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2023

Graduate Bulletin, 2023-2024

Minnesota State University Moorhead

Graduate Bulletin

2023 - 2024

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Minnesota State University, Moorhead
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www.mnstate.edu/graduate

A member of the Minnesota State system and an Affirmative
Action/Equal Opportunity University.

Welcome to the 2023-2024 Minnesota State University Moorhead's Graduate Bulletin
The Bulletin contains information about academic programs and student services offered by Minnesota State University Moorhead. It also contains general University and specific academic policies and degree requirements. Every effort has been made to make the bulletin accurate as of the date of publication; however, all policies, procedures, and fees are subject to change at any time by appropriate action of the faculty, the university administration, the Minnesota State Colleges and Universities Board, or the Minnesota Legislature. The provisions of this bulletin do not constitute a contract between the student and university.

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

This bulletin is published online only.

Introduction

The Graduate Mission

The mission of Graduate Studies at Minnesota State University Moorhead is to promote excellence in research, advanced career preparation and development, as well as personal and creative expression. Graduate Studies at MSUM introduces students to a community of scholars and learners who foster innovative efforts in the areas of discovery, creativity, scholarship and artistic expression. MSUM Graduate Studies is committed to excellence in all graduate degree and certificate programs.

Mission

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

Vision

Minnesota State University will be...

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

What Makes MSUM Special?

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

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

Purpose*(Why do we do what we do?)*
The simplest and most idealistic answer is that our purpose is to transform the world by transforming lives.

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

- Grit
- Humility
- Heart

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

- Diversity and inclusion of people and ideas

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

- Integrity and mutual respect in our behavior and interactions

Strategic Anchors *(How will we succeed?)*
We will succeed by:

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

Overview
Minnesota State University Moorhead is a welcoming educational community that offers rigorous courses of study and places high expectations upon its students. Our strong commitment to faculty-mentored undergraduate research and intellectual growth provides students with continual opportunities for personal and professional achievement. MSUM fosters an environment that encourages students to become versatile, thoughtful, innovative, and engaged

leaders who contribute to their professions and their communities.

MSUM values diversity and mutual respect and strives to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and enhances our students' lives at the same time that it contributes to the community and the region.

MSUM offers graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates.

MSUM at a Glance
Minnesota State University Moorhead, with an enrollment of more than 4,600 full and part-time students, offers 73 undergraduate majors with 55 emphases, 15 graduate degree programs, and 40 certificate programs. Included in our majors are 26 areas of teacher licensure preparation. Our professional programs are grounded in the liberal arts, designed to provide a broad base of knowledge and cultural themes. As a part of the higher education system established by the State of Minnesota, the University provides the advantages of a quality education at the lower costs made possible by the support of Minnesota's citizens.

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

Moorhead Normal School was Minnesota's fourth such institution, charged with the education of those who would teach in the area's rural

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

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

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

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

The Campus
Most of the 28 major buildings on the 119-acre campus have been constructed since 1957, including Langseth Hall and the Wellness Center.

Other campus buildings include six residence halls and one apartment facility, the Livingston Lord Library, the Comstock Memorial (Student) Union, Kise Commons food service, the Regional Science Center, Hendrix Counseling, Security/Police Substation, 11 classroom buildings, the Alex Nemzek Hall complex for men's and women's physical education, health and athletics, and Owens Hall administration building.

The Faculty

There are more than 300 members of Minnesota State University Moorhead's instructional faculty. Over 72 percent of the faculty holds the highest degree in their fields. Professors teach 99 percent of classes and are advisors and mentors. A student-faculty ratio of 18-to-1 encourages undergraduates to participate in faculty-mentored research and creative projects, and the average class size is 23 students.

The Fargo-Moorhead Community

Moorhead, Minnesota and Fargo, North Dakota are education-minded communities with Minnesota State University Moorhead, Minnesota State Community and Technical College, and Concordia College on one side of the Red River, North Dakota State University on the other. The two cities boast a progressive business community and numerous cultural and arts opportunities. Minnesota State University Moorhead regularly offers a Performing Arts Series, monthly art exhibits, and a number of dramatic and musical programs.

Fargo-Moorhead is among the largest metropolitan centers between Minneapolis and Seattle. The character of this metropolitan community of more than 240,000 and growing is also determined by its rural traditions. Situated in the rich farming land of the Red River Valley, Fargo-Moorhead is the hub for wholesale and retail trade, communications, transportation, industry, and medical care in the Upper Midwest. It is a thriving, close-knit community, consistently ranked one of the safest and best communities in which to live.

Academic Colleges & Departments

Minnesota State University is comprised of the following academic colleges and departments.

College of Arts and Humanities
Interim Dean: Dr. Kyja Kristjansson-Nelson
Departments:

- English
- Entertainment Industries & Technology
- History, Languages, & Humanities
- School of Art
- School of Media Arts & Design
- School of Performing Arts

College of Business, Analytics & Communication
Dean: Dr. Peter Sherman
Departments:

- Computer Science & Information Systems
- Economics, Law & Politics
- Mathematics
- Paseka School of Business
- Professional Management
- School of Communication & Journalism

College of Education and Human Services
Dean: Dr. Ok-Hee Lee
Departments:

- School of Teaching & Learning
- School of Social Work
- Sociology & Criminal Justice
- Speech Language Hearing Sciences
- Leadership & Learning

College of Science, Health & the Environment
Dean: Dr. Lisa Nawrot
Departments:

- Anthropology & Earth Science
- Biosciences
- Chemistry & Biochemistry
- Health & Human Performance
- Physics & Astronomy
- Psychology
- School of Nursing & Healthcare Leadership

Accreditation / Certification

Undergraduate Programs

Minnesota State University Moorhead is accredited by the Higher Learning Commission, to offer undergraduate four-year college programs leading to Baccalaureate degrees.

Graduate Programs

Minnesota State University Moorhead is accredited by the Higher Learning Commission at the Doctoral, Specialist, and Master's degree levels.

American Chemical Society (ACS)
Minnesota State University Moorhead's Chemistry Department is on the approved list of the American Chemical Society.

American Council of Construction Education (ACCE)
Minnesota State University Moorhead's degree in Construction Management in the Department of Professional Management is accredited by the American Council for Construction Education (ACCE).

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

Association of Technology, Management and Applied Engineering (ATMAE)
Minnesota State University Moorhead's program in Operations Management in the Department of Professional Management is accredited by the Association of Technology, Management and Applied Engineering.

Association to Advance Collegiate Schools of Business International (AACSB)

Minnesota State University Moorhead's Paseka School of Business is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

Association of University Programs in Health Administration (AUPHA)
Minnesota State University Moorhead's Bachelor of Science degree in Health Services Administration is a member of the Association of University Programs in Health Administration.

Commission on Accreditation of Athletic Training Education (CAATE)
Minnesota State University's Master of Science in Athletic Training is seeking initial accreditation through the Commission on Accreditation of Athletic Training Education. 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101.

Commission on Accreditation of Healthcare Management Education (CAHME)
The Master of Healthcare Administration program is fully accredited by CAHME (Commission on Accreditation of Healthcare Management Education).

Commission on Collegiate Nursing Education (CCNE)
The baccalaureate degree in nursing and the master's degree in nursing at Minnesota State University Moorhead are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, Phone: (202) 887-6791 (http://www.ccneaccreditation.org).

Council for the Accreditation of Education Preparation
Minnesota State University Moorhead meets rigorous national standards for educator preparation set by the Council for the Accreditation of Educator Preparation (CAEP) as a five-year teacher education institution offering the degrees of Bachelor of Science, Master of Science, and Education Specialist. Questions on accreditation contact: 1140 19th St NW Ste 400, Washington, DC 20036-6610, Phone: 202.223.0077.

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

[Council on Social Work Education (CSWE)](#)
Minnesota State University Moorhead is accredited by the Council on Social Work Education to offer a Bachelor of Social Work degree.

[Minnesota Board of Executives for Long Term Services and Supports (BELTSS)](#)
The Minnesota Board of Executives for Long Term Services and Supports accredits Minnesota State University Moorhead Long Term Care Administration program as a Center of Excellence for Long Term Care Administrators.

[Minnesota Board of Peace Officer Standards and Training (POST)](#)
Minnesota State University Moorhead is certified to educate police officers in the State of Minnesota.

[Minnesota Board of School Administrators (BOSA)](#)
Minnesota State University Moorhead's Educational Leadership programs are approved by the MN Board of School Administrators.

[Minnesota Board of Teaching/Professional Educator Licensing and Standards Board (PELSB)](#)
Minnesota State University Moorhead's teacher licensure/endorsement programs are approved by the MN Board of Teaching.

[National Association for the Education of Young Children (NAEYC)](#)
The Minnesota State University Moorhead's Early Childhood Center has been accredited under the National Association for the Education of Young Children new accreditation standards since June 2008. We strive to educate children under this high

mark of excellence. NAEYC Accreditation of Programs for Young Children is the mark of quality in early childhood education, with thousands of programs currently accredited nationwide.

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

[National Association of Schools of Art and Design (NASAD)](#)
Minnesota State University Moorhead is an accredited institutional member of the National Association of Schools of Art and Design. MSUM offers the Bachelor of Arts and Bachelor of Fine Arts degrees. It is one of seven NASAD accredited institutions in Minnesota.

[National Association of Schools of Music (NASM)](#)
Minnesota State University Moorhead is an accredited institutional member of the National Association of Schools of Music. MSUM offers Bachelor of Arts and Bachelor of Science degrees in music.

[National Council for State Authorization Reciprocity Agreements](#)
Minnesota State University Moorhead has been approved by the state of Minnesota to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

[North Dakota Board of Examiners for Nursing Home Administrators](#)
Minnesota State University Moorhead's Long Term Care Administration degree is accredited by the North Dakota Board of Examiners for Nursing Home Administrators.

Project Management Institute (PMI) Global Accreditation Center for Project Management Education Programs (GAC)

Minnesota State University Moorhead's Bachelor of Science degree in Project Management is accredited by the PMI GAC for Project Management Education Programs.

This listing can also be found on the MSUM website at https://www.mnstate.edu/about/accreditation/.

Access to Information

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

The Bulletin
It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students.

Every effort has been made to ensure the accuracy of the material contained within this catalog as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the MSUM administration, the Minnesota State Colleges and Universities Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this catalog do not constitute a contract between the student and MSUM. The information in this catalog is for use as an academic planning tool and is subject to change at any time.

Upon printing of this catalog, all previous issues are revoked.

Academic Policies and Procedures
The University's academic policies may also be found in the Faculty Guide to Resources and Policies and Student Handbook. Information on academic policies and procedures may be obtained at the offices of Academic Affairs, Student Affairs, Admissions, Registrar, Scholarship and Financial Aid, and Academic Support Center. The University Policy website can be found HERE.

Emergency Cancellation
Classes/programs are subject to cancellation or changes in the event of inclement weather or an emergency. MSUM will seek to continue instruction through alternate means if they are available to meet the situation in the event of prolonged closure. See University Policy page for more information.

Non-Discrimination Statement
Minnesota State University Moorhead is committed to a policy of equal opportunity and nondiscrimination in employment & education and is a member of the Minnesota State Colleges and Universities system. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or membership or activity in a local commission as defined by law. Inquiries regarding compliance should be referred to the Designated Officer: Director of Student Conduct & Resolution, Flora Frick 153C, 218.477.2174 (Voice). This information will be made available in alternate format, such as Braille, large print or audio cassette tape, upon request by contacting Accessibility Resources at 218-477-4318 (Voice); 218-477-2420 (FAX) or 1-800-627-3529 (MRS/TTY).

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

- **The right to inspect and review the student's education records within 10 business days of the day MSUM receives a request for access.** Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the

records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. MSUM must provide a student copies if the student agrees to pay any applicable copy costs.

- **The right to request an amendment to the student's education records which the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask MSUM to amend a record by writing the university official responsible for the record. The student must clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. MSUM will notify the student in writing of the decision and advise the student of their right to a hearing if the request was denied. Additional information regarding the hearing procedures will be provided to the student at that time.

- **The right to a written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** MSUM discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by MSUM in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom MSUM has contracted to provide a service (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; representatives of Minnesota State, including the Chancellor, Chancellor's staff; or a student serving on

an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Upon request, MSUM may disclose education records without consent to officials of another school in which a student is enrolled or intends to enroll.

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

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

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

MSUM designates the following information as limited directory information:

- Student Star ID number and technical ID number
- Electronic mail addresses (email addresses)

- Photographs taken and maintained by MSUM for various purposes

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

Student email addresses and Star ID numbers are defined as limited directory data for enterprise technology related purposes internal to the Minnesota State Colleges and Universities System that are approved by system office IT, including, but not limited to, inclusion of email addresses and Star ID numbers in a directory accessible to Minnesota State students and employees.

Additionally, the following information is defined as limited directory data for purposes of sharing with the student association representing MSUM students so the association can communicate with their members.

- Student name
- Email address
- Student change code (NEW/RTN/DROP)

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

Financial Aid
The purpose of financial aid is to assist students with college-related expenses. Financial aid and scholarship information is available at the Office of Scholarship and Financial Aid and their webpage.

Veterans Benefits & Transition Act of 2018
Minnesota State University Moorhead complies with Minnesota Statute 197.775 which exceeds all criteria of Title 38 United States Code Section 3679(e).

Student Right to Know Report
The purpose of this information is to disclose annual student completion and graduation rates, including graduation rates for student athletes. This report is available from the Office of Institutional Effectiveness and can be found HERE.

Student Alcohol and Other Drug Policy

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

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

Drug Free Workplace and Schools
Minnesota State University Moorhead provides information regarding University policies for alcohol and drug use on the campus in the class schedule and the Annual Campus Crime Report. This information is provided in compliance with the Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1989. The report includes:

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

- health risks associated with use of illicit drugs and alcohol

Equity in Athletics Disclosure Act Report
The purpose of this information is to disclose athletic participation rates and financial data related to athletics. This report is available at the following EADA link HERE.

Annual Crime Report
MSUM's Annual Campus Crime Report is available online HERE.

The Report contains

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

If you are unable to access this report and wish a printed copy, or have other concerns about the report, please contact the Public Safety Office at (218) 477-2449.

Resources and Services

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

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

Athletics and Recreation
Provides information on Dragon Athletics, Club Sports, Intramurals, and other recreational activities on campus.

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

Business Services
The MSUM Business Services Office is responsible for university business operations including student tuition and fees billing, deposits, and collections and faculty, staff, and student payroll.

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

Center for Engaged Learning
The MSUM Center for Engaged Learning is home to four offices that create opportunities for experiential learning and engagement between students, faculty and our community.

Center for Global Engagement
The Center for Global Engagement serves the MSUM international student population from admission to registration and provides programming for the students throughout the academic year.

Comstock Memorial Union - Student Activities
The Comstock Memorial Union is an innovative, student-centered organization and facility. The CMU delivers valued services and programs that

enhance campus life and inspire University involvement and commitment.

Counseling Services
Counseling Services provides a confidential setting in which students may explore concerns of a personal nature. They offer individual and group counseling for students free of charge and ADHD assessment services for a small fee. The staff Navigator will work with students to find convenient, affordable healthcare and pharmacy services in the nearby community, as well as transportation options to get there. Information about immunizations can be found on their website.

Dean of Students Office
The Dean of Students Office handles matters related to student life, student conduct & resolution Office and Title IX. The goal of the office is to maintain a university environment that is conducive to the academic success of all students, to protect the rights of all members of the university community, and to provide a disciplinary process in which participants experience personal growth and appreciation for the responsibilities of living in a community.

Diversity and Inclusion Office
The MSUM Office of Diversity & Inclusion offers four cultural and identity centers open to all students, faculty, staff, and members of the community. Through a variety of programming and specialized resources, our centers help build a campus community that is diverse, inclusive, globally aware and just.

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

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

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

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

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

Livingston Lord Library
The Livingston Lord Library supports academic and cultural experiences of students, faculty, and citizens of this region and encourages their active, life-long learning. The Library acquires and organizes resources and provides the services that sustain research, support curricula, teach critical thinking, advance information literacy skills, encourage reading, advocate intellectual freedom and enhance thoughtful, informed citizenship.

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

Planetarium
The MSUM planetarium offers a variety of multimedia presentations that awe, amaze,

entertain and educate viewers of all ages. Tour the planets and known universe through a night sky simulation that delivers spectacular imagery through a dynamic and total immersion experience. The planetarium uses the premier Elumenati projector and Uniview scientific software used by the most prestigious planetariums in the country. The planetarium comfortably seats 62, and serves 10,000 visitors annually.

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

Parking information can be found on the Public Safety website.

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

Registrar's Office
The MSUM Registrar's Office offers a wide variety of support services and provides information regarding academic policies and procedures to faculty, staff and students. The office provides information on registration for classes and enrollment, evaluation of transfer and placement exam credit, tracking of degree progress, transcript and diploma services, and commencement.

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

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

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

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

Admission Information

For information on Admission into a graduate program, please visit:

Graduate Admissions

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

Sources of Financial Assistance
Information on financial aid, scholarships, and graduate internships can be found at
https://www.mnstate.edu/financial-aid/

Information on graduate assistantships can be found at
https://www.mnstate.edu/admissions/graduate/assistantships/.

Financial Aid

For financial aid information including loan, scholarships, grants and employment opportunities please refer to:

Scholarship and Financial Aid

Academic Information

The most current University Policies can be found on the University Policies and Procedures webpage.

