills for sexual assault survivors including: understanding the impact of sexual assault on survivors, the social and cultural context in which sexual assault occurs, and the roles the legal system, law enforcement, social services and medical services play with survivors. Prereq.: for undergraduate 201 or HURL 201. 3 credits F, SUM.

### **WS 515. Feminist Theory.**

Feminist theories and their application to understanding women's lives and social institutions. Prereq.: nine credits of women's studies or equivalent. 3 credits S.

### **WS 545. Women and Computers.**

Gender issues in computer technology; the computer as a tool to enhance feminist research; application of feminist pedagogy and multimedia techniques to disseminate feminist research. Integrated lab. 3 credits S.

## Women's Studies (WS) Courses for Graduate Students Only

### **WS 630. Topics in Social Responsibility.**

Selected topics and issues in the study and practice of social responsibility. Specific titles to be listed in class schedule. May be repeated under different topics to a maximum of six credits. 1-3 credits DEMAND.

### **WS 645. Feminist Scholarship and the Construction of Knowledge.**

Will explore recent works of feminist scholarship with special emphasis on how taking women into account has impacted scholarship (research methods and knowledge base) in a number of disciplines. Prereq.: 525 or equivalent. 3 credits DEMAND.

### **WS 699. Thesis.**

1-6 credits F, S, SUM.

# Section 10

## Student Assistance Materials

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# Academic Calendar

## Academic Year 2006 - 2007

### Fall Semester 2006

Monday, August 28 -	
Tuesday, August 29 .....	Faculty Workshop Days
Wednesday, August 30 -	
Thursday, August 31 .....	University Convocation
Friday, September 1 .....	Faculty Duty Day
Monday, September 4 .....	Labor Day Holiday - Move-in day
Tuesday, September 5 .....	Advising and Registration Day
Wednesday, September 6 .....	Classes begin
Friday, November 10 .....	Veteran's Day Observed (Offices closed, classes in session)
Wednesday, November 22 .....	Thanksgiving Break begins at 5:00 p.m.
Thursday, November 23 -	
Friday, November 24 .....	Thanksgiving Break
Tuesday, December 12 .....	Last day of classes
Wednesday, December 13 .....	Study Day (No classes)
Thursday, December 14 -	
Friday, December 15 .....	Final Exams
Sunday, December 17 .....	Graduate Students: Graduate Hooding and Commencement (morning)
Sunday, December 17 .....	Undergraduate Students: Undergraduate Commencement (afternoon)
Monday, December 18 -	
Wednesday, December 20 .....	Final Exams
Thursday, December 21 -	
Friday, December 22 .....	Grading Days - Grades due to Records by 4:00 PM Tuesday
Tuesday, December 26 .....	Grading days - Grades due to Records by 4:00 PM Tuesday

Calendar



**Spring Semester 2007**

Monday, January 15 ..... Martin Luther King, Jr. Holiday  
(No classes, offices closed)

Tuesday, January 16 -  
Wednesday, January 17 ..... Faculty Workshop Days

Thursday, January 18..... Classes begin

Monday, February 19 ..... President's Day (Offices closed,  
classes in session)

Monday, March 5 -  
Friday, March 9 ..... Spring Break

Wednesday, April 4..... Faculty Forum Day (No day classes.  
Night classes meet.)

Friday, May 4..... Last day of classes

Monday, May 7 - Friday, May 11.... Final Exams

Friday, May 11 ..... Graduate Students: Graduate Hooding and  
Commencement (evening)

Saturday, May 12 ..... Undergraduate Students: Undergraduate  
Commencement

Monday, May 14 -  
Thursday, May 17..... Grading days - Grades due to Records  
by 4:00 PM Thursday

**Interession 2007**

Monday, May 21 ..... Interession begins

Monday, May 28 ..... Memorial Day Holiday  
(No classes, office closed)

Friday, June 8..... Last day of Interession

**Summer Sessions 2007**

Monday, June 11 ..... Summer Session I classes begin

Wednesday, July 4 ..... Independence Day Holiday  
(No classes, offices closed)