General Degree Requirements

Number of Credits Required for a Graduate Degree

A minimum of 30 credits is required for completion of a master's or specialist degree at MSUM. In either Plan A or Plan B at least one-half of the credits (exclusive of thesis or Plan B project requirements) must be earned at the 600 level. A minimum of 72 credits is required for completion of the Ed.D. at MSUM. Specific program requirements are listed in the "Academic Programs" section of the Graduate bulletin.

Graduate Residence and Transfer of Credit Policy

Residence requirement: At least one-half of the semester credits constituting the minimum requirements for the master's degree, specialist degree or graduate certificate must be completed through registration at MSUM in courses offered by its faculty.

Transfer of non-degree status credits: Courses taken at MSUM as a non-degree seeking student prior to program admission will be transferred as follows:

- Up to nine semester credits for a master's or specialist degree.

- Up to one-half (maximum of eight) of the credits required for a graduate certificate.
- Up to 18 semester credits from the 18 Online Initiative into the Curriculum and Instruction program as a content specialization or into the Master of Business Administration program.
- At least 21 semester credits for a master's or specialist degree program or one-half of the semester credits for a graduate certificate, must be taken after program admission, except in the case of the 18 Online as stated in 2.c. of this policy.

Transfer of credits into Doctor of Education degree: Up to 27 semester credits (12 semester credits from an initial master's degree and 15 semester credits from a subsequent master's degree and/or graduate work not applied toward the initial master's degree) or up to 27 semester credits from a doctoral degree may be transferred into the Ed.D.

Transfer from other Minnesota State System Universities: Courses from another Minnesota State System University may be transferred to a graduate degree program or a graduate certificate program based on the following: Up to 1/2 of the minimum course credits (not including project, thesis, internship, or practica credits) required for a master's or specialist degree may be transferred to an MSUM degree program with the approval of the graduate coordinator of the program involved.

- Up to 1/2 of the minimum credits required for a graduate certificate may be transferred to an MSUM certificate program upon the approval of the graduate certificate program coordinator.
- If more than one graduate institution was attended previously, the student and advisor will determine which credits will be transferable, but no more than half of the minimum course credits will be allowed.
- An official transcript from each graduate institution from which the student wishes to transfer credits must be given to the Registrar's Office; the advisor will notify the Registrar's office which transfer credits are

approved by the program and they will be added to the MSUM transcript. This will apply to credits transferred upon initial admission to MSUM as well as any credits taken after admission. The total transfer credits may not be more than half of the minimum degree or certificate requirements.

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

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

Other requirements:

- A grade of A or B is required in any courses to be included in a master's or specialist degree program or graduate certificate program and not taken at this university. No "P" or "S" grades may be transferred. Individual programs may approve credits with grades of A or B (not pass/fail) in workshops or in special in-service courses. No more than 1/6 of the required master's degree or graduate certificate credits may be counted from workshop or special in-service courses. Some continuing education courses from MSUM may be counted towards the master's degree, specialist degree or graduate certificate requirements. These will be reviewed on a case-by-case basis by the program

coordinator and the Dean of Graduate and Extended Learning.
- Any course transferred from another institution must meet the ten year time limit for completion of the degree. Courses taken 10 or more years ago will not be considered for transfer.
- For the Doctor of Education (Ed.D.) degree, up to 27 credits may be transferred into the 72 semester credit degree program in accordance with #3 of this policy. There are no date restrictions (age of courses) regarding the transfer of these 27 credits. Didactic, practicum, internship, and field experience credits may transfer, including those with a grade of "P" or "S."

Graduate Academic Warning and Suspension Policy

All students at MSUM are required to maintain satisfactory academic progress. This means there are cumulative GPA thresholds and a percent of credit completion students must achieve. Students are responsible for determining their own academic status, both by monitoring the "Holds" section of the online web registration program, and by comparing their own progress to the standards listed below.

GPA Requirement for Continuation in Good Standing. Graduate students are required to maintain a 3.0 grade point average (GPA) on a 4.0 scale to continue in a graduate program. Graduate students must have a GPA of 3.0 or higher at the time of graduation.

Completion Rate Requirement for Continuation in Good Standing. All students must complete 66.667% of the sum of all MSUM credits attempted plus all transfer credits accepted.

- MSUM credits attempted include all MSUM courses on a student's official record, including withdrawals, repeated courses, and grades of incomplete.
- MSUM withdrawals, grades of F, FN, NC, incompletes, and missing grades count

against percent completion because they result in zero credits earned for that course.

- Transfer credits accepted and earned credits listed on the MSUM transcript are included in the percent completion calculation as attempted credits.
- Percent completion is calculated by dividing the number of earned credits by the sum of MSUM attempted credits plus transfer credits accepted.

Academic warning, probation and suspension holds are placed after the grading period at the end of each semester. Students whose cumulative GPA and completion rate meet the minimum standards are considered in good standing. A student whose GPA falls below 3.0 will be placed on academic warning for the next semester in which the student enrolls. For students enrolled in a graduate program, the record will be reviewed by the student's graduate program coordinator and a success plan may be developed. During the academic warning semester, a minimum of 3.0 GPA must be achieved as well as the satisfactory completion of a success plan. A student's failure to satisfactorily complete a success plan and achieve a 3.0 in the semester following the academic warning semester will result in suspension from the graduate program.

Graduate Time Limitation on Program Completion Policy

All requirements for the master's, specialist, and doctorate degrees must be completed within ten years after completion of the first graduate course taken after program admission.

A student, in consultation with his/her advisor, may petition the Office of Graduate and Extended Learning for an extension of the time limitation. Extensions may be for one semester or a full year. Extensions will be considered on a per case basis. If the student has not finished the degree towards the end of a second extension, he/she must consult with his/her advisor and the Dean of Graduate and Extended Learning to determine if another extension is warranted. Any extension given may

require a detailed plan of completion as well as additional or repeated course work and/or research. This will be determined by the graduate program coordinator and the Dean of Graduate and Extended Learning at the time that the extension is approved.

Graduate Written Comprehensive Examination, Oral Defense, and Research Policy

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

<u>Written Comprehensive Examination</u>

Candidates in some graduate programs must demonstrate competence in the major field in a written comprehensive examination. The exam is normally taken at the completion of the coursework and prior to undertaking the research component of the degree program. The major department or program will determine the nature of the examination which must be satisfactorily completed and reported to the Office of Graduate Studies and Extended Learning. A student who fails the comprehensive examination may repeat it during a subsequent term with program approval. A second failure will result in termination of degree program enrollment.

<u>Oral Defense</u>

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

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

Research Components

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

Thesis:

A part of the program of every degree candidate completing a thesis is the demonstration of ability to do individual, independent work of a creative or investigative nature in an area related to the major field through the preparation of a thesis. The thesis will be supported by the work represented in 2 to 4 credit hours of registration in thesis 699. No more than 4 hours of 699 may be counted in satisfying the minimum requirements for a degree. Credit hour registration in a given term may vary with the nature of the study, according to the department or area, and on the previous agreement between the student and the advisor for expected research effort and adequate supervision.

Project/Action Research/Portfolio:

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

Research Involving Human Subjects:

If research is to involve human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for obtaining informed consent. Research of this type may not be initiated until it has been approved by a thesis or project examining committee and the Institutional Review Board (IRB). Forms are available online on the IRB website. Allow at least four (4) weeks during the academic year for IRB approval.

Policies and Regulations

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

Refunds for dropped courses may apply and guidelines may be found at http://www.mnstate.edu/business-services/.

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

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

Course Load
The normal course load for a graduate student is usually twelve (12) credits. Eight (8) graduate credits of enrollment are required for full-time status for students receiving financial aid, including the graduate assistant or work-study awards. Students that are enrolled for 6-7 graduate credits are entitled to pro-rated financial aid. Permission of the appropriate graduate program and college

dean is required for registration in excess of fifteen (15) graduate credits in any academic term.

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

Graduate Courses Taken by Undergraduate Students Policy
Undergraduate students who meet the following requirements may enroll in 500 or 600 level courses for graduate credit:

- Completion of a minimum of 90 semester credits towards a bachelor's degree.
- Minimum cumulative GPA of 3.0.
- Any course prerequisites must be satisfied.
- "Request by Undergraduate to Register for Graduate Credit" form must be signed and approved by the instructor and the Office of Graduate and Extended Learning in advance of registration.

Graduate credits may be applied to meet any requirements for the baccalaureate degree with approval from the graduate program coordinator and undergraduate advisor.

A maximum of six graduate credits may be taken by undergraduates and subsequently applied to a graduate degree at MSUM. Please be advised these graduate credits may not be acceptable at another university.

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

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

Students may declare the intent to audit a course by submitting a course audit form signed by the instructor by the tenth class day of a semester. Summer session dates vary based on the length of individual sessions; refer to drop dates posted on the Registrar's Office website at https://www.mnstate.edu/registrar/.

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

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

Credit for Non-Academic Experience
The purpose of this policy is to provide students with opportunities to demonstrate competence at the college and university level from learning gained through learning experiences outside of a college or university credit-bearing course and to establish consistent practices among colleges and universities for evaluating and awarding undergraduate or graduate credit for prior learning.

https://www.minnstate.edu/board/policy/335.html

Graduate Grades and Grade Points Policy Grades given in graduate courses include A, B, C, D, F, P (Satisfactory) and AU. In a continuing research course, a student may be given a grade of IP until the course is completed. W signifies withdrawal without penalty from the course. Only those

credits which were completed with a grade of A, B, C, or P may be applied toward a graduate degree. Graduate programs may designate core courses which must be completed with a grade of A or B in order to count toward the degree.

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

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

Grades and Grade Points
All study for university credit is recorded with the following grade designations:

A+	4.00 Grade points per credit
A	4.00 Grade points per credit
A-	3.67 Grade points per credit
B+	3.33 Grade points per credit
B	3.00 Grade points per credit
B-	2.67 Grade points per credit
C+	2.33 Grade points per credit
C	2.00 Grade points per credit
C-	1.67 Grade points per credit
D+	1.33 Grade points per credit
D	1.00 Grade point per credit
D-	0.67 Grade points per credit
F	0.00 Grade points per credit
FN	0.00 Grade points per credit
I	Incomplete
P	Pass
IP	In Progress
AU	Audit
W	Withdrawal

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

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

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

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

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

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

Continuing/Continuous Registration in a Graduate Program Policy
Candidates for graduate degrees must be enrolled for graduate academic credit at the time they sit for the final oral defense (including summer session). In addition, some graduate programs have a continuous enrollment policy (Counseling, Doctorate in Educational Leadership, Nursing, School Psychology, and Speech Language Pathology). Students should view the program description pages in the bulletin for specific program requirements.

Unless dictated differently by a program, students may fulfill this requirement in one of four ways:

- Concurrent enrollment in course work.
- Enrollment for Thesis (699) or Dissertation (799).

- Enrollment for Project/Action Research/Portfolio (692, 695, 696, 795, 796).
- Enrollment for one credit in continuing registration (698 or 798).

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

Dual Graduate Degree Policy
Any student wishing to pursue multiple graduate degrees from MSUM must meet all admission criteria and degree requirements for each program. Any duplication coursework must follow current Transfer of Credit policy.

Graduate Appeals Policy
All graduate students who wish to submit an appeal need to complete the Graduate Academic Appeals form. Course grade appeals must be submitted within six weeks of the close of the semester in which the student received the grade. Appeals for retroactive withdrawals must be submitted within five years. All other appeals must be submitted within a year of the situation that generates the appeal. Detailed procedures for filing appeals may be obtained from the Office of Graduate and Extended Learning or online. The graduate student is responsible for following the designated procedures.

The graduate student may file a graduate academic appeal for the following situations: retroactive withdrawal from courses, late course adds/drop, admission decisions, termination, degree requirements, course substitutions, course waivers, etc.

Dismissal from a Graduate Program
Graduate programs may initiate proceedings for the dismissal of a student from a program for one or more of the following reasons: GPA below 3.0;

failure to meet the goals of a success plan; inadequate technical skills; lack of interpersonal skills required for the profession; or failure to pass comprehensive examinations or oral defense. Students may also be dismissed for unethical or non-professional conduct, including plagiarism and forgery.

Upon recommendation of the graduate program a document detailing specific problem areas, attempts at remediation, and a notice of dismissal from the program will be submitted to the student, Dean of Graduate and Extended Learning, and the college dean.

A student may appeal any of the decisions if the outcomes affect the student's academic or financial aid status. Graduate students must follow procedures for graduate academic appeal.

Certification/Licensure
Programs of study at MSUM are designed to help graduates meet certification or licensure requirements in Minnesota and North Dakota, but actual certification or licensure is the function of the states, not of any college or university. Earning an academic degree does not lead automatically to state certification or licensure. It is the students responsibility to be aware of the requirements for the state in which they wish to work.

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

could result in ineligibility to qualify for a degree in this program.

Students whose programs may involve DHS or MDH licensed facilities or agencies should contact the chair of their major program. Forms may be obtained from the program chair.

Degree Completion Procedures

The degree completion procedures are completed online using the Graduate Dashboard. All steps and approvals are sequential meaning that a step cannot be submitted until the prior step has been completed and approved by all necessary parties. Please note the paper Forms 1-4 have been discontinued and all students must log on to the Graduate Dashboard to follow the degree completion procedures.
https://my.mnstate.edu/GradStudies/

Course Planning:
Students are assigned a graduate advisor upon admission to a degree program. It is the student's responsibility to meet with the advisor to plan the appropriate courses in order to meet degree requirements. The plan should be recorded using the course planning tool.

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

Committee Selection:
Capstone requirements, including the dissertation, thesis, and project, require a committee for the oral exam. The student and advisor identify faculty to sit on the student's committee subject to approval by the Dean of Graduate and Extended Learning. The committee must include a minimum of 2 or 3 faculty, as described by each specific program, who have graduate faculty status.

Timeline for submission: prior to beginning capstone requirements.

Final Discourse Topic Approval:
Type of final discourse paper (dissertation, thesis, project, portfolio) and selection of the topic is

discussed with the student's advisor. If human subjects are involved in the research, students must submit their research on IRBNet and have approval before beginning research. Please refer to your program's student handbook for additional information or schedule a meeting with your advisor.

Timeline for submission: prior to beginning final discourse paper.

IRB Approval:
Any research conducted at MSU Moorhead that involves human subjects must receive prior approval from the Institutional Review Board (IRB). Please refer to the IRB website for information on submitting research proposals. Be sure to allow time for the approval process before you begin your research.

Once you have received IRB approval, please upload the approval letter to the Graduate Dashboard.

Timeline for submission: prior to beginning research study.

Commencement:
In the Graduate Dashboard, you must indicate your anticipated program completion term to be eligible for that term's commencement. All graduate students that complete a master's, specialist or doctorate degree are listed in the commencement program whether they participate in the commencement ceremony or not. Completion of the commencement step on the Graduate Dashboard is required. This step should be completed 6 weeks prior to commencement.

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

either of the ceremonies and will indicate this on the Graduate Dashboard.

Academic garb should be ordered from the Bookstore no less than eight weeks prior to commencement.

Written Comprehensive Examination:
Completion of the written comprehensive examination is verified by the graduate program coordinator. A student who fails the comprehensive examination may repeat it during a subsequent term with program approval. A second failure will result in termination of degree program enrollment.

Timeline for submission: after successfully completing written comprehensive examination.

Oral Defense:
All graduate students, regardless of program, complete a final oral defense. Students who fail the final oral defense cannot receive a passing grade on the project or thesis and will not receive the degree. Students may repeat the oral defense during a subsequent term with program approval.

Timeline for submission: after successfully completing oral defense.

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

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

A copy of each thesis and dissertation written by a graduate student at MSUM as partial fulfillment of the requirement for the graduate degree is deposited in RED. For those graduate students that elect to do a Project/Action Research, only the abstract is entered in RED.

Instructions for creating accounts are available on the graduate website. Directions for submission of your final paper:

- Students completing a Thesis (699) or Dissertation (799) will create an account in Digital Commons (RED) and upload their final, advisor-approved copy in PDF format.
- Students completing a Project/Action Research (696 or 796) will create an account in Digital Commons (RED) and enter their abstract only. Please discuss your project options with your advisor.

Timeline for submission: after completion of final research paper and prior to degree completion submission.

Degree Completion:
This is the final step in the graduate degree completion process. Before completing this step, make sure that:

- Your final paper or abstract has been submitted to RED (if required).
- Official transcripts for any transfer credits have been submitted to the Registrar's Office and are entered as a transfer course in the course planning tool.
- All required coursework has been completed.
- You have double checked your transcript for any past grades of I, IP, or Z and work with the instructor on submitting grade changes. Degrees will not be posted until ALL grades have been submitted and recorded.

Timeline for submission: one week before commencement.

Doctorate in Educational Leadership
Program Coordinator: Ximena Suarez-Sousa, M.Ed., Ph.D.
Department of Leadership & Learning

Lommen Hall 211C, (218) 477-2007
suarez@mnstate.edu

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

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

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage

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

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

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

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

- Develop on-going inquiry and innovation around challenges in professional Educational Leadership practice
- Evaluate, design and apply research methods to make a positive difference in the lives of students, families, and all members of the educational community.
- Construct, lead and change learning organizations and systems that are purposeful, successful, compassionate and socially just contexts for learning.

- Develop skills and knowledge needed for the effective leadership and management of complex organizations in a global technological and culturally diverse society.
- Contrast and compare educational issues that affect the educational enterprise.
- Design sound, educational policy, funding models and practices using data-driven decision making.
- Create and sustain a community of leaders committed to collaboration, mutual support and continuous learning.

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

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

EdD with Healthcare Emphasis Program Student Learning Outcomes
In addition to the core Doctorate of Education Degree (EdD) Student Learning Outcomes (SLOs), upon completion of the Healthcare Emphasis, graduates are also expected to:

- Participate effectively in program, curricular, and course design and evaluation to support practice responsive to contemporary health care trends.
- Engage in scholarship, service, and leadership as a healthcare educator to foster development of learners, colleagues, self, and the educational milieu.
- Apply safety and quality principles, methods, performance measures, and standards to transparently and continually improve health outcomes.
- Analyze, incorporate, promote, and evaluate current/emerging healthcare informatics, and communication

technologies to deliver and enhance healthcare outcomes.
- Collaborate as leader/member of interprofessional teams to optimize healthcare management, coordination, and administrative practices.

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

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

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

Core
ED 701 Introduction to Advanced Graduate Scholarship and Leadership (3)
ED 704 Quantitative Methods in Educational Research (3)
ED 705 Qualitative Methods in Educational Research (3)
ED 727 Educational Law and Policy: Historical, Political and Global Perspective (3)
ED 735 Social Justice, Culture, Diversity and Ethical Practice for Educational Leaders (3)
ED 740 Fiscal Management for Educational Growth and Change (3)
ED 767 Organization and Administration of Educational Leadership (3)
ED 772 Instructional Models for Learners and Leaders (3)
ED 782 Emerging Issues in Supervision and

Administration (3)
ED 783 Strategic Assessment and Accountability in Education (3)
ED 785 Building a Compassionate Community of Scholars - 1st summer residency requirement (3)
ED 795 Research Seminar – 2nd summer residency requirement (3)
ED 799 Dissertation (9)

Program Requirements

27 elective or transfer credits with no more than 15 credits at the masters level are also required. Up to 27 credits (maximum of 15 masters credits and/or 27 doctoral/licensure credits) could be transferred and may be applied toward elective credits upon prior approval. The choice of elective and transfer credits must be approved by the faculty advisor prior to enrollment and during the creation of a plan of study.

Electives

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

ED 613 Social, Cultural, Political, and Community Dimensions of Education (4)
ED 630 Leadership, Planning, and Organizational

Behavior in Education (3)
ED 631 Educational Law & Organizational Structure of Education (3)
ED 632 Curriculum, Instruction & Learning Theory (4)
ED 634 Personal Communication and Ethics (3)
ED 635 Personnel, Supervision & Staff Development (4)
ED 636 Policy and Educational Finance (2)
ED 640 PreK-12 School Administration (3)
ED 644 PreK-12 School Curriculum (3)
ED 660 Introduction to Student Affairs and College Counseling in Higher Education (3)
ED 662 Administration of Student Affairs and College Counseling in Higher Education (3)
ED 670 Educational Alternatives for Learning (2)
ED 671 Issues in Education (2)
ED 690 Topics in Education (2)
ED 527 Emerging Technologies (2)

Healthcare Emphasis Core Credits (15 credits)

MHA 605/NURS 605 Healthcare Quality and Regulatory Management (3)
MHA 628/NURS 628 Healthcare Policy and Reimbursement (3)
MHA 638/NURS 638 Health Information Systems (3)
MHA 650/NURS 650 Operational Strategy and Systems Leadership (3)
MHA 615/NURS 615 Research and Evidence-Based Practice (3/4)

Restricted Electives (12 credits)

Healthcare Emphasis Elective Credits (12 credits)

9 of 12 elective credits must be from MHA or NURS rubric.

MHA Course Elective Choices
MHA 618 Healthcare Law and Ethical Decision Making (3)
MHA 625 Health Program Planning and Evaluation (3)
MHA 619 Applied Healthcare Financial Management (3)
MHA 651 Healthcare Operations Management (3)

NURS Course Elective Choices
NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)
NURS 610 Health Promotion and Disease Prevention (3)
NURS 629 Educational Foundations and Teaching Strategies (4)
NURS 635 Pathophysiology, Pharmacology, & Physical Assessment for Nurse Educators I (3)
NURS 636 Pathophysiology, Pharmacology, & Physical Assessment for Nurse Educators II (3)
NURS 639 Curriculum/Course Development and Evaluation (3)
NURS 642P Advanced Nurse Educator Practicum Capstone I (3)
NURS 643P Advanced Nurse Educator Practicum Capstone II (3)
NURS 649 Nursing Education Assessment, Testing, and Evaluation Strategies (3)

ED Course Elective Choices
ED 630 Leadership, Planning, and Organizational Development (3)
ED 634 Personal Communications and Ethics (3)
ED 613 Social, Political, Cultural, and Community Dimensions of Education (4)
ED 717 Adult Learning (2)

Master of Arts in Criminal Justice

Department of Sociology and Criminal Justice
Graduate Program Coordinator: Lee Vigilant, PhD, MA, BA
Lommen Hall 212J, (218) 477-2034

Description

The Master of Arts in Criminal Justice serves a community of criminal justice professionals and scholars who are ready to achieve proficiency in criminal justice research, policy, and assessment. The program mission is to deliver an individualized and customized education that sharpens skills and provides new insights into the criminal justice professions. The program will foster ideals of equity and inclusion, promote creative and independent thinking, and equip post-graduates

for success in a dynamic criminal justice system. Instruction is delivered through online plus, allowing students the opportunities to complete the degree entirely through online learning or to choose classes with a face-to-face experience. Coursework explores criminal justice leadership, systems, professions, ethics, and theory, and encourages learning plans with student-initiated research and investigations. The Master of Arts in Criminal Justice is an appropriate course of study for students interested in rehabilitation corrections, law enforcement, restorative justice, and preparation for doctoral work in criminal justice and related fields.

Admission Requirements

Because of varying grading practices in colleges and universities, and because GPA is not the sole predictor of success in graduate school, students may appeal these requirements to the Chair of the department or the Dean of Graduate Studies. Successful applicants to the Master of Arts program in Criminal Justice will have earned a bachelor's degree before enrolling in the first semester of classes. Students with bachelor's degrees in Criminal Justice, Sociology, Psychology, Political Science, Social Work, and related fields will be considered for admission. Students who have completed majors in fields other than criminal justice may be required to complete foundational classes in addition to the required graduate coursework. In some cases, seniors enrolled at MSUM will be eligible to enroll in graduate level classes.

A minimum GPA of 3.0, or a minimum GPA of 3.25 in the student's major or last two years of undergraduate work is required for admission.

Student Learning Outcomes
Students who complete the Master of Arts Degree in Criminal Justice will:

- Acquire an advanced knowledge of criminal justice theory and research sufficient to pursue the PhD in criminal justice or related

fields (aligned with University Wide Student Learning Outcomes 1; Demonstrate intellectual preparedness for success in professional life, bolstered by integrative experiences and technological competence 2; Demonstrate effective written and oral communication 3; Apply critical thinking skills in deliberative decision-making and problem-solving and 6; Demonstrate the knowledge, skills, and self-awareness to sustain the life of ongoing, independent learning).

- Know the special statuses of marginalized and vulnerable populations in the US system of criminal justice (aligned with University Wide Student Learning Outcome 5; Develop ethical relationships with people who have different backgrounds, life experiences, cultures, beliefs, and values).
- Demonstrate understanding of criminal justice agencies, how they function, and their roles in both preserving and limiting individual and civil rights (aligned with University Wide Student Learning Outcome 4; Demonstrate community and civic engagement, both locally and globally).
- Acquire and develop skills for professional criminal justice settings (aligned with University Wide Student Learning Outcomes 3 and 6) through rigorous coursework and individualized opportunities to design and implement research, analysis, and assessment.

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements (15-20 credits)
CJ 602 Advanced Criminology (4)
CJ 667 Restorative Justice: Theory & Practice (4)
CJ 696 Project/Action Research (1-6)
SOC 551 Quantitative Methods *OR* SOC 552 Qualitative Methods (3)
SOC 661 Historical Trauma and Resilience (3)

Program Requirements
Students will complete a project in CJ 696,

Project/Action Research that will include an oral defense of the final project to three professors on the graduate faculty.

Restricted Electives (10-15 credits)
Students will complete 10-15 credits selected from the following:

CJ 500 Seminar in Criminal Justice (3-4) *may be repeated for credit as seminar topics change
CJ 544 Sociology for Law Enforcement (3)
CJ 545 Drug Abuse Control Policy (3)
CJ 615 Criminal Justice Agencies and Professional Leadership (3)
CJ 688 Research & Planning (3-8)

Recommended Electives
Students are encouraged to complete credits in CJ 688 Research and Planning to best align course projects with their professional interests.

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

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

All courses in the MBA curriculum are available online with no required face-to-face meetings.

These courses will have optional live interactive sessions. Students who are unable to attend the live sessions will have the opportunity to review the session recordings.

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

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

Student Learning Outcomes

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

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements (22 credits)
MBA 611 Marketing Management (3)
MBA 621 Managerial Accounting (3)
MBA 631 Financial Management (3)
MBA 641 Human Resource Management (3)
MBA 651 Organizational Behavior (3)
MBA 682 Operations Management (3)
MBA 688 Strategic Management (3)
MBA 695 Portfolio/Plan B (1)

Emphasis in Healthcare (15 credits)
MHA 618 Healthcare Law and Ethics (3)
MHA 628 Healthcare Policy and Reimbursement (3)
MHA 638 Healthcare Information Systems (3)
MBA 671 Healthcare Delivery Science (3)
ECON 610 Healthcare Economics (3)

Emphasis in Management (15 credits)
BUS 602 Quantitative Methods (3)
MBA 615 International Marketing (3)
MBA 648 Investments (3)
MBA 661 Entrepreneurship (3)
MBA 685 Project Management (3)

Emphasis in Accounting & Finance (15 credits)
BUS 602 Quantitative Methods (3)
BUS 640 Financial Reporting & Analysis (3)
MBA 625 Tax & Law (3)
BUS 642 Corporate Finance (3)
MBA 648 Investments (3)

Emphasis in Customized (15 credits)
Pick any five courses from the list of below:
BUS 602 Quantitative Methods (3)
BUS 640 Financial Reporting & Analysis (3)
MBA 615 International Marketing (3)
MBA 625 Tax & Law (3)
MHA 628 Healthcare Policy and Reimbursement (3)
BUS 642 Corporate Finance (3)
MBA 648 Investments (3)
MBA 661 Entrepreneurship (3)
MBA 671 Healthcare Delivery Science (3)
MBA 685 Project Management (3)
MHA 618 Healthcare Law and Ethics (3)
MHA 638 Healthcare Information Systems (3)
ECON 610 Healthcare Economics (3)

Master of Healthcare Administration

Program Coordinator: Brandi Sillerud, DNP, MSN, RN, NEA-BC
School of Nursing and Healthcare Leadership
213 Hagen Hall, (218) 477-2693
[brandi.sillerud@mnstate.edu]()

The Master of Healthcare Administration (MHA) program provides students with the skills and experience to be competitive in a variety of

professional settings. Building on students' existing leadership skills, management styles and current understanding of healthcare policy in the highly regulated healthcare industry, students will be able to dynamically contribute to the improvement of the delivery of services throughout the healthcare continuum.

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

Students will achieve these skills through:

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

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

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

Values

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

- **_Transformation/Innovation_** - students are prepared to utilize innovative thinking to transform healthcare organizations and their communities. Students are encouraged to envision new methods to lead and deliver healthcare.
- **_Collaboration_** - students are exposed to interprofessional experiences by working with others from different professional and academic backgrounds. Students emerge from the program prepared to collaborate to find solutions to current and future healthcare challenges and opportunities.

The Master of Healthcare Administration (MHA) - 43 credits The Master of Healthcare Administration (MHA) with Long Term Care Emphasis - 52 credits

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

Student Learning Outcomes

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

Current Student Learning Outcomes

- Utilize a systems approach as an organizational leader to effectively plan resource use, guide ethical decision-making,

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

Domain #1: Leadership – the ability to inspire individual and organizational excellent, create and attain a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.

Competencies:

- Leadership skills and behavior
- Organizational climate and culture
- Communicating Vision
- Managing change

Domain #2: Professionalism – the ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.

Competencies:

- Personal and Professional Accountability
- Professional Development and Lifelong Learning
- Contributions to the Community and Profession
- Ethics and Compliance

Domain #3: Communication and Relationship Building – the ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

Competencies:

- Relationship Management
- Communication Skills
- Interprofessional Collaboration and Negotiation

Domain #4: Knowledge of the Healthcare Environment – the understanding of the health care system and the environment in which health care managers and providers function.

Competencies:

- Healthcare Systems and Organizations
- Healthcare Personnel
- The Patient's Perspective
- The Community and the Environment
- Legal Environment

Domain #5: Business Skills- the ability to apply business principles, including systems thinking, to the healthcare environment.

Competencies:

- Operation's Management
- Financial Management
- Human Resources Management
- Organizational Dynamics and Governance
- Strategic Planning
- Marketing

- Information Management
- Risk Management
- Quality Improvement
- Patient Safety

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (40 credits)
ECON 610 Healthcare Economics (3)
MBA 611 Marketing Management (3) **OR** MHA 514 Healthcare Strategic Planning and Marketing (3)
MBA 641 Human Resource Management (3) **OR** MHA 540 Talent Management in Healthcare (3)
MHA 605 Healthcare Quality and Regulatory Management (3)
MHA 615 Research and Evidence Based Practice (3)
MHA 618 Healthcare Law and Ethical Decision Making (3)
MHA 619 Applied Healthcare Financial Management (3)
MHA 625 Health Program Planning and Evaluation (3)
MHA 628 Healthcare Policy and Reimbursement (3)
MHA 638 Health Information Systems (3)
MHA 650 Operational Strategy and Systems Leadership (3)
MHA 651 Healthcare Operations Management (3)
MHA 692A Capstone I (1)
MHA 692B Capstone II (3) **OR** MHA 692B Capstone II (1) **and** MHA 691 Field Experience/Global Healthcare Experience for Leaders and Nursing (2)

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

Restricted Electives (3 credits)
MBA 621 Managerial Accounting (3)
MBA 651 Organizational Behavior (3)
MBA 671 Healthcare Delivery Science (3)
MBA 685 Project Management (3)

MHA 500 Aging in US: Introduction to Gerontology and Senior Support care (3)
MHA 501 Health Aspects of Aging (3)
MHA 521 Long Term Care Administration (3)

Long Term Care Emphasis (9 credits)
MHA 500 Aging in US: Introduction to Gerontology and Senior Support Care (3)
MHA 501 Health Aspects of Aging (3)
MHA 521 Long Term Care Administration (3)

Master of Science in Athletic Training

Program Director: Dr. Dawn Hammerschmidt, PhD, LAT, ATC
Department of Health and Human Performance
Nemzek Hall 103A, (218) 477-2318

The 3+2 Master of Science in Athletic Training program is a unique combination degree, offering students an opportunity to obtain an Exercise Science undergraduate degree and a Master's degree within a 5-year time period. The course track for the 3+2 MSAT program is highly prescribed for students interested in pursuing the combination degree, mapping a very specific set of LASC, core curriculum exercise science, and master's level athletic training (AT) courses. The primary focus for year one, two, and three of the 3+2 program is to complete all foundational LASC courses as well as the majority of Exercise Science core curriculum classes. Year three marks the "candidacy period" for the aspiring MSAT student. Year four offers a blend of undergraduate exercise science courses in conjunction with a variety of Master's level interdisciplinary coursework, while year five is exclusively mapped for a student to complete the remaining required Master's level courses. Completion of the prescribed coursework confers a Bachelor of Science Degree in Exercise Science following year four, and a Master's of Science Degree in Athletic Training following year five of the MSAT program. Unique aspects of the MSUM 3+2 MSAT program provide students with the skills, knowledge, and practical experience to become a competent athletic trainer and health care provider. Students will receive a quality interdisciplinary education from experienced professors of exercise science, health, athletic training, health care administration, and nursing. The clinical education component associated with the 3+2 MSAT program will take place in reputable local, regional, and national clinical education sites. Students who have recently completed a four-year Bachelor of Science degree in Exercise Science from MSUM or another four-year health/science-related degree from a qualifying institution of higher education may be eligible to complete the MSAT program over a two-year period. All MSAT two-year candidate transcripts would require review by the MSAT Program Director prior to program admission.

Admission Requirements
Summer: April 1st (flexible deadline*)

*We encourage applicants to submit their applications early. Submitting an application and/or prior to the deadline does not guarantee admission. Applicants are ranked on admission criteria and program seat availability. Applications are often accepted after the deadline posted above when space is available. Please contact the Graduate Studies Office or the Athletic Training Program Director if you have questions.

Admission Requirement and Instructions:

1. Online Graduate Application - Submit the Graduate Online Application.

2. $35 Non-refundable application fee for all graduate applications - After you complete the Graduate Online Application: Log in to eservices with your star id. Click on Bills and Payment, and you will be able to pay the application fee using a credit card or debit card.

3. Official Transcripts from all colleges and universities attended. Contact all the colleges and universities you have attended and have your transcripts sent to: Graduate Studies Office, MSU Moorhead 1104 Seventh Avenue South Moorhead, MN 56563. You do not need to order transcripts from MSUM or other MinnState institutions. See Transcript Policy for more details.

4. Undergraduate cumulative GPA of 3.0 (or higher). Additionally, a 3.25 GPA based on upper division (300 level courses or higher) Exercise Science or Health Science-related courses may also be acceptable. The Graduate Studies Office and the Health & Physical Education Department will check this item once we have received all of your transcripts.