Friday, July 13 ..... Last day of Summer Session I classes

Monday, July 16 ..... Summer Session I grades due to Records  
by 12:00 noon

Monday, July 16 ..... Summer Session II classes begin

Thursday, August 16..... Last day of Summer Session II classes

Monday, August 20 ..... Summer Session II grades due to Records  
by 12:00 noon

# Academic Calendar

## Academic Year 2007 - 2008

### Fall Semester 2007

- Monday, August 27 -
- Tuesday, August 28 ..... Faculty Workshop Days
- Wednesday, August 29 -
- Thursday, August 30 ..... University Convocation
- Monday, September 3 ..... Labor Day – Move-in day
- Tuesday, September 4 ..... Advising and Registration Day
- Wednesday, September 5 ..... Classes begin
- Monday, November 12 ..... Veterans Day Observed  
(Offices closed; classes in session)
- Wednesday, November 21 ..... Thanksgiving Break begins at 5:00 p.m.
- Thursday, November 22 -
- Friday, November 23 ..... Thanksgiving Break
- Tuesday, December 11 ..... Last day of classes
- Wednesday, December 12 ..... Study Day (No classes)
- Thursday, December 13 -
- Friday, December 14 ..... Final Exams
- Sunday, December 16 ..... Graduate Students: Graduate Hooding and  
Commencement (morning)
- Sunday, December 16 ..... Undergraduate Students: Undergraduate  
Commencement (afternoon)
- Monday, December 17 -
- Wednesday, December 19 ..... Final Exams
- Thursday, December 20 -
- Friday, December 21 ..... Grading days – Grades due to Records  
by 4:00 p.m. Monday
- Monday, December 24 ..... Grading days – Grades due to Records  
by 4:00 p.m. Monday

Calendar





**Spring Semester 2008**

Monday, January 14 -  
 Tuesday, January 15..... Faculty Workshop Days  
 Wednesday, January 16..... Classes Begin  
 Monday, January 21 ..... Martin Luther King, Jr. Holiday  
 (No classes; offices closed)  
 Monday, February 18 ..... Presidents Day (Offices closed;  
 classes in session)  
 Monday, March 3 -  
 Friday, March 7 ..... Spring Break  
 Wednesday, April 2..... Faculty Forum Day (No day classes;  
 night classes in session)  
 Friday, May 2..... Last day of classes  
 Monday, May 5 -  
 Friday, May 9 ..... Final Exams  
 Friday, May 9..... Graduate Students: Graduate Hooding and  
 Commencement (evening)  
 Saturday, May 10 ..... Undergraduate Students: Undergraduate  
 Commencement (afternoon)  
 Monday, May 12 -  
 Thursday, May 15 ..... Grading days – Grades due to Records  
 by 4:00 p.m. on Thursday

**Interession 2008**

Monday, May 19..... Intersession begins  
 Monday, May 26..... Memorial Day Holiday  
 (No classes; offices closed)  
 Friday, June 6..... Last day of intersession

**Summer Sessions 2008**

Monday, June 9..... Summer Session I classes begin  
 Friday, July 4 ..... Independence Day Holiday  
 (No classes; offices closed)  
 Friday, July 11 ..... Last day of Summer Session I classes  
 Monday, July 14 ..... Summer Session I grades due to Records  
 by 4:00 p.m.  
 Monday, July 14 ..... Summer Session II classes begin  
 Thursday, August 14..... Last day of Summer Session II classes  
 Monday, August 18..... Summer Session II grades due to Records  
 by 12:00 noon