5. Student must meet the specific 3+2 MSAT requirements below:

- Exercise Science declared major
- Earned a minimum of 60 credits towards undergraduate degree (Exercise Science) or a previously earned degree in Exercise Science or related degree
- CPR/FA certification (Health Care Provider or BLS)

6. Students must earn a passing grade in the following courses:

- Biology (MSUM BIOL 115 or BIOL 111 or equivalent)
- Chemistry (MSUM CHEM 150/CHEM 150L or CHEM 110 or equivalent)
- Physics (MSUM PHYS 160 or equivalent)
- Psychology (MSUM PSY 113 or equivalent)
- Anatomy (MSUM BIOL 323 or equivalent)
- Physiology (MSUM EXS 321 or BIOL 349 or equivalent)

7. Professional Resume, including 3-5 references. Prepare a resume that includes education, work experience, volunteer activities, reference phone numbers and emails, etc. Please put your name on all pages - Log in to the Self Service Center site (allow 24 hours after application submission before logging in). Select the "Application" tab, where you will see your graduate application listed. Select "Summary" to see a list of all program requirements and corresponding statuses. Upload document by selecting the "Upload" link under the respective "Action" column.

8. Meeting with Athletic Training Faculty - A Zoom or in-person conversation with MSUM Athletic Training faculty is required as part of the application process. In this meeting we will discuss the program and give you a chance to ask questions. You will receive a link for scheduling this conversation as part of the online application.

9. Preferred Athletic Training Observation - 25 hours.

10. Background check - A background check will be required of all students prior to starting in the summer. This is not a part of the application but will need to be completed prior to the summer start.

Student Learning Outcomes

Exercise Science Student Learning Outcomes:

- Students will apply knowledge of anatomy, biomechanics, exercise physiology, nutrition, risk factors, health appraisal, fitness assessments, orthopaedic exercise, nutrition, weight management, test administration, exercise programming, and metabolic calculations to personal fitness and sports performance training.
- Students will implement the optimum performance training model to design exercise programs that are safe, effective, maximize performance and optimize health.
- Students will apply basic competencies required of a fitness professional in a sports medicine, cardiac rehabilitation, fitness center or sports training facility.

Masters in Athletic Training Student Learning Outcomes:
Athletic training students will demonstrate

knowledge using a competency-based approach in both the classroom and clinical setting, using a medical-based education model within the five domains of Athletic Training:

- Prevention;
- Clinical evaluation and diagnosis;
- Immediate and emergency care;
- Treatment and rehabilitation; and
- Organization and professional health and well-being.

Athletic training students will demonstrate knowledge, skills and abilities along with a broad scope of foundational behaviors of professional practice in:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Health Care Administration
- Professional Development and Responsibility

Also, within the core competencies as required by the Commission on Accreditation of Athletic Training Education (CAATE):

- Patient Centered Care
- Interprofessional Practice and Interprofessional Education
- Evidence-Based Practice
- Quality Improvement
- Health Care Informatics
- Professionalism
- Patient/Client Care (Care Plan; Evaluation, Diagnosis, & Intervention; Prevention; Health Promotion & Wellness; and Health Care Administration)

Students will complete an extensive clinical immersive learning experience and complete a variety of clinical learning experiences.

Students will employ proficient critical thinking and clinical decision-making skills within the practice domains of Athletic Training.

Students will be able to communicate effectively, through verbal and written modalities, with patients and other health care professionals.

Students will provide athletic training services within the ethical, professional, clinical, and legal parameters of the Board of Certification Standards of Professional Practice and/or state practice acts.

Students will demonstrate and appreciation for community involvement and citizenship as a health care professional.

Program Delivery Mode
Land plus: face-to-face where some online courses may be available or required

Core Requirements (40 credits)

Students will complete the Exercise Science Core Requirements, along with the following electives:
AT 220 Care & Prevention of Injuries and Illnesses (3)
HLTH 110 Personal Health & Wellness (3)
AT 225 AT Emergency/Immediate Care (3)
HLTH 305 Introduction to Nutrition (3)
HLTH 330 Disease Prevention (2)
EXS 202 Strength & Conditioning Exercise Techniques (1)
EXS 302 Strength & Conditioning Program Design (2)
EXS 310 Sport and Play in the USA (3)
EXS 311 Motor Learning (2)
EXS 320 Anatomical Kinesiology (3)
EXS 321 Human Physiology (3) **or** BIOL 349/BIOL 349L Human Physiology (4)
EXS 365 Exercise Program Design (3)
EXS 402 Strength & Conditioning Practicum (1)
EXS 420 Biomechanics (3)
EXS 421 Physiology of Exercise (3)
EXS 469 Exercise Science Internship (2)
EXS 473 Exercise Testing and Interpretation (3)
AT 210 Medical Terminology (1)
BIOL 111/BIOL 111L Cell Biology (4) and/or BIOL

115/BIOL 115L Organismal Biology (4)
BIOL 323/BIOL 323L Human Anatomy (4)
CHEM 150/CHEM 150L General Chemistry I w/Lab
(4) or CHEM 110 Fundamentals of Chemistry (3)
PHYS 160 Physics I with Algebra & Lab (4)

Graduate Athletic Training Core Requirements (40 credits):
AT 600 Athletic Training Techniques (3)
AT 610 Evaluation, Diagnosis, and Intervention I (4)
AT 615 Evaluation, Diagnosis, and Intervention II (4)
AT 620 Athletic Training Research Seminar (3)
AT 625 Athletic Training Clinical Experience I (2)
AT 626 Athletic Training Clinical Experience II (2)
AT 627 Athletic Training Clinical Experience III (3)
AT 692 Athletic Training Clinical
Immersion/Capstone (4)
MHA 605 Healthcare Quality, Safety, and
Regulatory Management (3)
MHA 628 Healthcare Delivery Systems, Policy, and
Reimbursement (3)
MHA 638 Health Information Systems (3)
NURS 635 Pathophysiology, Pharmacology, and
Physical Assessment for Nurse Educators I (3)
NURS 636 Pathophysiology, Pharmacology, and
Physical Assessment for Nurse Educators II (3)

Program Requirements
The Exercise Science Major has six credits of
required Program Requirements. These six credits
will be substituted within the 3+2 MSAT Program
by eight credits.

Exercise Science Program Requirements:
AT 321 Orthopedic Clinical Assessment (3)
AT 324 Therapeutic Exercise (3)

**3+2 MSAT Program graduate courses that will
substitute for the above six credits include:**
AT 610 Evaluation, Diagnosis, and Intervention I (4)
AT 615 Evaluation, Diagnosis, and Intervention II (4)

Master of Science in Counseling - Graduate Certificates in Addiction, Professional, and School Counseling
**Program Coordinator: Taryn Akgul, EdD, MEd, BA
Counseling**

Lommen 113, (218) 477-2297
taryn.akgul@mnstate.edu

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

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

The **Clinical Mental Health Counseling** emphasis
prepares students for positions in community
mental health settings as well as college and
universities counseling services. A counseling
practicum and an internship in a community
counseling setting or college counseling center is
required. Graduates may work in settings such as

community mental health clinics, hospital in-patient facilities, marriage & family centers and college and university settings.

The **School Counseling** emphasis prepares students for licensure or certification as a school counselor. Students complete coursework as well as one semester of practicum and two semesters of internship in elementary schools, middle schools, and high schools.

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

*Graduate certificate programs are available in each emphasis area for students that have already graduated with a masters in counseling.

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

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

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

Foundations: Students will demonstrate an understanding of their own beginning counselor identity, professional competencies and scope of practice.
Ethics: Students will demonstrate knowledge and application of ethical standards and decision making models through the use of ethical case studies.
Social Cultural: Students will demonstrate an understanding of issues related to diversity and privilege in counseling as it pertains to their experience and that of the clients and students that they will serve.
Human Growth and Development: Students will demonstrate an understanding in applying theory and research in the needs of others at all development levels, and assist in their emotional growth and development.
Career: Students will demonstrate an understanding and application of the career development process over the life span, career decision making and various assessment and sources of information used to provide career counseling.
Helping Relationships: Students will demonstrate their ability to use intentional counseling skills while maintaining an empathic, nonjudgmental, and professional disposition.
Theories: Students will display knowledge in a variety of counseling theories and can effectively integrate and apply theoretical techniques.
Group Work: Students will display knowledge and understanding of theories and principles of group

dynamics and can facilitate group process using knowledge of methods and skills in a direct group experience.

Assessment: Students will demonstrate knowledge of a variety of assessment methods, skills, including individual and group approaches to assessment and evaluation.

Research: Students will demonstrate an ability to critique and use research methods, statistical analysis, and program evaluation to understand how to advance the counseling profession.

Trauma Informed: Students will demonstrate their ability to provide trauma informed care as part of a Compassionate Community in their work with clients and students.

Program Delivery Mode
Land plus: face-to-face where some online courses may be available or required

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

A total of 60 credits is needed for the degree.

CORE - 36 credits
COUN 605 Counseling Research, Statistical Methods and Program Evaluation (3)
COUN 611 Theories of Individual and Family Counseling (3)
COUN 612 Counseling Assessment & Appraisal (3)
COUN 613 Career Development (3)
COUN 614 Human Growth and Development for Counselors (3)
COUN 615 Social and Cultural Foundations of Counseling (3)
COUN 620 Counseling Skills I (3)
COUN 630 Group Counseling (3)
COUN 641 Professional Orientation and Ethics (3)
COUN 682 Trauma Informed & Crisis Management (3)
COUN 696 Plan B or CNSA 699 Plan A (3)

1 Elective from any of the following:

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

Program Requirements

- A core of 36 credits is required of all candidates. Additional credits specific to each of the emphases are also required.
- Continued improvement in interpersonal competence and counseling skill development. Students are reviewed each semester to determine their satisfactory progress.
- A 3.0 grade point average is required for courses submitted for the degree and a grade of B or better in all required courses.
- Successful six credit internship.
- Comprehensive examination passed.
- Master's thesis, or Project satisfied through Plans A or B.
- Oral examination which is a review of the student's Capstone project.

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

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

Emphasis in Clinical Mental Health Counseling (24 credits)
COUN 655 Counseling Children, Adolescents and Their Families (3)
COUN 670 Administration of Clinical Mental Health Services & Counseling (3)
COUN 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)
COUN 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)

COUN 676 Clinical Supervision and Ethics (3)
COUN 669D Internship in Clinical Mental Health Counseling - 750 hours (6)
COUN 691D Practicum in Clinical Mental Health Counseling - 150 hours (3)

These courses also required for Clinical Mental Health Counseling students wanting School Counselor Licensure:
COUN 650 Organization and Administration of School Counseling Programs (3)
COUN 654 K-12 School Counseling: Classroom & Program Management (3)
COUN 669A Internship in School Counseling - 300 hours (3)
COUN 691A Practicum in School Counseling - 150 hours (1)

Emphasis in School Counseling (24 credits)
COUN 650 Organization & Administration of School Counseling Programs (3)
COUN 671 Family and Couples Counseling (3)
COUN 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)
COUN 655 Counseling Children, Adolescents, and Their Families (3)
COUN 654 K-12 School Counseling: Classroom & Program Management (3)
COUN 669A Internship in School Counseling - 750 hours (6)
COUN 691A Practicum in School Counseling - 150 hours (3)

Emphasis in Addiction Counseling (24 credits)
COUN 664 Introduction to Substance Use Disorders and Addictive Behaviors (3)
COUN 668 Psychopharmacology for the Helping Professions (3)
COUN 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)
COUN 674 Psychopathology for Mental Health Professionals: Childhood to Adulthood (3)
COUN 676 Clinical Supervision and Ethics (3)
COUN 669E Internship in Addiction Counseling - 750 hours (6)
COUN 691E Practicum in Addiction Counseling - 150 hours (3)

Graduate Certificate in Addiction Counseling

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

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

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

- Students will demonstrate an understanding of theories and models of addiction related to substance use as well as behavioral and process addictions (CACREP V.AC A.1)
- Students will demonstrate an understanding of neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (CACREP V.AC A.2)
- Students will demonstrate an ability to screen, assess, and test for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (CACREP V.AC A.3)

- Student will demonstrate the use of techniques and interventions related to substance abuse and other addictions (CACREP V.AC A.3)
- Students will demonstrate the ability to use principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP 2009, III.AC.D.1)
- Students will be able to uses principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling (CACREP 2009, III.AC.D.1)
- Students will provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders (CACREP 2009, III.AC.D.3)
- Students will demonstrate the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process (CACREP 2009, III.AC.D.7)

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements (23-26 credits)
COUN 611 Theories of Counseling (3)
COUN 620 Counseling Skills I (3)
COUN 630 Group Counseling (3)
COUN 641 Professional Orientation and Ethics (3)
COUN 664 Introduction to Substance Use Disorders and Addictive Behaviors (3)
COUN 668 Psychopharmacology for the Helping Professions (3)
COUN 691E Practicum in Addiction Counseling (1)
COUN 669E Internship in Addiction Counseling (4)

COUN 671 Family and Couples Counseling (3) (**Required for North Dakota Licensure**)
COUN 615 Social and Cultural Foundations of Counseling (3) (**Required for ND and MN Licensure**)

COUN 674 Childhood to Adulthood Psychopathology for Mental Health Professionals (3) (**Required for ND and MN Licensure**)
COUN 614 Human Growth and Development (3) (**Required for North Dakota Licensure**)

*For individuals seeking licensure in North Dakota, a Bachelor's degree in addiction studies or closely related mental health field is required to be eligible for licensure.

Graduate Certificate in Professional Counseling

Individuals already possessing a master's degree in counseling may qualify for licensure certificate program status. The Graduate Certificate for Professional Counseling is intended to lead to state licensure. This program requires students to complete the equivalent of our degree program through transfer courses and courses taken at Minnesota State University Moorhead. Specified courses must be taken from MSUM. Contact the Counseling program coordinator for further information.

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

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

- Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
- Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- Use the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional

disorders to initiate, maintain, and terminate counseling.

- Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.
- Demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements

Professional Counseling Grad Certificate - 17 credits
COUN 670 Administration of Clinical Mental Health Services & Clinical Counseling Skills (3)
COUN 672 Clinical Appraisal & Diagnosis, Intervention & Treatment Planning (3)
COUN 674 Childhood Through Adulthood Psychopathology for Mental Health Professionals (3)
COUN 676 Clinical Supervision and Ethics (3)
COUN 691D Practicum in Clinical Mental Health Counseling – 150 hours (1)
COUN 669D Internship in Clinical Mental Health Counseling – 550 hours (4)

Students who have a Master's Degree _other than Counseling_
COUN 605 Counseling Research, Statistical Methods and Program Evaluation (3)
COUN 611 Theories of Individual and Family Counseling (3)
COUN 612 Counseling Assessment & Appraisal (3)
COUN 613 Career Development (3)
COUN 614 Human Growth and Development for Counselors (3)
COUN 615 Social and Cultural Foundations of

Counseling (3)
COUN 620 Counseling Skills I (3)
COUN 630 Group Counseling (3)
COUN 641 Professional Orientation and Ethics
COUN 682 Trauma Informed & Crisis Management (3)

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

Graduate Certificate in School Counseling
Individuals already possessing a master's degree in counseling, psychology, education, special education, social work, or any other mental health field at another institution may qualify for licensure certificate program status. This program requires students to complete the equivalent of our degree program through transfer courses and courses taken at MSUM. Students that do not have a master's degree in counseling will need additional coursework, please see requirements listed below.

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

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

- Know the roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
- Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
- Demonstrate the ability to apply and adhere to ethical and legal standards in school counseling.

- Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
- Know the theories and processes of effective counseling and wellness programs for individual students and groups of students.
- Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
- Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
- Develop measurable outcomes for school counseling programs, activities, interventions, and experiences.
- Analyze and use data to enhance school counseling programs.
- Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements

School Counseling Graduate Certificate (13 credits)

COUN 650 Organization and Administration of School Counseling Programs (3)
COUN 654 K-12 School Counseling: Classroom & Program Management (3)
COUN 655 Counseling Children, Adolescents and Families (3)
COUN 669A Internship in School Counseling - 300 hours (3)
COUN 691A Practicum in School Counseling – 150 hours (1)

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

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

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

COUN 605 Counseling Research, Statistical Methods and Program Evaluation (3)
COUN 611 Theories of Individual and Family Counseling (3)
COUN 612 Counseling Assessment & Appraisal (3)
COUN 613 Career Development (3)
COUN 614 Human Growth and Development for Counselors (3)
COUN 615 Social and Cultural Foundations of Counseling (3)
COUN 620 Counseling Skills I (3)
COUN 630 Group Counseling (3)
COUN 641 Professional Orientation and Ethics
COUN 682 Trauma Informed & Crisis Management (3) **optional

Master of Science in Curriculum & Instruction

Program Coordinator: Dr. Michael Coquyt, Ed.D
School of Teaching and Learning
Lommen 216C, (218) 477-2019
michael.coquyt@mnstate.edu

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

Teacher Leadership, Mathematics, Biology, Chemistry or Content Specialization.

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

Student Learning Outcomes

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

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (20 credits)
ED 601 Psychological Foundations of Education (2)
ED 603 Methods of Research (3)
ED 696 Action Research (2)
ED 613 Social, Cultural, Political and Community Dimensions of Education (4)

ED 632 Curriculum, Instruction, and Learning Theory (4)
ED 527 Emerging Technologies (2) **OR**
MATH 515 Tools and Technology for Secondary Mathematics (2)
SPED 664 Theory and Process of Consultation and Collaboration (3)

Program Requirements

- Minimum of 33 credits.
- 3.0 grade point average required for courses submitted for the degree.
- Action Research Project/Integrated Paper.
- Written Comprehensive Examination.

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

Emphasis in Teacher Leadership (15 credits)
ED 630 Leadership, Planning, and Organizational Behavior in Education (3)
ED 634 Personal Communications and Ethics (3)
PSY 634 Methods for Evidence Based Practice (2)
ED 670 Teacher Leadership: Educational Alternatives for Learning (2)
ED 671 Teacher Leadership: Issues in Education (2)
ED 690 Topics Related to Instructional Coaching (2)
ED 669 Internship (1)

Emphasis in Literacy (14 credits)
EECE 613 Literacy Instruction and Assessment: A Historical Perspective (3)
EECE 614 Literacy in the Content Areas (3)
EECE 645 Developmental Diagnosis of and Instruction in Literacy (3)
EECE 646 Reading Clinic Diagnosis (2)
EECE 615 Literature for Young and Adolescent Readers: Content and Methods (3)

Emphasis in Special Education (14 credits)
SPED 555 Characteristics of Students with Learning and Behavior Problems (4)
SPED 613 Inclusive Teaching Practices (3)

SPED 620 Perspectives and Policies in Special Education (3)
SPED 570 Secondary Services & Transitional Planning (4)

Emphasis in Mathematics (16 credits)
MATH 511 Enumerative and Algebraic Combinatorics (3)
MATH 512 Proportional Reasoning and Related Topics, Grades 6-12 (3)
MATH 626 Problem Solving (3)
MATH 634 Probability and Statistics for Teachers (4)
MATH 676 Abstract Algebra and Galois Theory (3)

Emphasis in Biology (15 credits)
Choose five courses (15 credits) from list below.

BIOL 610 Quantitative Methods in Behavioral Ecology (3)
BIOL 611 Molecular Biology and Bioethics (3)
BIOL 612 Clinical Anatomy (3)
BIOL 613 Evolutionary Developmental Biology (3)
BIOL 614 Plant Evolution (3)
BIOL 615 Principles of Infectious Diseases (3)
BIOL 616 Biomedical Imaging and Therapies (3)

Emphasis in Content Specialization (15 credits)
The Content Specialization Emphasis will include 15 additional credits (normally between 5-6 courses). The single rubric coursework, which would comprise an area of Content Specialization, would be approved by the C&I Graduate Program Coordinator.

Emphasis in Kodaly (13 credits)

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

Kodaly Electives (4 credits)
MUS 590 Topics in Music (1-2)

MUS 620 Instrumental Ensemble (1)
MUS 637 Orff-Schulwerk Level 1 (3)

Emphasis in Chemistry (15 credits)
CHEM 500 Biochemistry I (3)
CHEM 510 Biochemistry II (3)
CHEM 590 Topics in Chemistry (3)
CHEM 600 Chemistry of Food and Cooking (3)
CHEM 604 Modeling Environmental Geochemistry Systems (3)
CHEM 605 Forensic Chemistry (3)
CHEM 650 Biophysical Chemistry (3)

Master of Science & Specialist Degree in Educational Leadership
Program Coordinator: Jim Johnson, Ed.D.
Department of Leadership and Learning
Lommen 214F, (612) 437-6317
james.johnson@mnstate.edu

The principle purpose of the Educational Leadership Program is to provide professional/academic education for individuals preparing for leadership and administrative positions as an elementary school principal, secondary school principal, community education director, special education director, teacher leader, athletic director, school business manager, technology or curriculum coordinator, school superintendent, or a career in higher education administration.

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

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

confidence in technology as an essential learning tool.

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

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

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

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision or learning, supported by the school community.
- Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairly, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements
The core must be completed by all students majoring in any of the Educational Leadership concentrations: K-12 Administration, Teacher Leadership, or Student Affairs and Higher Education. The courses for each of the three program options are listed at the bottom. Total credits will vary depending on selected emphasis; however total core coursework alone is 17 credits.

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

Program Requirements
The degree is completed under Plan B.

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

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

ED 527 Emerging Technologies (2)
ED 601 Psychological Foundations of Education (2)
ED 632 Curriculum, Instruction, and Learning Theory (4) *
ED 636 Policy and Educational Finance (2)
ED 644 P-12 School Curriculum (3)
ED 670 Teacher Leadership: Educational

Alternatives for Learning (2) *
ED 671 Teacher Leadership: Issues in Education (2) *
ED 690 Topics in Education (2) *
ED 717 Adult Learning (2)
ED 789 School Community Relations (2)
PSY 634 Methods of Evidence Based Practice (2) *
ED Practicum (Teacher Leadership, General Leadership 1-3cr)

Emphasis in K-12 Administration (15 credits)
Must take at least 15 credits from the list of courses below. Courses in bold with * are required for North Dakota principal licensure.

ED 527 Emerging Technologies (2)
ED 601 Psychological Foundations of Education (2)
ED 603 Methods of Research (2)
ED 632 Curriculum, Instruction, and Learning Theory (4) *
ED 635 Personnel, Supervision and Staff Development (4) *
ED 636 Policy and Educational Finance (2) *
ED 640 P-12 School Administration (3) *
ED 644 P-12 School Curriculum (3) *
ED 670 Educational Alternatives for Learning (2)
ED 671 Issues in Education (2)
ED 690 Topics in Education (2)
ED 717 Adult Learning (2)
ED 789 School and Community Relations (2)
ED 793 Seminar (3) (Principal, Supt, Special Education Director, Community Ed Director, Athletic and Activities Director)
ED 794 Practicum (3)
PSY 634 Methods of Evidence Based Practice (2)

Emphasis in Student Affairs and Higher Education (15 credits)
Must take 15 credits from the list of courses below. Courses in bold with * are highly recommended for this emphasis.

ED 527 Emerging Technologies (2)
ED 601 Psychological Foundations of Education (2)
ED 632 Curriculum, Instruction, and Learning Theory (4)
ED 660 Introduction to Student Affairs (3) *
ED 662 Administration of Student Affairs (3) *

ED 717 Adult Learning (2)
ED 753 College Student Development (3)
ED 780 Instructional Models (2)
ED 787 Teaching and Learning at the University Level (3)
ED 789 School and Community Resources (2)
ED 793 Seminar in Student Affairs and Higher Education (3) *
ED 794 Practicum (1-3) General Leadership, Student Affairs Leadership

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Specialist in Educational Leadership

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

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

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision or learning, supported by the school community.
- Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairly, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

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

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

ED 717 Adult Learners (2)
ED 793 Seminar in School Administration (3) (may register for more than one Seminar as there are several topics)
ED 788 School Finance and Business Management (4)
ED 789 School Community Relations (2)
ED 699 Thesis or Field Research (1-4) ***ED 695B Portfolio/Presentation effective spring 2020**
ED 794 Practicum (8 choices...can register for more than 1 practicum) (2 credits)

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

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

Electives (16 credits)
ED 613 Social, Cultural, Political, and Community Dimensions of Education (4)
ED 630 Leadership, Planning, and Organizational Behavior in Education (3)
ED 631 Educational Law & Organizational Structure of Education (3)
ED 632 Curriculum, Instruction & Learning Theory (4)
ED 634 Personal Communication and Ethics (3)
ED 635 Personnel, Supervision & Staff Development (4)
ED 636 Policy and Educational Finance (2)
ED 640 PreK-12 School Administration (3)
ED 644 PreK-12 School Curriculum (3)
ED 695A Introduction to Educational Leadership (1)
ED 670 Educational Alternatives for Learning (2)
ED 671 Issues in Education (2)
ED 690 Topics (2)

ED 753 College Student Development (3)
ED 780 Instructional Models (2)
ED 787 Teaching and Learning at the University Level (3)
ED 794 Practicum (2)
(Elementary Principal, Secondary Principal, Superintendent, Special Education Director, Community Education Director, Budget and Finance, General Administration, Supervision)
ED 793 Seminar in School Administration and Supervision (3) ****may be repeated**
(Superintendent Seminar, Special Education Director Seminar, Community Education Director Seminar, Athletic and Activities Director Seminar, Leadership in Education Seminar)
ED 797 Individual Study in Education (2)****may be**

repeated up to 6 credits
PSY 634 Methods of Evidence Based Practice (2)

Master of Science in Nursing - Graduate Certificates in Nurse Education, Nurse Administration & Organizational Systems Leadership, and Informatics, Evidence-Based Practice & Project Management/Strategy

Program Coordinator: Alicia Swanson, EdD, MSN, RN, PHN
Associate Professor, Graduate Faculty,
Coordinator of the Graduate Nursing Program
School of Nursing & Healthcare Leadership
218.477.2418
swansoal@mnstate.edu

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

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

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

will be better able to contribute to the advancement of nursing practice.

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

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

ACCREDITATION
The baccalaureate degree program in nursing and master's degree program in nursing at Minnesota

State University Moorhead are accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org).

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

- Nursing Administration and Organizational System Leadership
- Nurse Educator

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

practical, associate degree, and/or baccalaureate nursing level(s) in academic and healthcare settings. Didactic work is delivered in an online format. The curriculum is based upon the American Association of Colleges of Nursing Master's Essentials and the National League for Nursing Certified Nurse Educator (CNE) competencies. Nursing Administration and Organizational Systems Leadership Emphasis-Specific Program Description: The Nursing Administration and Organizational Systems Leadership (NAOSL) program prepares early career and current nurse leaders for graduate level nursing and healthcare leadership. Advanced education in nursing administration and organizational systems leadership addresses the growing need for system-wide leadership within the healthcare industry. The program emphasizes increased depth of understanding of the complex systems and issues involved. Graduate outcomes are based upon the American Association of Colleges of Nursing Master's Essentials and incorporates the competencies and essentials put forth by the American Organization for Nursing Leadership, American Association of Critical-Care Nurses, and Essentials of Nurse Manager Orientation.

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

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

Additional Admission Notes for Non-Minnesota Applicants

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

Post-Admission Requirements

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

- Hold an active and unencumbered RN license from a state within the US. If clinical practica will occur in a state other than Minnesota or North Dakota, the student must have an unencumbered RN license in the state where practica will be completed.
- The Department of Higher Education, the Board of Nursing, and possibly other agencies where the student will have their practica (Department of Higher Education, Board of Nursing, others) must first agree with MSUM offering distance nursing education in the state. It is the student's responsibility to check with the Graduate Program Coordinator whether clinicals in a state other than MN are possible.
- Stay in compliance with the graduate nursing section of the School of Nursing and Healthcare Leadership Verifications Policy.
- Complete the statistics requirement prior to enrollment in NURS 615: An education, business, or healthcare statistics course at the undergraduate (300/400 course, 3000/4000 course) or graduate level. A course within the last 5 years is highly recommended.

Student Learning Outcomes

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

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

and population-based care appropriate for diverse individuals, families, communities, and aggregates (Essential VIII: Clinical Prevention and Population Health for Improving Health).

- Integrate the advanced art and science of nursing in role-specific competencies to influence outcomes at the individual, family, population, and systems levels (Essential IX: Master's-Level Nursing Practice).

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (20 credits)
NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)
NURS 605 Healthcare Quality, Safety, and Regulatory Management (3)
NURS 610 Health Promotion & Disease Prevention (3)
NURS 615 Research and Evidence-Based Practice (4)
NURS 628 Healthcare Delivery Systems, Policy, and Reimbursement (3)
NURS 638 Health Information Systems (3)
NURS 695 Portfolio (Plan B) (1)

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

- All students must complete the program within seven (7) years.
- Students progress at a rate they are comfortable with. Most students are also working in nursing practice; therefore, the program is intentionally flexible to adapt to part-time progression.
- A maximum of nine (9) graduate semester credits from <u>nursing</u>, all of which must be related to the program, may be transferred from other appropriately accredited colleges or universities with the approval of the Graduate Nursing Program Coordinator. The transfer credits must be no older than

seven (7) years by the time of MSUM graduate nursing program/certificate completion and carry a grade of B or better.

- A cumulative GPA of 3.0 is required to continue and graduate from the program. If the GPA falls below 3.0, the student is placed on probation for the next semester in which courses are taken. If the GPA remains below 3.0 at the end of the next semester, the student is suspended from the graduate school.
- No more than two courses with a grade of C (including C+ and C-) may be applied to the program of study.
- A successful oral examination of the student as evaluated by the student's committee following completion of the portfolio and the majority of coursework is required.

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

Nurse Educator Emphasis

Program Requirements (42 credits)

20 Core Nursing <u>+ 22 NED emphasis (BELOW-16 NED Theory/Seminar, 6 NED Practicum/Capstone)</u>

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

Nurse Administration and Organizational Systems Leadership (NAOSL) Emphasis

Program Requirements (41 credits)

20 Core Nursing <u>+21 NAOSL emphasis (BELOW--15
NAOSL theory/seminar, 6 NAOSL
Practicum/Capstone)</u>

MHA 618 Healthcare Law and Ethical Decision-
Making (3)
ECON 610 Healthcare Economics (3)
MBA 641 Human Resources Management (3)
MHA 619 Applied Financial Management (3)
NURS 650 Organizational Strategy and Systems
Leadership (3)
NURS 644P Nursing Adm. & Org Systems
Leadership Practicum Capstone I (3)
NURS 645P Nursing Adm. & Org Systems
Leadership Practicum Capstone II (3)

Nurse Educator Graduate Certificate

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

Admission Requirements

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

- BS or BA <u>in nursing </u>from an ACEN (formerly
  NLNAC), NLN, or CCNE accredited
  university.
- Current unencumbered registered nurse
  (RN) license in the US (does not need to be
  MN).

- Total cumulative local GPA of at least 3.0 on
  a 4.0 scale in undergraduate courses at the
  institution where the baccalaureate nursing
  degree was awarded.

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

Post-Admission Requirements:

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

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

NEC1. Incorporate theoretical contributions and scientific knowledge of the discipline into nursing practice and education.
NEC2. Collaborate in scholarly activities of inquiry related to nursing practice and education.
NEC3. Develop, implement, and modify programs or plans of care for diverse client populations.
NEC4. Demonstrate competency in the specialized role of nurse educator within the context of independent and collaborative nursing practice.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (15 credits)
NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)
NURS 629 Educational Foundations and Teaching Strategies (4)
NURS 639 Curriculum/Course Development and Evaluation (3)
NURS 649 Nursing Education Assessment, Testing, and Evaluation Strategies (3)
NURS 642P Advanced Nurse Educator Practicum Capstone I (3) or
NURS 643P Advanced Nursing Educator Practicum Capstone II (3)

Nurse Administrator and Organizational Systems Leadership (NAOSL) Graduate Certificate

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

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

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

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

Post-Admission Requirements:

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

Program Coordinator whether clinicals in a state other than MN are possible.

- Stay in compliance with the required documentation/immunization policy for Graduate Nursing.

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

NAOSLC1. Incorporate theoretical contributions and scientific knowledge of the discipline into nursing practice, nursing administration, and nursing leadership.
NAOSLC2. Collaborate in scholarly activities of inquiry related nursing practice, nursing administration, and nursing leadership.
NAOSLC3. Contribute to the improvement of health policy, delivery of health services, and the financing of health care.
NAOSLC4. Demonstrate competency in the specialized role of nurse administrator and/or leader within the context of independent and collaborative nursing practice.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (14 credits)
NURS 605 Healthcare Quality, Safety, and Regulatory Management (3)
NURS 628 Healthcare Delivery Systems, Policy, and Reimbursement (3)
NURS 638 Health Information Systems (3)
NURS 650 Organizational Strategy and Systems Leadership (3)
NURS 644P Nursing Adm. & Org Systems Leadership Practicum Capstone I (3) OR
NURS 645P Nursing Adm. & Org Systems Leadership Practicum Capstone II (3)

Informatics, Evidence-Based Practice & Project Management/Strategy Graduate

Certificate
The Informatics, Evidence-Based Practice, and Project Management/Strategy (IEPMS) Post-Baccalaureate Graduate Certificate prepares students to implement and lead healthcare practice projects in a strategic manner using quality indicators, dashboards, informatics-based data, national guidelines, and other forms of evidence. Credits earned can be applied toward the Masters of Science with Major in Nursing or Masters of Healthcare Administration for students who would like to earn a master's degree.

Admission Requirements
For Health Administration and Related Disciplines Applicants

Applicants must meet the following minimum requirements:

- Must hold a BS or BA in Health Administration, Public Health, Health & Medical Science, Gerontology, Allied Health or a related discipline.
- Have a total cumulative local GPA of at least 3.0 on a 4.0 scale in undergraduate coursework at the institution where the BS or BA degree was awarded.

For Nursing Applicants

Applicants must meet the following minimum requirements:

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

Student Learning Outcomes
Upon completion of the Informatics, Evidence-

Based Practice, and Project Management/Strategy (IEPMS) post-baccalaureate graduate certificate program, graduates are expected to:

IEPMS C1 Analyze current/emerging patient care, informatics, and communication technologies to deliver and enhance healthcare outcomes.

IEPMS C2 Apply safety and quality principles, methods, performance measures, and standards to transparently improve healthcare outcomes across the continuum of care.

IEPMS C3 Integrate research, evidence, theory, clinical reasoning, and patient values to positively impact patient and population healthcare outcomes.

IEPMS C4 Utilize a systems approach as an organizational leader to effectively plan resource use, promote evidence–based practice to improve systems, and assure safe, high quality healthcare outcomes.