# Student Services Directory

**Area Code 320**

**Toll Free 1.877.308.SCSU**

**University Information 308.0121**

Academic Learning Center . . . . .	308.4993
ADAPT (Alcohol/Drug Awareness and Prevention Team) . . . . .	308.4850
Admissions (Undergraduate) . . . . .	308.2244
Admissions (Graduate) . . . . .	308.2113
American Indian Center . . . . .	308.5499
Army ROTC (Military Science) . . . . .	308.2952
Atwood Information . . . . .	308.4636
Bookstore . . . . .	308.1489
Business Services . . . . .	308.4003
Campus Card Office . . . . .	308.1683
Campus Recreation . . . . .	308.3325
Career Services . . . . .	308.2151
Counseling Center . . . . .	308.3171
GLBT Services . . . . .	308.5166
Graduate Studies, School of . . . . .	308.2113
Financial Aid and Scholarships . . . . .	308.2047
Health Services . . . . .	308.3191
International Studies, Center for . . . . .	308.4287
Learning Resources Center . . . . .	308.2084
Multicultural Student Services . . . . .	308.3003
Public Safety Department Security/Parking . . . . .	308.3453
24-hour Security/Escort . . . . .	308.3333
Records and Registration . . . . .	308.2111
Residential Life . . . . .	308.2166
Self-paced Study and Extension Classes . . . . .	308.3081
Student Disability Services . . . . .	308.4080
Student Employment . . . . .	308.3756
Summer Sessions . . . . .	308.2113
TTY . . . . .	308.4080
Veteran's Information . . . . .	
308.4040	
Women's Center . . . . .	308.4958