IEPMS C5 Incorporate concepts, issues, and techniques for effectively managing projects.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (15 credits)
NURS 638/MHA 638 Health Information Systems (3)
NURS 605/MHA 605 Healthcare Quality, Safety & Regulatory Management (3)
NURS 650/MHA 650 Organizational Strategy and Systems Leadership (3)
NURS 615 Research and Evidence-Based Practice (4) **OR**
MHA 615 Research and Evidence-Based Practice (3)
MBA 685 Project Management (3)

Restricted Electives (3 credits)
3 credits required. Elective Choices:

NURS 628/MHA 628 Healthcare Policy (3)
MHA 618 Healthcare Law and Ethical Decision-Making (3)
MHA 651 Healthcare Operations Management (3)
NURS 600 Nursing Science, Ethical, and Transcultural Theories (3)

Note: Other options available with Program Coordinator Approval

Master of Science & Specialist Degree in School Psychology

Program Coordinator: Lisa Stewart, Ph.D, NCSP
Department of Psychology
218-477-4081
Bridges Hall 359E
stewart@mnstate.edu

School psychologists are an integral part of the support team available in America's schools. School psychologists use their knowledge of psychology and education to help students of all ages succeed academically and socially. Through their skills in consultation, assessment, intervention, and program evaluation, school psychologists work closely with teachers, administrations, parents, and community agencies to identify and treat student's problems.

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

School psychologists are valued professionals in educational settings who provide a variety of psychological and educational services at the individual, group and systems level. As a National Association of School Psychologists (NASP) Approved program, the MSUM Masters plus Specialist degrees in School Psychology provide the level of professional training needed for employment as a school psychologist in PreK-12 educational agencies in Minnesota and in most other states across the country. The curriculum is designed around NASP national training standards and emphasizes the broad application of data-based decision making and evidence-based practice skills. Training emphasizes how school psychologists can use these skills and collaborate

with others to promote effective and equitable educational experiences for all children and adolescents.

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

Student Learning Outcomes
Students who complete the Master of Science and Specialist in School Psychology will show evidence of knowledge and skills in the following domains which are consistent with the Professional Practice Model of the National Association of School Psychologists (NASP).

- Data-Based Decision Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements
Masters degree (M) Specialist degree (S)

PSY 575 Applied Behavior Analysis (3) M
PSY 517 Developmental Psychopathology (3) S
PSY 601 Foundations of School Psychology (3) M
PSY 611 Children's Thinking & Learning (3) M or S
PSY 613 Neuroscience (3) M or S
PSY 620 Measurement Theory (3) M
PSY 621 Assessment/Intervention I: Basic Processes (4) M
PSY 622 Assessment/Intervention II: Special

Populations (4) M
PSY 633 Statistics/Methods for School Psychologists (2) M
PSY 634 Methods for Evidence Based Practice (2) M
PSY 635 Research Seminar in School Psychology I (1) M
PSY 636 Research Seminar in School Psychology II (1-2) M
PSY 641 Practicum in School Psychology I (1) M
PSY 642 Practicum in School Psychology II (1) M
PSY 650 Working with Families and Children (2) M
PSY 696 Project/Action Research (Plan B) (1-2) M
OR
PSY 699 Thesis (1-3) M
PSY 701 Issues in the Practice of School Psychology (2) S
PSY 724 Assessment/Intervention: Social Emotional & Behavioral Health (4) S
PSY 728 Systems Intervention (2) S
PSY 744 Practicum in School Psychology III (1) S
PSY 752 Diversity, Equity, and Inclusion (3) S
PSY 769 Internship in School Psychology (6) S
PSY 795 Specialist Portfolio in School Psychology (2) S
COUN 520 Basic Counseling Skills (3) S
COUN 682 Trauma Informed & Crisis Management (3) S
SPED 664 Theory and Process of Consultation (3) S

Program Requirements
The School Psychology program requires a minimum of 68 semester credits: 33 credits are required for a non-terminal Master's degree with an additional 35 credits for the Specialist degree. The program is designed to be completed over three or four years, which includes a one-year full time internship in the schools. Students must complete both the Master's and Specialist degrees to be eligible for licensure/certification as a school psychologist. On-campus and synchronous remote learning options are available, however remote learning students are responsible for working with program faculty *before enrollment* to ensure appropriate practicum opportunities are available. Students begin in the summer semester. A 3 or 4 day summer campus residency is required for the first two summers. Admission is limited and competitive. The application deadline is

February 1 for both degree programs. Late applications will be considered if space is available. The Master's degree is completed under Plan A or Plan B.

- Minimum of 33 credits.
- Written comprehensive examination.
- Plan A Thesis or Plan B Project.
- Oral examination in defense of the Plan A Thesis or Plan B Project.

The Specialist degree is completed under Plan B.

- Minimum of 35 credits (to total 68 for combined Master's and Specialist Program).
- Praxis III School Psychology Exam.
- Plan B Portfolio demonstrating mastery of program objectives.
- Final oral examination based on Plan B Portfolio materials.

Detailed information on these requirements and department policies and procedures may be obtained from the School Psychology Graduate Program Director. Students must adhere to ethical standards of the profession, function in an adequate fashion and at an acceptable professional level in the practicum and internship settings, and demonstrate personal qualities consistent with professional norms.

Master of Science in Special Education

Program Coordinator:
Master's Degree: Marci Glessner, Ph.D,
marci.glessner@mnstate.edu
School of Teaching and Learning
Lommen 214J, (218) 477-2727

The Master of Science in Special Education is designed to further professional knowledge, skills, and dispositions in the areas of Special Education and related research. The program focus is to understand advanced pedagogical and disability specific concepts, and critically review research. An expected outcome will be to apply these concepts

and research to professional practice through ongoing, systematic professional development. Within the Master's Degree, a student will choose to study a specific area of disability in one of the following areas: Specific Learning Disabilities, Developmental Disabilities, Physical and Health Disabilities, or Early Childhood Special Education. The degree includes the option of completing requirements leading to special education teaching licensure. Students wishing to pursue special education licensure in MN most hold a valid T3 or T4 MN teaching license in any area of teaching. For licensure in other states, please work with the Graduate Coordinator. 36-37 credits.

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

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

- Demonstrate advanced knowledge and understanding of the principles of teaching and core content knowledge in special education.
- Demonstrate advanced knowledge about assessment, teaching, and evaluation of learners with disabilities.
- Demonstrate the ability to assume the professional role of a Special Education teacher and demonstrate appropriate dispositions for teaching.
- Demonstrate the ability to plan and conduct intervention-related research.
- Demonstrate the ability to analyze, report on, and connect results to K-12 students, teaching practice, and the field of special education.
- Demonstrate advanced application of a variety of learning strategies to address the needs of culturally diverse students.
- Demonstrate the ability to make assistive technology decisions within a Universal Design for Learning framework.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (20 credits)
Students must have taken or complete upon admission SPED 225 Individuals with Exceptionalities or its equivalent. Additionally, students seeking special education licensure must have taken or complete upon admission approved reading courses to meet the Minnesota reading course requirements. Students can satisfy this requirement by completing SPED 530 and SPED 545 or by providing evidence of prior completion of course equivalents. Students who need to meet this requirement can take these courses concurrently with other program requirements.

SPED 606 Classroom and Schoolwide Positive Behavior Supports (3)
SPED 613 Inclusive Teaching Practices (3)
SPED 620 Perspectives and Policies in Special Education (3)
SPED 664 Theory and Process of Consultation and Collaboration (3)
SPED 601 Advanced Assessment in Special Education: Birth-Age 21 (3)
SPED 604 Understanding Research, Research Methods, and Data (3)
SPED 696 Capstone Project in Special Education (2)

Additional Requirements:

- 3.0 grade point average required for courses submitted for the degree
- Written comprehensive examination
- Oral defense of capstone project

Emphasis in Developmental Disabilities (DD)

Program Requirements
SPED 519 Biomedical Aspects (3)
SPED 570 Secondary Services and Transitional Planning (4)
SPED 641 Methods of Developmental Disabilities: Birth-Age 21 (4)

Restricted Electives
Choose from a combination of:

SPED 567A Special Education Practicum (3)
SPED 668D Graduate Licensure Practicum: Developmental Disabilities (DD) (3)
or any 500 or 600 level SPED or ED course for a total of at least 6 credits.

Students pursuing special education licensure must complete one or both of SPED 567A and SPED 668D, depending on previous licensure.

Emphasis in Early Childhood Special Education (ECSE)

Program Requirements
SPED 523 Foundations of Early Intervention/ECSE (3)
SPED 526 Fundamental Strategies for Early Intervention and ECSE (3)
SPED 641 Methods of Developmental Disabilities: Birth-Age 21 (4)

Restricted Electives
Choose from a combination of:

SPED 668I Graduate Licensure Practicum: Infant/Toddler (3)
SPED 668E Graduate Licensure Practicum: ECSE (3)
or any 500 or 600 level SPED or ED course for a total of at least 6 credits.

Students pursuing special education licensure must complete one or both of SPED 668I and SPED 668E, depending on previous licensure.

Emphasis in Physical/Health Disabilities (PHD)

Program Requirements
SPED 519 Biomedical Aspects (3)
SPED 547 Physical and Health Disabilities (4)
SPED 570 Secondary Services & Transitional Planning (4) or
SPED 526 Fundamental Strategies for Early Intervention and ECSE (3)

Restricted Electives
Choose from a combination of:
SPED 567A Special Education Practicum (3)
SPED 668P Graduate Licensure Practicum:
Physical/Health Disabilities (PHD) (3)
or any 500 or 600 level SPED or ED course for a
total of at least 6 credits.

Students pursuing special education licensure must
complete one or both of SPED 567A and SPED
668P, depending on previous licensure.

Emphasis in Specific Learning Disabilities (SLD)

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

Restricted Electives
Choose from a combination of:

SPED 567A Special Education Practicum (3)
SPED 668B Graduate Licensure Practicum: Specific
Learning Disabilities (SLD) (3)
or any 500 or 600 level SPED or ED course for a
total of at least 6 credits.

Students pursuing special education licensure must
complete one or both of SPED 567A and SPED
668B, depending on previous licensure.

Master of Science in Speech-Language Pathology

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

The Master of Science in Speech-Language
Pathology is a professional degree. It is the entry-
level clinical degree in the field of Speech-

Language-Hearing Sciences. Students completing
this program are qualified for clinical positions in
communication disorders throughout the nation.
The graduate program at Minnesota State
University Moorhead (MSUM) is accredited by the
Council on Academic Accreditation in Audiology
and Speech-Language Pathology (CAA) of the
American Speech-Language-Hearing Association
(ASHA). Candidates for the master's degree fulfill
academic and clinical requirements established by
ASHA for the Certificate of Clinical Competence
(CCC). The master's degree program requires five
semesters of study.

Key Features of the Program:

- Accredited by the Council on Academic
Accreditation in Audiology and Speech
Language Pathology (CAA) of the American
Speech-Language-Hearing Association
(ASHA).
- Classes on timely topics such as
Augmentative/Alternative Communication,
Social and Cognitive Correlates of Speech
and Language Disorders, Aging and
Dementia, Dysphagia across the lifespan,
and Adolescent Language Disorders.
- Extensive computer-based clinical and
research instrumentation for speech and
voice analysis, audiology, and augmentative
communication.
- Students participate in community outreach
such as speech, hearing, language and
memory screenings, stuttering support
group; present at regional and national
conferences; gain insight into the speech-
language pathology profession.
- Extremely high job placement.
- Wonderful faculty-student interaction.
- Our students have high success rates for the
PRAXIS examination (required for
certification).
- A wide variety of off-campus practica and
internships are available in medical, school,
private practice, and other settings (over 50
excellent clinical practicum affiliations).

- Our faculty has diversified expertise and experience.

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

Admission Requirements

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

Student Learning Outcomes

- Demonstrate knowledge of basic human communication and swallowing processes, including biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases as well as the ability to integrate information pertaining to normal and abnormal human development across the life span.
- Demonstrate knowledge of communication and swallowing disorders and differences, including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following nine practice areas: articulation; fluency; voice and resonance, receptive and expressive language; hearing, including the impact on speech and language; swallowing; cognitive aspects; social aspects; and augmentative and alternative communication modalities.
- Demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates for the nine practice areas specified in outcome two above.
- Demonstrate achievement of skill outcomes in evaluation, intervention, and utilization of effective interaction and personal qualities across the nine practice areas outlined in outcome two above.
- Demonstrate evidence of effective oral and written or other forms of communication sufficient for entry into professional practice.
- Demonstrate knowledge of research processes and contemporary professional issues, credentialing and policies relevant to professional practice.
- Demonstrate professional practice competencies such as evidence-based clinical practice, cultural competence and ethical conduct.

Program Delivery Mode
Land plus: face-to-face where some online courses may be available or required

Core Requirements (54-55 credits)
The Speech-Language Pathology degree is **54-55 credits**, dependent upon students choosing either portfolio or thesis.

Research Requirements (5 - 6 Credits)
SLP 601 Research Design in Speech-Language Pathology (2)
SLP 695 Portfolio (Plan B) (1-4)
SLP 699 Thesis (Plan A) (4)

Clinical Requirements (20 Credits)
SLP 646 Clinical Experience (1-4)

Academic Requirements (29 Credits)
All students are required to earn at least 54 credits to complete the degree (55 if choose to complete a thesis).
SLP 621 Seminar: Cleft Palate and Phonological Disorders (2)
SLP 623 Seminar: Voice Disorders (2)
SLP 624 Seminar: Stuttering and Related Fluency Disorders (2)

SLP 627 Communication in Normal Aging and Dementia (2)
SLP 630 Adult Neurogenic Language Disorders (3)
SLP 631 Pediatric and Adult Motor Speech Disorders (2)
SLP 642 Augmentative and Alternative Communication (3)
SLP 647 Diagnostic and Appraisal Procedures (3)
SLP 675 Professional Issues in Speech Language Pathology (2)
SLP 681 Pediatric and Adult Swallowing Disorders (3)
SLP 682 Seminar: Social & Cognitive Correlates of Communication Disorders (2)
SLP 683 Seminar in Child and Adolescent Language Disorders (3)

Additional Graduate Courses
SLP 690 Topics (1-4)
SLP 697 Independent Study (1-4)
SLP 698 Continuing Registration (1)
SLHS 573 Rehabilitation Audiology (4)

Program Requirements
Candidates for the master's degree fulfill academic and clinical requirements established by ASHA for the Certificate of Clinical Competence (CCC). The master's degree program requires two years of study. Highlights for achieving requirements for the CCC are as follows:

- Must demonstrate through transcript credit (which could include course work, advanced placement, CLEP, or examination of equivalency) for each of the following areas: biological sciences, physical sciences, statistics, and the social/behavioral sciences.
- Minimum of 75 semester credit hours completed in a course of study addressing the knowledge and skills pertinent to the field of Speech-Language Pathology, including at least 36 hours at the graduate level.
- Has gained knowledge and experience with individuals from culturally/linguistically diverse backgrounds and with client/patient populations across the life span.

- Has knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.
- Possess skills in oral, written and other forms of communication sufficient for entry into professional practice.
- A minimum of 375 clock hours of supervised practicum experience and 25 hours of observation.

Some of the above requirements are met by undergraduate courses.

In addition to completing the degree, there are two steps that must be completed to be eligible for certification in Speech-Language Pathology:

- Pass Praxis Examination in SLP at ASHA's established score
- Successfully complete a clinical fellowship experience of at least 36 weeks

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

Master of Social Work
School of Social Work
Program Coordinator: Dr. Jeremy Carney, PhD, MSW, BSW
Lommen Hall 114B, (218) 477-2615

The Master of Social Work Program prepares students for advanced social work practice and leadership across a multitude of human service settings. The program has two specialization options: Multicultural Clinical and Social Change and Leadership.

Admission Requirements

- A bachelor degree for foundation program. A bachelor degree in social work from a CSWE accredited program for advanced standing program.
- Overall GPA of 3.0 or major course work 3.25
- Background check
- Three references. The references should be from professional and academic sources who are directly familiar with your skills and experience. One reference should be from an immediate professional supervisor, if possible. One reference should be from a faculty member who can speak directly to your academic preparation for graduate social work education. References from non-professional/academic sources will not be scored.
- Resume
- Preference given to applicants with 2000 or more hours of human service/professional experience
- Recommended undergraduate course content in human biology, developmental psychology, and statistics
- Professional statement. Your professional statement is an opportunity to demonstrate your understanding of and fit for the social work profession, as well as your aptitude for graduate-level social work education. The Admissions Committee pays close attention to both content and writing skills. In your statement of purpose, please address each of the items listed below, and should be no more than five (5) pages, double-spaced, in a 12-point font. a. "How are your professional/career goals consistent with the MSUM MSW program and specialization tracks?" b. "We each bring a unique worldview to these situations that stem from our own culture and life experiences. Discuss an experience or situation that has fundamentally transformed the way you think about someone else's cultural behavior or beliefs."
- Provisional Admission – Please address any special academic considerations that should be taken into account in the review of your application and anything else you think we should know about you that would help us in making an admissions decision.

Student Learning Outcomes
Students will be able to:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements (24 credits)
Students without a bachelor degree in social work would enroll in the foundation curriculum and then a specialization. Students with a bachelor degree in social work would be granted advanced standing and proceed directly to the specialization curriculum.