Directory

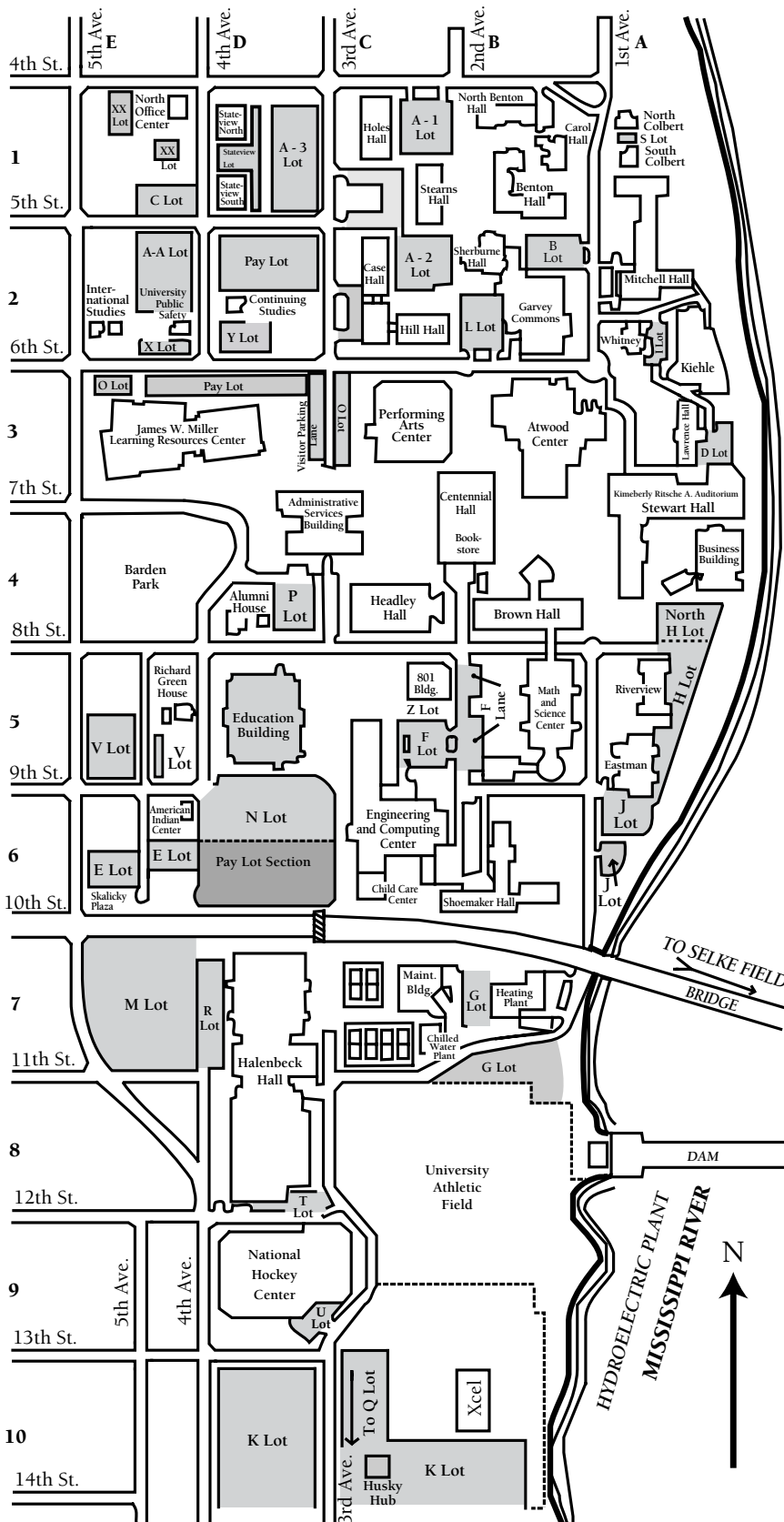
# Academic Directory

College/Department	Chair/Director	Bldg	Phone	Contact
<b>G.R. Herberger College of Business</b>	Diana Lawson, Dean	BB-124	308.3238	Mary Jo Klaverkamp
	Dennis Bristow, Interim Associate Dean	BB-124	308.3213	Joan Frie
Accounting	Bruce Busta	BB-210	308.3038	Vi Dinndorf
BCIS	Jim Chen	BB-204	308.2174	Jan Tadych
Finance, Insurance & Real Estate Management	Steve Mooney	BB-110	308.4986	Julie Clasen
	Richard Sebastian	BB-104	308.3225	Bev Wenz
Marketing/Business Law MBA Program	Bob Calhoun	BB-304	308.2057	Diane McClure
	Michael Pesch, Director	BB-116	308.3212	Diane Tourand
MN Chair in Real Estate Center for Business Research Graduate Programs	Steve Mooney	BB-112	308.4986	Julie Clasen
	Denny Bristow, Director	BB-124	308.3262	Joan Frie
	Michael Pesch, Director	BB-116	308.3212	Diane Tourand
<b>College of Education</b>	Kate Steffens, Dean	EB-A110	308.3023	Darlene Klitsch, Dori Lust
	John Hoover, Interim Associate Dean	EB-A110	308.3023	
	Pamm Minden, Director of Applied Research	EB-A117	308.5332	
Child and Family Studies	Glen Palm	EB-B109	308.2132	Kelli Schreiner
Counselor Educ./Educ. Psychology	Jana Preble	EB-A253	308.3131	Lora Muggli
Educ. Leadership/Comm. Psychology HPERSS	Niloufer Merchant	EB-B210	308.2160	Debra Buranen
	Caryl Martin	HaH-327	308.4251	Laurie Hanrahan, Suzanne Owen
Human Relations	Semya Hakim	EB-B118	308.3124	Tebra Petersen
Information Media	Jeanne Anderson, Coordinator	MC-110	308.2062	Lucy Supan
Office of Clinical Experiences	Fran Umerski, Interim Codirector	EB-B120	308.4783	Judy Walek, Jolene Swenson
	Mary Dank, Interim Codirector			
Special Education	Mary Beth Noll	EB-A211	308.2041	Kathy Meyer
Teacher Development	Ramon Serrano	EB-A132	308.3007	Pam Thienes
<b>College of Fine Arts &amp; Humanities</b>	Roland Specht-Jarvis, Dean	KVAC-111	308.3093	Linda Grainger
	Suellen Rundquist, Interim Associate Dean			
Art	David Sebberson	KVAC-101	308.4283	Lisa Rarick
Communication Disorders	Monica Devers	EB-A216	308.2092	Elaine Taufen
Communication Studies	Roseanna Ross	WSB-129	308.2216	Nancy Michael, Diana Leither
English	Bob Inkster	R-106	308.3061	Carol Fish, Barb Gammon, Sue Gill
Foreign Languages and Literature Mass Communications	Shawn Jarvis	LH-113	308.4141	Judy Meemken,
	Roya Akhavan-Majid	SH-125	308.3293	Jane Eckhoff, Elaine Moran
Music	Mark Springer	PA-238	308.3223	Dani Anderson, Janelle Pederson
Philosophy	Kate Gill	BH-123	308.2234	Barbara Seefeldt
Theatre, Film Studies, and Dance	Eva Honegger	PA-202	308.3229	Mary Otremba

<b>College/Department</b>	<b>Chair/Director</b>	<b>Bldg</b>	<b>Phone</b>	<b>Contact</b>
<b>College of Science and Engineering</b>	David DeGroot, Dean	WSB-145	308.2192	Judi Schindele
Applied Research Center	Dale Williams, Associate Dean	WSB-145	308.2192	Mary Fugleberg
Aviation	Dale Williams, Interim Director	HH-227A	308.3909	Irene Voth
Biological Sciences	Steven Anderson	HH-216	308.3086	Sandy Osterholt
	Timothy Schuh	WSB-262	308.2039	Barb Kjellberg, Mary McKenzie, Betty Lommel
Chemistry	Daniel Gregory	WSB-358	308.3031	Bernie Frie
Computer Science	Ramnath Sarnath	ECC-139	308.4966	Sue Pope
Earth & Atmospheric Sciences	Anthony Hansen	WSB-46	308.3260	Debbie Schlumtberger
Electrical and Computer Engineering	Sura Lekhakul	ECC-206	308.3252	Mona Daniel
Environmental and Tech. Studies	Kurt Helgeson	HH-216	308.3235	Marlene Stangl
Mathematics	Dan Scully	ECC-139	308.3001	Carol Shaw
Mechanical and Manufacturing Engineering	Warren Yu	ECC-101	308.5654	Diane Bouffard
Nursing Sciences	Brenda Lenz	BH-228	308.1749	Kaye Jankowsky
Physics, Astr. & Engineering Sciences	Kevin Haglin	WSB-324	308.2011	Linette Simonson
Statistics/Computer Networking	David Robinson	ECC-139	308.6169	Linda Fuchs
<b>College of Social Sciences</b>	Sharon Cogdill, Interim Dean	WH-101	308.4790	Betty Schwarzkopf
Community Studies	Luke Tripp	SH-365	308.3947	Brenda Tritz
Criminal Justice	Robert Prout	SH-257	308.4101	Deborah Yorek
Economics	King Banaian	SH-386	308.2227	Melanie Swan
Economic Education Center	Rich MacDonald, Director	SH-329	308.4781	JoAnn Miller
Ethnic Studies	Robert Johnson	CH-214	308.4928	Brenda Sikes
Geography	Lewis Wixon	SH-359B	308.2095	Barb Hartkopf
History	Peter Nayenga	SH-283	308.3165	Janice Schlangen
Political Science	Steven Wagner	BH-329	308.2162	Cindy Helm
Psychology	Leslie Valdes	WH-102	308.4157	Linda Williams
Social Science Research Inst.	Hal Lofgreen, Director	SH-328	308.4934	JoAnn Miller
Social Sciences/Social Studies	Kathleen Maloney, Director	SH-361	308.5226	
Social Work	David Chollar	SH-224	308.3139	Carleen Guck
Sociology/Anthropology	Robert Lavenda	SH-262	308.2294	Karen DeRung
Women's Studies	Beth Berila, Interim Director	SH-365	308.3947	Brenda Tritz
<b>School of Graduate Studies</b>	Dennis Nunes, Dean	AS-121	308.2114	Ann Anderson
	Annette Day, Director	AS-121	308.2113	Linda Krueger
	Melanie Guentzel, Director	AS-121	308.2194	
<b>Center for Continuing Studies</b>	John Burgeson, Dean	CCS	308.3081	Rita Darovic
Distributed Learning	Patty Aceves, Director	CCS	308.3082	Sue Erickstad
Elective Studies/AA	Jerry Anderson, Director	CCS	308.5269	
Off-Campus Programs	Sandra Boen, Coordinator	CCS	308.4721	
Distance Education	Cheri Salzer, Coordinator	CCS	308.3044	
Training Program Development	Gail Ruhland, Director	CCS	308.5759	Char Kastanek
Senior to Sophomore	Kay Sebastian, Director	CCS	308.5535	

# Campus Map

Visit [www.StCloudState.edu/campusmap/](http://www.StCloudState.edu/campusmap/)