SW 500 MSW Foundation & Field Orientation (1)
SW 505 Human Behavior and the Social Environment (3)
SW 515 Social Work Research Methods (3)
SW 525 Foundations of Generalist Practice (3)
SW 550 Generalist Practice: Communities & Organizations (3)
SW 560 Social Policy & Policy Practice (3)
SW 591 Field Practicum I (200 hours) (3)
SW 593 Field Supervision & Integrative Seminar I (1)

SW 592 Field Practicum II (200 hours) (3)
SW 594 Field Supervision & Integrative Seminar II (1)

Multicultural Clinical Emphasis (33 credits)

Program Requirements (27 credits)
SW 600 MSW Specialization & Field Orientation (1)
SW 615 Research & Program Evaluation (3)
SW 620 Advanced Social Policy (3)
SW 625 Social Diversity, Equity & Inclusion in Social Work Practice (3)
SW 630 Multicultural Clinical Skills I (3)
SW 635 Multicultural Clinical Skills II (3)
SW 638 Differential Diagnosis and Assessment (3)
SW 691 Field Practicum III (250 hours) (3)
SW 696A Field Seminar & Portfolio Proposal (1)
SW 692 Field Practicum IV (250 hours) (3)
SW 696B Field Seminar & Portfolio Defense (1)

Restricted Electives (6 credits)
COUN 664 Introduction to Substance Use Disorders and Addictive Behaviors (3)
COUN 668 Psychopharmacology for the Helping Professions (3)
COUN 682 Trauma Informed and Crisis Management (3)
PSY 517 Child Psychopathology (3)
PSY 611 Children's Thinking & Learning (3)

Social Change & Leadership Emphasis (33 credits)

Program Requirements (27 credits)
SW 600 MSW Specialization & Field Orientation (1)
SW 615 Research & Program Evaluation (3)
SW 620 Advanced Social Policy (3)
SW 625 Social Diversity, Equity & Inclusion in Social Work Practice (3)
SW 650 Leadership in Human Service Organizations (3)
SW 655 Community and Organizational Change (3)
SW 658 Program Planning, Design, and Development (3)
SW 691 Field Practicum III (250 hours) (3)
SW 696A Field Seminar & Portfolio Proposal (1)
SW 692 Field Practicum IV (250 hours) (3)
SW 696B Field Seminar & Portfolio Defense (1)

Restricted Electives (6 credits)
MBA 621 Managerial Accounting (3)
MBA 685 Project Management (3)
NURS 605 or MHA 605 Healthcare Quality, Safety & Regulatory Management (3)
MHA 618 Healthcare Law & Ethical Decision-Making (3)
MHA 625 Health Program Planning and Evaluation (3)
NURS 628 or MHA 628 Healthcare Delivery Systems, Policy, & Reimbursement (3)
NURS 638 or MHA 638 Health Information Systems (3)
NURS 650 or MHA 650 Organizational Strategy & Systems Leadership (3)

Kodaly Graduate Certificate
The Summer Kodály Institute is a graduate-level program designed for qualified educators and supervisors at every level of musical instruction from elementary, junior and senior high school through college and university. To achieve a Graduate Certificate in Kodály, participants must complete all three sequential courses in the program. The courses are taught by an exceptional and passionate group of certified Kodály instructors in a friendly, supportive, and educationally-focused environment.
The Kodály philosophy of music education is a sequential, child developmental program based on folk songs and art music. The concept is an experience-based approach to teaching that leads to literacy through the development of basic musical skills and musicianship by reading, writing and performing music. Participants will peer teach, perform in an ensemble, conduct, expand repertoire materials and improve personal musicianship.
The MSUM Institute is one of only 25 OAKE-endorsed programs in the United States.

Admission Requirements
Information on the program can be found on the Kodaly Webpage.

Program Delivery Mode
Land plus: face-to-face where some online courses may be available or required

Core Requirements (9 credits)

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

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

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

Mathematics Graduate Certificate

The Higher Learning Commission requires that teachers who wish to teach college-level mathematics courses to high school students for college credit have at least 18 credits of masters level mathematical content. The Masters Level Mathematical Content Certificate is proof that a student has met this HLC standard. To receive this certificate a student must complete a minimum of 18 credits of masters level mathematics. These certificate can be earned completely online.

Admission Requirements

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

Student Learning Outcomes

- Demonstrate an understanding of graduate-level mathematics and problem solving techniques.
- Synthesize concepts from different mathematical disciplines into an understanding of the larger concept of mathematics.
- Write and analyze proof.
- Demonstrate experimental mathematics techniques for exploring and developing solutions to problems.
- Apply advanced mathematical techniques to solving real-world problems.

Program Delivery Mode

Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (18 credits)

Students must earn 18 credits from following list:

MATH 511 Enumerative and Algebraic

Combinatorics (3)

MATH 512 Applied Variation, Proportionality, & Related Topics (3)

MATH 661 Functions of Complex Variables and Applications (3)

MATH 590 Topics in Mathematics (3)

MATH 626 Mathematical Problem Solving (3)

MATH 634 Probability and Statistics for Applications (4)

MATH 676 Abstract Algebra and Galois Theory (3)

MATH 690 Topics in Mathematics (3)

Biology Graduate Certificate

The Higher Learning Commission requires that teachers who wish to teach college-level biology courses to high school students for college credit have at least 18 credits of masters level biology content. The Masters Level Biology Content Certificate is proof that a student has met this HLC standard. To receive this certificate a student must complete a minimum of 18 credits of masters level biology. This certificate can be earned completely online.

Student Learning Outcomes

- Demonstrate understanding and synthesis of advanced concepts in the biological sciences.
- Frame arguments in reference to the established primary literature.
- Practice quantitative reasoning and draw conclusions from statistical inference.
- Relate ideas of the biological sciences to everyday society.
- Read and evaluate biological ideas critically.

Program Delivery Mode

Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (18 credits)

Students must complete at least 18 credits of coursework from the following list:

BIOL 500 Biochemistry I (3)
BIOL 510 Biochemistry II (3)
BIOL 590 Topics in Biology (3)
BIOL 610 Quantitative Methods in Behavioral Ecology (3)
BIOL 611 Molecular Biology and Bioethics (3)
BIOL 612 Clinical Anatomy (3)
BIOL 613 Evolutionary Developmental Biology (3)
BIOL 614 Plant Evolution (3)
BIOL 615 Principles of Infectious Disease (3)
BIOL 616 Biomedical Imaging and Therapies (3)

Chemistry Graduate Certificate

The online chemistry graduate certificate provides the graduates credits necessary to enable high school teachers to teach concurrent enrollment classes through partnerships with Minnesota institutions of higher education. The Higher Learning Commission requires teachers in concurrent enrollment chemistry classes to have 18 graduate credits in chemistry, and completion of this certificate provides the 18 credits.

Student Learning Outcomes

- Apply advanced chemistry concepts in a variety of real world contexts, such as forensics, environmental chemistry, and food.
- Interpret data from chemical techniques and instrumentation.
- Critically read and react to literature regarding chemical techniques and instrumentation.

Program Delivery Mode
Online Exclusive: must be completed entirely online; no face-to-face options available

Core Requirements (18 credits)
CHEM 500 Biochemistry I (3)
CHEM 510 Biochemistry II (3)
CHEM 600 Chemistry of Food & Cooking (3)
CHEM 604 Modeling Environmental Geochemistry Systems (3)

CHEM 605 Forensic Chemistry (3)
CHEM 650 Biophysical Chemistry (3)

Certificate in Teacher Leadership

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

Admission Requirements
Information on admission requirements can be found on the Graduate Studies webpage.

Student Learning Outcomes

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

Program Delivery Mode
Online Plus: offered entirely online with face-to-face options available for some/all sections

Core Requirements (15 credits)

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

ED 634 Personal Communications and Ethics (3)

ED 670 Educational Alternatives for Learning (2)

ED 671 Issues in Education (2)

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

ED 669 Internship (1)

PSY 634 Methods of Evidence Based Practice (2)

Students may substitute ED 717 Adult Learning (2) or ED 789 School/Community Relations (2) for PSY 634 (2) if they choose and it is approved by the program coordinator.

Accounting

[ACCT 507] Commercial Transactions, Property and Special Topics

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

[ACCT 541] Tax Accounting I

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

[ACCT 543] Tax Accounting II

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

[ACCT 561] Audit II

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

[ACCT 590] Topics in Accounting

Topics in accounting which may be repeated as topics may vary.

Art

[ART 590] Topics in Art

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

[ART 599] Topical Workshop

This course is offered in workshop format. It may be repeated for credit when the topic is different.

[ART 690] Topics in Art

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

Athletic Training

[AT 600] Athletic Training Techniques

The Athletic Training student will use practical application to examine topics that pertain to techniques, policies and procedures used in Patient-Centered Care, Interprofessional Practice and Interprofessional Education, Evidence-Based Practice, Professionalism, Care Plan, Prevention, Health Promotion, & Wellness, and Health Care Administration.

[AT 610] Evaluation, Diagnosis, and Intervention I

Evaluation, diagnosis, and intervention of injuries, illnesses, and conditions.

[AT 615] Evaluation, Diagnosis, and Intervention II

Evaluation, Diagnosis, and Intervention of injuries, illnesses, and conditions.

[AT 620] Athletic Training Research Seminar

This course will cover research, current events, and evidence-based practice in the Athletic Training profession.

[AT 625] Athletic Training Clinical Experience I

Students enrolled in Athletic Training Clinical Experience I will receive supervised clinical experience in a variety of clinical education settings. Clinical experience settings may include but not limited to; MSUM, local high schools, local middle schools, sport medicine facilities, and other area colleges and universities.

[AT 626] Athletic Training Clinical Experience II

Students enrolled in Athletic Training Clinical Experience II will receive supervised clinical experience in a variety of clinical education settings. Clinical experience settings may include but not limited to; MSUM, local high schools, local middle schools, sport medicine facilities, and other area colleges and universities.

[AT 627] Athletic Training Clinical Experience III

Students enrolled in Athletic Training Clinical Experience I will receive supervised clinical experience in a variety of clinical education settings. Clinical experience settings may include but not limited to; MSUM, local high schools, local middle schools, sport medicine facilities, and other area colleges and universities.

[AT 692] Athletic Training Clinical Immersion/Capstone

Students enrolled in Athletic Training Clinical Immersion/Capstone will receive an immersive supervised clinical experience in a clinical education setting of their choice based on their career goals. This course also serves as the Athletic Training Master's Capstone experience. Students will finalize their capstone experience based on their individual academic plan. An Athletic Training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Clinical experience settings may include but not limited to; MSUM, local and/or regional high schools, local and/or regional middle schools, sport medicine facilities, and other area colleges and universities.

Biochemistry and Biotechnology

[BCBT 500] Biochemistry I

A survey of the chemistry and metabolism of living systems. Topics include buffers and biological buffering, structure, function and chemistry of proteins, carbohydrates, lipids, nucleic acids and enzymes, and introduction to metabolism and metabolic pathways.

[BCBT 510] Biochemistry II

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

Biology

[BIOL 500] Biochemistry I

A survey of the chemistry and metabolism of living systems. Topics include buffers and biological buffering, structure, function and chemistry of proteins, carbohydrates, lipids, nucleic acids and enzymes, and introduction to metabolism and metabolic pathways.

[BIOL 510] Biochemistry II

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

[BIOL 590] Topics in Biology

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

[BIOL 605] Forensic Biology

The biology and biochemistry of forensic techniques will be explored.

[BIOL 610] Quantitative Methods in Behavioral Ecology

This course is designed to provide a tool kit for testing hypotheses by statistical inference. The course introduces statistical thinking in the application of common univariate methods. Simultaneously, this course introduces core concepts of behavioral ecology and uses biological data sets from common and inexpensive animal systems as the model data for applying statistical methods. Thus, this course will provide students with pre-made examples of engaging hands-on activities to do in the classroom that generate data with which to teach how to apply quantitative methods to test hypotheses.

[BIOL 611] Molecular Biology and Bioethics

This course will address molecular mechanisms of gene expression, epigenetic modifications to gene expression, and modern biotechnology to edit genes, as well as ethical, legal, and social implications of these topics. We will approach fundamental concepts of the central dogma of molecular biology and apply that understanding to the detection of variants in genomes and potential editing of genomes. Most units will include background reading (textbook and/or review articles) and selected primary literature demonstrating classical or modern techniques. The goal of this graduate course is deepening your background in molecular biology and assumes undergraduate understanding of concepts from genetics/molecular biology and general and organic chemistry.

[BIOL 612] Clinical Anatomy

Clinical Anatomy will focus on three modules studying the anatomical differences between females and males in response to sex hormones. These three topics/modules look at the musculoskeletal system; fat deposition; and brain structures. Emphases is on clinical applications that arise due to anatomical differences between the sexes.

[BIOL 613] Evolutionary Developmental Biology

Evolutionary Developmental Biology is the study of the mechanisms of development in a variety of biological systems with an emphasis on how biochemical processes and genetic instructions have been conserved throughout evolution across the history of animal and plant development.

[BIOL 614] Plant Evolution

This course provides a current look at developments in evolutionary biology, including genetics and molecular advances, from the perspective of plants. Readings from a recently published text will be augmented by discussions of primary literature papers, along with some fieldwork including identification and study of plant species at sites near participants' locations.

[BIOL 615] Principles of Infectious Diseases

This graduate-level course will cover principles of infectious disease. The course is intended to provide students with knowledge of infectious disease related terminology and epidemiology. With daily discussion posts, students will delve into current topics in infectious disease, and public health approach to management of infectious disease. The course will also provide students with an exposure to research methods in infectious disease.

[BIOL 616] Biomedical Imaging and Therapies

How do you identify and treat cancer non-invasively? This course provides a current look at non-invasive biomedical imaging methods along with related treatment modalities. Readings from a recently published text will be augmented by discussions of primary literature papers, along with some activities to relate physical concepts.

Business

[BUS 602] Quantitative Methods

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

[BUS 640] Financial Statement Analysis

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

[BUS 642] Corporate Finance

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

[BUS 644] Advanced Financial Statement Analysis

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

[BUS 648] Investments

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

[BUS 696] Project/Action Research (Plan B)

Plan B: Portfolio. Students must complete 15 credits in the program.

[BUS 698] Continuing Registration

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

Chemistry

[CHEM 500] Biochemistry I

A survey of the chemistry and metabolism of living systems. Topics include buffers and biological buffering, structure, function and chemistry of proteins, carbohydrates, lipids, nucleic acids and enzymes, and introduction to metabolism and metabolic pathways.

[CHEM 510] Biochemistry II

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

[CHEM 590] Topics in Chemistry

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

[CHEM 600] Chemistry of Food and Cooking

This class will expand and apply chemistry topics from physical, analytical, organic, and biochemistry to modern food chemistry applications. The main focus will be on understanding how chemistry principles and experimental techniques are used to understand and inform our interaction with food and cooking. Specifically, this course will address the molecular properties and changes that occur during processing, storage, and cooking of different types of foods. Emphasis will be on evidence derived from original research literature, interpretation of research findings, and problem solving based on the scientific principles of food chemistry.

[CHEM 604] Modeling Environmental Geochemistry Systems

The chemistry of the Earth's air, soil and water and the impact on these systems by humanity will be explored using a modelling approach.

[CHEM 605] Forensic Chemistry

The chemistry and biochemistry of forensic techniques will be explored.

[CHEM 650] Biophysical Chemistry

This class will expand and apply chemistry topics (kinetics, thermodynamics, quantum mechanics) to modern biological and biotechnical applications. Biophysical chemistry represents the union of chemistry, physics, and biology and is a natural representation of the cross-cutting approaches and knowledge necessary to understand many current applications of chemistry such as pharmaceuticals and chemical engineering. This course will focus on the practice and applications of thermodynamics, kinetics, spectroscopy, spectrometry, and imaging as they relate to biochemical macromolecules to address current biochemical and biotechnological challenges, including drug design, protein structure/function, and disease.

Communication & Journalism

[COMM 590] Speech Communication

The theory and practice of oral communication in public and interpersonal situations, stressing both content and delivery.

Counseling

[COUN 520] Basic Counseling Skills

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

[COUN 590] Topics in Counseling

Topics in Counseling-may be repeated as topic changes.

[COUN 599] Counseling Continuing Studies Workshop

Counseling Continuing Studies Workshop.

[COUN 605] Counseling Research, Statistical Methods and Program Evaluation

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

[COUN 611] Theories of Individual and Family Counseling

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

[COUN 612] Counseling Assessment and Appraisal

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

[COUN 613] Career Development

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

[COUN 614] Human Growth and Development for Counselors

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

[COUN 615] Social and Cultural Foundations of Counseling

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

[COUN 620] Counseling Skills I

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

[COUN 630] Group Counseling

Group dynamics in theory and practice.

[COUN 641] Professional Orientation and Ethics

This course serves as an introduction to the field of counseling and counselor identity. Students will learn the roles and functions of counseling professionals and the role of counselor in inter-

disciplinary collaboration. The application of ethical practices and decision making will be a primary focus throughout the course as it relates to the field of counseling. Students will develop a strong professional counselor identity rooted in ethical practices and the philosophical foundations of the profession.

[COUN 650] Organization and Administration of School Counseling Programs

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

[COUN 654] K-12 School Counseling: Classroom and Program Management

This course provides students with an in-depth examination of classroom and program management of comprehensive school counseling programs to serve as a tool to provide optimum counseling services to the students, school and community. This course provides understanding of utilizing assessment data and interpreting this information for school counseling program goals. This course also provides instruction in classroom guidance and learning characteristics to create a positive and engaging counseling and learning environment. This course fulfills CACREP accreditation standards as well as Minnesota and North Dakota School Counselor licensure requirements.

[COUN 655] Counseling Children, Adolescents, and Their Families

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

[COUN 664] Introduction to Substance Use Disorders and Addictive Behaviors

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

[COUN 668] Psychopharmacology for the Helping Professions

This course provides students with an in-depth examination of the behavioral and central nervous system effects of pharmacologic substance use and abuse, and the application of such substances to the prevention and treatment of psycho-pathological dysfunction. This course fulfills CACREP accreditation standards as well as Minnesota and North Dakota Addiction Counseling licensure requirements.