## To reach the campus

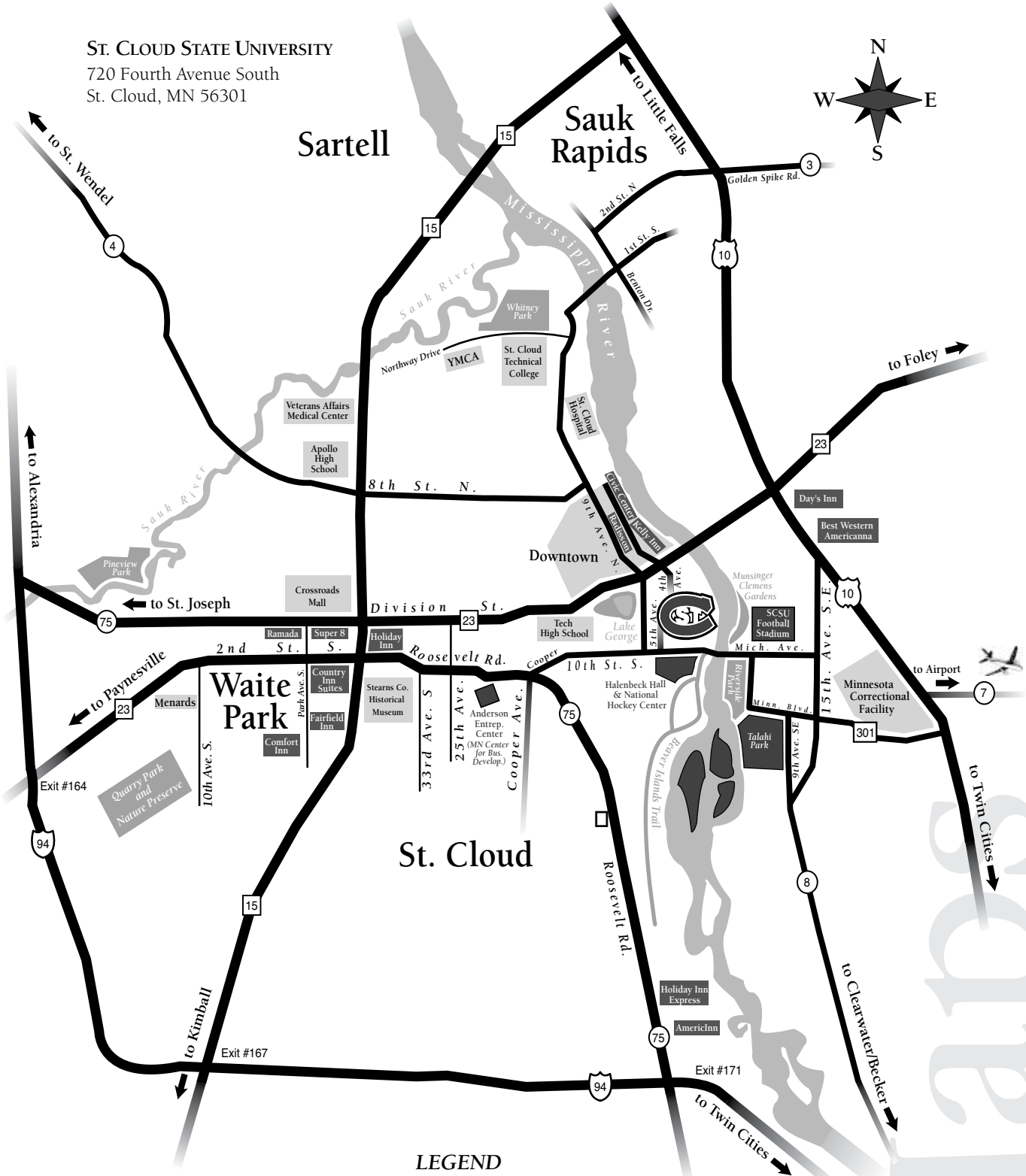
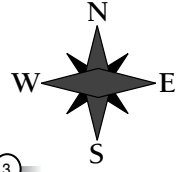
- **From Interstate 94:** Use Exit 171, take County Road 75 into city, follow signs.
- **From Highway 10:** Exit at Highway 23 intersection, cross river, turn left at Fourth Avenue South, follow signs.
- **From the Southwest (Highway 15, 23; County Road 75):** All routes link with Division Street; turn right at Fifth Avenue South, follow signs.
- **From the East (Highway 23):** Cross river, turn left at Fourth Avenue South, follow signs.

## Legend

AS	Administrative Services	C4
AH	Alumni House	D4
AIC	American Indian Center	E6
AMC	Atwood Memorial Center	B3
BTH	Benton Hall	B1
BH	Brown Hall	B4
BG	Buildings and Grounds	E1
BB	Business Building (G.R. Herberger College of Business)	A4
CRH	Carol Hall	B1
CSH	Case Hall	C2
CH	Centennial Hall	B4
CIS	Center for International Studies	E2
CWP	Chilled Water Plant	C7
COLN	Colbert House - North (Women's Center)	A1
COLS	Colbert House - South	A1
CCS	Continuing Studies	D2
ECC	Engineering & Computing Center	C6
EH	Eastman Hall	A5
EB	Education Building	D5
GC	Garvey Commons	B2
HaH	Halenbeck Hall	D7
HH	Headley Hall	C4
HiHH	Health Center	C2
HP	Heating Plant	B7
HiH	Hill Hall	C2
HoH	Holes Hall	C1
Hub	Husky Hub	C10
MC	James W. Miller Learning Resources Center (library)	D3
KVAC	Kiehle Visual Arts Center	A2
LH	Lawrence Hall	A3
MB	Maintenance Building	C7
MS	Mathematics & Science Center	B5
MH	Mitchell Hall	A2
NHC	National Hockey Center	D9
NOC	North Office Center	E1
PA	Performing Arts Center	C3
PSD	Public Safety	E2
RGH	Richard Green House Kimberly Ritsche A. Auditorium	E5 A4
R	Riverview	A5
SBH	Sherburne Hall	B2
SMH	Shoemaker Hall	B6
SVN	Stateview North	D1
SVS	Stateview South	D1
STH	Stearns Hall	C1
SH	Stewart Hall (Ritsche Auditorium)	A4
WH	Whitney House	A2
	Women's Center (Colbert House - North)	A1
801B	801 Building	B4

# Main Roadways and Streets to St. Cloud State University

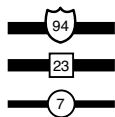
ST. CLOUD STATE UNIVERSITY  
 720 Fourth Avenue South  
 St. Cloud, MN 56301



### LEGEND



ST. CLOUD STATE UNIVERSITY  
 Airport



Federal Highways  
 State Highways  
 County State Aid Highways

Parks/Gardens/Trails  
 Hotels  
 Features

# Section 11

Departmental Graduate Faculty



# Graduate Faculty Roster

*Date in parenthesis indicates the beginning year of service at SCSU.*

## **Abartis, Caesarea (1977)**

Professor of English

A.B. 1967, Duquesne University; M.A. 1969, Ph.D. 1977, Southern Illinois University at Carbondale

E-mail: cabartis@stcloudstate.edu

## **Ackerman, Elaine (2005)**

Associate Professor, College of Education, Dean's Office

B.A. 1988, M.S. 1993, Eastern Washington University, Ph.D. 2004, Gonzaga University

## **Addo, Edward (2000)**

Assistant Professor of Geography

B.A. 1985, University of Ghana; M.A. 1992, University of Regina (Canada); Ph.D. 1996, University of Sheffield (England)

## **Agre, Keith (2001)**

Assistant Professor of Mathematics

B.A. 1995, Concordia College at Moorhead; M.S. 1997, Ph.D. 2000, University of Nebraska at Lincoln

## **Ahmad, Sohel (1997)**

Professor of Management

B.S.M.E. 1987, Bangladesh Institute of Technology; M.S.I.E. 1992, The University of Alabama; Ph.D. 1998, University of Minnesota-Twin Cities

## **Ahmed, Niaz (1991)**

Professor of Mass Communications, Graduate Program

Coordinator for the Department of Mass Communications

M.S. 1986, City University of New York; Ph.D. 1996, University of Southern Mississippi

E-mail: nahmed@stcloudstate.edu Web site: <http://web.stcloudstate.edu/nahmed/>

## **Akhavan-Majid, Roya (2001)**

Professor of Mass Communications; Chairperson

B.A. 1977, M.A. 1984, Ph.D. 1988, University of Minnesota-Twin Cities

## **Akubue, Anthony I. (1990)**

Professor of Environmental and Technological Studies

B.B.A. 1980, M.B.A. 1982, Marshall University; Ed.D. 1989, West Virginia University

E-mail: aiakubue@stcloudstate.edu

## **Alessio, John C. (1984)**

Professor of Sociology and Anthropology

B.A. 1970, Loyola University of Chicago; M.A. 1973, Eastern Illinois University;

Ph.D. 1981, Southern Illinois University at Carbondale

## **Anda, Andrew A. (2001)**

Assistant Professor of Computer Science

B.A. 1982, Northeastern Illinois University; Ph.D. 1995, University of Minnesota-Twin Cities

E-mail: aanda@stcloudstate.edu

## **Anderson, James B. (1966)**

Professor of English

B.A. 1958, M.A. 1961, Southern Illinois University at Carbondale;

Ph.D. 1977, University of Iowa

E-mail: jbanderson@stcloudstate.edu

## **Anderson, Jeanne L. (1991)**

Professor of Learning Resources and Technology Services; Coordinator, Center for Information Media

B.F.A. 1976, M.F.A. 1982, Ed.D. 1990, Northern Illinois University

E-mail: jeanne.anderson@stcloudstate.edu

Web site: <http://web.stcloudstate.edu/jeanne>

## **Anderson, Steven L. (1989)**

Associate Professor of Aviation; Chairperson

B.S. 1986, M.B.A. 1991, St. Cloud State University; Ph.D. 2001, University of Minnesota-Twin Cities

## **Andrzejewski, Julie R. (1971)**

Professor of Human Relations and Multicultural Education

B.A. 1969, M.A. 1971, University of Washington; Ed.D. 1978,

University of Northern Colorado

## **Andzenge, Dick T. (1992)**

Professor of Criminal Justice

B.A. 1979, Calvin College; M.D.A. 1984, M.A. 1985, Ph.D. 1991, Western Michigan University

E-mail: dtandzenge@stcloudstate.edu

## **Ankeny, Elizabeth M. (2005)**

Assistant Professor of Special Education

B.A. 1972, Augustana College; M.A., 1996, Morningside College; Ph.D., 2003, Colorado State University

## **Antunez, Hector Giovanni (2005)**

Associate Professor of Health, Physical Education, Recreation and Sport Science

M.S., 1997, Tulane University; Ph.D., 2004, Tulane University

## **Arnott, Tamara (2006)**

Assistant Professor of Educational Leadership and Community Psychology B.S.

1987, SUNY - Potsdam; M.S. 1989, SUNY - Stone Brook; Ph.D. 1996, University of Southern Mississippi

## **Arriagada, Jorge E. (1999)**

Professor of Biological Sciences

B.S. 1979, M.S. 1983, University of Concepcion (Chile); Ph.D. 1994, Ohio State University

## **Asquith, JoAnn L. (1993)**

Professor of Marketing and Business Law; Interim Chairperson

B.A. 1978, St. Cloud State University; M.B.A. 1983, Ph.D. 1990, Claremont Graduate School

E-mail: jasquith@stcloudstate.edu

## **Bacharach, David W. (1989)**

Professor of Health, Physical Education, Recreation and Sport Science

B.S. 1979, University of Wisconsin-Eau Claire; M.A. 1983, University of Northern Iowa; Ph.D. 1986, Texas A & M University

## **Bacharach, Nancy L. (1989)**

Professor of Teacher Development

B.S. 1978, University of Wisconsin-Eau Claire; M.Ed. 1984, Ph.D. 1987, Texas A & M University

## **Bahauddin, Mohammed (1970)**

Professor of Mathematics

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