[COUN 669A] Internship in School Counseling

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

[COUN 669D] Internship in Clinical Mental Health Counseling

Internship is designed to meet the CACREP accreditation standards and requires completion of all documented 750 clock hours of field experience in an approved setting consistent with a student's area of specialization. Specific emphasis is placed on direct contact with consumers of counseling

services. Documentation of weekly meetings with faculty and field supervisors is required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: CNSA 691. Exceptions require faculty advisor or program coordinator approval. May be repeated.

[COUN 669E] Internship in Addiction Counseling

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

[COUN 670] Administration of Clinical Mental Health Services & Counseling Skills

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

[COUN 671] Family and Couples Counseling

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

[COUN 672] Clinical Appraisal & Diagnosis, Intervention & Treatment Planning

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

[COUN 674] Childhood to Adulthood Psychopathology for Mental Health Professionals

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

[COUN 676] Clinical Supervision & Ethics

This course examines the theories, models, and processes that influence clinical mental health practice through the consultation and leadership

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

[COUN 682] Trauma Informed & Crisis Management

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

[COUN 690] Topics in Counseling

Topics in Counseling-may be repeated for credit when topic changes.

[COUN 691A] Practicum in School Counseling

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

Enrollment requires faculty advisor or program coordinator approval. May be repeated.

[COUN 691D] Practicum in Clinical Mental Health Counseling

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

[COUN 691E] Practicum in Addiction Counseling

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

[COUN 696] Project/Action Research (Plan B)

A non-thesis capstone research project.

[COUN 697] Independent Study

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

[COUN 698] Continuing Registration

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

be used to fulfill degree credit requirements or financial aid minimum requirements.

[COUN 699] Thesis (Plan A)

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

Criminal Justice

[CJ 500] Seminar in Criminal Justice

Seminar in criminal justice featuring selected topics. The current seminar concentrates on women and crime. This seminar focuses on female offenders, practitioners and victims within the U.S. criminal justice system. Students will gain knowledge about gender crime trends (SLO 1), theoretical explanations of female criminality (SLO 2) and the gender gap in criminality (SLO 3). Students are expected to participate fully in class discussions of controversial topics related to female criminality (e.g. sexism, patriarchy, paternalism, and institutional racism) (SLO 4). We will engage in a variety activities and discussions to help foster a sense of community in the 'classroom' and an understanding of gender and crime. Repeatable for credit.

[CJ 544] Sociology for Law Enforcement

This class examines the role of sociology in the development of American police policies and training. It emphasizes challenges such as homelessness, mental illness, autism, post-traumatic stress, suicide, and other issues of particular importance to rank and file police officers, and discusses how modern social science has challenged and improved American policing. The class also addresses a number of learning objectives required by the Minnesota Board of Peace Officer Standards and Training for police officer licensing.

[CJ 545] Drug Abuse Control Policy

This course aims to understand the personal and societal impacts of drug use and abuse in late-modern societies and the systems and policies governments have implemented in response. It will include a sociological assessment of the societal construction of drug use as a social problem, and the complex interplay between moral panics around drug use/abuse and the creation of laws and social policy in response to the public's outrage. This course studies drug policies in the United States and drug policies from other nation-states, including the global south, to see what lessons we can learn from other societies and cultures. It considers how drug laws/policies have differentially affected some communities especially BIPOC ones. The connection between drug abuse and crime, and the criminal justice response to this relationship, is a salient theme of the course. Finally, this course reflects on the medicalization of addiction and how the shift away from criminalizing drug use/abuse affects public policy and law enforcement practices.

[CJ 590] Topics in Criminal Justice

This course will vary depending upon the topic chosen by individual instructors.

[CJ 602] Advanced Criminology

Advanced study of crime distribution and the major theories of crime causation from an interdisciplinary perspective. Special attention is given to the nature, extent, and measurement of crime in the US, and fundamental debates in criminological thought in research unique to the field. Dominant criminological theories will be critically assessed.

[CJ 615] Criminal Justice Agencies and Professional Leadership

This class examines leadership skills, situational influences on leadership, and leadership as a form of social relations. Special attention is given to how effective leaders manage a variety of issues including conflict resolution, problem solving, innovation, and initiatives that originate from outside of criminal justice agencies.

[CJ 667] Restorative Justice: Theory and Practice

This course provides a historical and contemporary examination of restorative justice as practice and theory. Students will be required to develop their skills practicing restorative justice work in the field with practitioners and others.

[CJ 688] Research & Planning

An in-depth exploration of research and commentary in a topical area of interest to the student. Topics will be selected in consultation with a graduate advisor with expertise in the field of study. This course is repeatable up to 8 credits.

[CJ 696] Project/Action Research

This is a non-thesis capstone class. In this class students will apply advanced research skills toward the completion of an academic presentation or publication in criminal justice, or a program evaluation, or a program plan for a criminal justice agency. The scope of the project and the number of course credits will be determined in consultation with a graduate advisor who has expertise in the field of interest. Students will complete an oral defense of their project to a committee of three professors on the graduate faculty. This course is repeatable for up to 8 total credits.

Economics

[ECON 610] Healthcare Economics

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

Education

[ED 527] Emerging Technologies

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

[ED 590] Topics in Education

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

[ED 599] Continuing Studies Topical Workshop

Continuing Studies Topical Workshop

[ED 601] Psychological Foundations of Education

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

[ED 603] Methods of Research

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

[ED 613] Social, Cultural, Political and Community Dimensions of Education

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

expected to manifest a sensitivity to issues of diversity in a pluralistic society.

[ED 630] Leadership, Planning, and Organizational Behavior in Education

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

[ED 631] Educational Law and Organizational Structure of Education

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

[ED 632] Curriculum, Instruction, and Learning Theory

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

[ED 633] Technology and Information Systems

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

[ED 634] Personal Communications and Ethics

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

[ED 635] Personnel, Supervision, and Staff Development

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

[ED 636] Policy and Educational Finance

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

[ED 638] Administration of the Elementary School

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

[ED 639] Administration of the Secondary School

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

[ED 640] PreK -12 School Administration

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

[ED 643] Secondary School Curriculum

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

[ED 644] PreK-12 School Curriculum

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

[ED 660] Introduction to Student Affairs and Higher Education

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

[ED 662] Administration of Student Affairs and Higher Education

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

[ED 669] Internship

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

[ED 670] Teacher Leadership: Educational Alternatives for Learning

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

[ED 671] Teacher Leadership: Issues in Education

Leadership course that examines current issues and trends in education with an emphasis on Teacher Leadership.

[ED 690] Topics in Education

Topical course in Education; primary focus is on teacher leadership and instructional coaching.

[ED 695A] Introduction to Educational Leadership/Portfolio

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

[ED 695B] Portfolio Completion/Presentation

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

[ED 695C] Introduction to Curriculum and Instruction E-folio

This course is an introduction to the Curriculum and Instruction program. The course fulfills the initial assessment of electronic portfolio development for graduate students completing a portfolio for a master's degree. The course provides students with preparation in knowledge, skills, and dispositions needed to identify professional desires and developmental plan for a professional portfolio.

[ED 695D] Curriculum and Instruction E-folio Presentation

This course fulfills the final phase of portfolio development for a master's degree at MSUM or for the Curriculum and Instruction program. The course provides potential school leaders with preparation in skills and procedures needed to complete a professional portfolio (e folio) including National Board for Professional Teaching Standards (NBPTS) Proposition self –reflections. Students also prepare and present a formal final defense/presentation that demonstrates knowledge, skill and essential learning's in all CORE C&I courses. [Pre-requisite: ED 695C].

[ED 696] Action Research

Action research is the second and final research course in the C & I program. The primary focus of the course is to provide students the skills to use action research methods to improve education

through data driven decision making. In this course, students carry out action research (which has been designed in ED 603) by collecting and analyzing data, and developing a plan of action and a plan for sharing results. The major requirement for this course is the submission of a paper in a manuscript format that integrates the research questions, methodologies and literature review developed in ED 603 with the findings and action plan developed in ED 696.

[ED 697] Independent Study

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

[ED 698] Continuing Registration

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

[ED 699] Thesis (Plan A)

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

[ED 701] Introduction to Advanced Graduate Scholarship and Leadership

This course introduces students to the theories and principal elements of research and scholarly writing. Students will consider a critical analysis of philosophy of research and epistemology as applicable to theory development. Students will learn how to discern principal arguments, analyze research questions, and identify the key scholarly attributes to journal articles and other sources of scholarly data. This course also introduces learners to the University's overarching values and beliefs regarding education, research and the responsibilities scholars have in continuing a tradition of contributing to an ever-growing body of knowledge. This course will assist students in developing a framework for acceptable academic

writing. As such, students will be engaged in evaluating journal articles; developing a topical outline in relation to their topic of interest and/or research question; and writing a literature review in preparation for dissertation work and/or specific publications. Learners will explore approaches to synthesizing literature and the application of the major components of APA form and style, and learn to coordinate literature searches.

[ED 704] Quantitative Methods in Educational Research

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

[ED 705] Qualitative Methods in Educational Research

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

[ED 717] Adult Learning

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

[ED 727] Educational Law and Policy: Historical, Political and Global Perspective

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

student rights, accreditation issues, desegregation, tort liability, and other issues.

[ED 734] Ethics, Communication and Leadership

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

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

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

[ED 740] Fiscal Management for Educational Growth and Change

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

[ED 753] College Student Development

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

[ED 767] Organization and Administration of Educational Leadership

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

[ED 772] Instructional Models for Learners and Leaders

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

[ED 780] Instructional Models

This course deals with the investigation of current practices and trends in instructional models.

Emphasis is on the relationship of current research to contemporary practice.

[ED 782] Emerging Issues in Supervision and Administration

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

[ED 783] Strategic Assessment and Accountability in Education

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

[ED 785] Building a Compassionate Community of Scholars

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

[ED 787] Teaching and Learning at the University Level

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

[ED 788] School Finance and Business Management

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

[ED 789] School Community Relations

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

[ED 790] Topics in Education

Special topics in graduate education.

[ED 793] Seminar in School Administration and Supervision

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

[ED 794] Practicum in Administration

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

[ED 795] Research Seminar

The seminar offers students the opportunity to pursue an approved research project with the guidance of an advisor in areas of special interest to the student. Students will learn from ideas generated by peers and in consultation with their instructors. In this course, learners formalize their

research proposal specific to their topic. Emphasis is placed on fully developing Chapter 1 and incorporating Chapters 2 and 3 (drafts) from previous research courses. This proposal becomes the first three chapters of the dissertation upon approval of the final draft. A complete written research proposal will be developed and presented at a Proposal Defense with approval of a program advisor required.

[ED 797] Individual Study in Education

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

[ED 799] Dissertation

Dissertation for EDD program

Elementary & Early Childhood Education

[EECE 599] Topical Workshop

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

[EECE 613] Literacy Instruction and Assessment: A Historical Perspective

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

[EECE 614] Literacy in the Content Areas

Development of content-area literacy competencies, K-12. Emphasizes strategies for word identification, comprehension, and metacomprehension, in a variety of subject areas. Prerequisite: Teaching experience, EECE 613 and EECE 525 (or evidence of reading foundations coursework), or consent of instructor.

[EECE 615] Literature for Young and Adolescent Readers: Content and Methods

Candidates will engage in close reading, discussion of and writing about selected literature from a wide variety of genres for students from the early years through adolescence, thereby becoming better readers, critics, and teachers of literature. Candidates will use this knowledge to create a comprehensive K-12 literature curriculum that incorporates local and state curriculum standards. Prerequisites: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

[EECE 642] Elementary School Curriculum

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

[EECE 645] Developmental Diagnosis of and Instruction in Literacy

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

[EECE 646] Reading Clinic: Diagnosis

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

[EECE 690] Topics in Early Childhood & Elementary Education

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

[EECE 691] Administration and Supervision of Reading Programs

This course provides instruction, resources, and practical applications in the areas of leadership, supervision, and management of school, school

district, state, and federal reading programs for K-12 students. Course content develops knowledge in the areas of fiscal, budgetary, and purchasing practices, as well as research-based best practices of reading pedagogy, student learning, classroom management, and the professional development of K-12 educators. Prerequisite: Licensed teaching experience and EECE 525 (or evidence of reading foundations coursework) or consent of instructor.

English

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

Review of current trends in adolescent and young adult literature. Approaches and techniques for teaching reading and for studying literature in junior and senior high school. May be repeated after five years with consent of instructor.

[ENGL 587] Advanced Studies in Language or Literature

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

[ENGL 590] Topics in English

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

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

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

[ENGL 597] Independent Study

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

[ENGL 615] Approaches to Contemporary Memoir

In this course, students will read three contemporary memoirs from three unique voices so that they might vicariously experience lives of "the other," reflect on the social and cultural values and beliefs that shape one's experience, examine the structure of contemporary memoir, and explore various approaches to teaching contemporary memoir. Subtopics may include (but are not limited to) the literary and rhetorical devices memoirists utilize, the unique problems memoirists encounter in their writing, and the ways in which good Creative Nonfiction captivates readers' attention and helps them understand how others think, feel, and overcome adversity.

[ENGL 630] Human/Nature

This course explores a variety of texts about interactions between people and the natural environment.

[ENGL 645] Advanced Holocaust Literature

This discussion-based, graduate-level course is designed to engage students' intellectual curiosity, inspire critical thinking, recognize the dangers of prejudice, stereotypes, discrimination, propaganda, and abuse of power, as well as draw connections between the historic tragedy known as the Holocaust and our lives today. To meet this end, we will read and discuss a variety of diaries, memoirs, short stories, and well-researched encyclopedia articles on issues the United States Holocaust Memorial Museum calls the "essential topics" of the Holocaust. While the readings and images are dark and disturbing, students enrolled in this course will also come to recognize the power of courage, kindness, resiliency, and love as well as develop a deeper understanding of the age-old adage, "Whosoever saves a single life, saves an entire universe."

[ENGL 650] American Newcomers

This discussion-focused, highly interactive class explores both literary and social issues raised by various novels that portray the struggles and experiences of first- and second-generation Americans. We will examine the different artistic choices the authors make while also considering the historical and social context for each story.

Finance

[FINC 525] Bank Management I

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

[FINC 526] Bank Management I

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

[FINC 545] International Financial Management

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

[FINC 546] Financial Decision Making

This course moves away from textbooks to learning the skills and issues involved in the financial management of a corporation through academic and professional articles. Several important concepts of financial management are applied to real-life situations through the use of case problems. These cases provide insights into some of the problems a firm faces and how they can be addressed.

[FINC 550] Entrepreneurial Finance

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

managerial flexibility that comes with the incremental uncertainty the entrepreneur faces.

[FINC 560] Portfolio Analysis and Management

This course involves analysis of techniques used in combining securities into portfolios. Students will examine various classes of securities and investments meeting a proper balance for investor needs.

[FINC 562] Financial Analysis and Valuation

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

[FINC 563] Futures and Options

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

[FINC 590] Topics in Finance

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

History

[HIST 590] Topics in History

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

[HIST 597] Independent Study

Independent Study

[HIST 602] The Late Roman World

This course is an introduction to the "World" of Late Antiquity. The aim of this course is to survey the connectivity of culture, religion, trade, travel in the Mediterranean World within a historical context using a variety of tools in order to develop knowledge and skills central to the study of history. This is an online class with an online face-to-face seminar component. We will use the seminar portion to discuss the readings, historical criticism (theory), and other topics chosen by you. We will also have a material culture portion and a primary source analysis component to the class.

[HIST 603] Mysticism and Magic in the Medieval and Early Modern World

This cultural history course examines the interplay of religion and practice in diverse cultures. By utilizing a variety of tools, the student will develop knowledge and skills central to the study of history, including primary and secondary text analysis, historical criticism (theory), material culture, and other topics.

[HIST 662] Global History c.1500-1800

This course will cover the key issues in the historiography of global interactions from Columbus through the French Revolution. This is an online class that follows a standard graduate-class discussion format. Meetings will be held once per week online to discuss the readings, both those assigned by the instructor and chosen by the student. Plan for at least five hours a week online in addition to completing reading and writing assignments.

Geosciences

[GEOS 590] Topics in Geosciences

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

[GEOS 599] Geosciences CS Workshop

Workshop in Geosciences. May be repeated as topic changes.

Languages

[LANG 557] Second Language Acquisition & Language Teaching

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

[LANG 571] Methods and Materials in Teaching Languages I

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

[LANG 572] Methods and Materials in Teaching Languages II

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

[LANG 575] Second Language Assessment

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

[LANG 693] Qualitative Research Methods

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

Masters Business Administration

[MBA 611] Marketing Management

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

[MBA 615] International Marketing

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

[MBA 621] Managerial Accounting

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

[MBA 625] Tax & Law

Outline of federal tax system; tax compliance and planning; concepts of gross income, deductions, tax computations and tax credits including taxation of C corporations and flow-through entities;

contracts, including negotiation; business organizations, including sole proprietorships, partnerships, limited liability companies, and corporations.

[MBA 631] Financial Management

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

[MBA 641] Human Resource Management

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

[MBA 648] Investments

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

[MBA 651] Organizational Behavior

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

[MBA 661] Entrepreneurship

Students will learn the typical process of starting a new venture. The course will focus on how to turn an idea to an opportunity, and eventually to a business. Major points will include how to create,

shape, recognize and seize a business opportunity, as well as the specifics of writing a business plan.

[MBA 671] Healthcare Delivery Science

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

[MBA 682] Operations Management

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

[MBA 685] Project Management

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

[MBA 688] Strategic Management

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

[MBA 695] Portfolio/Plan B

Portfolio/Plan B for Master degree in Business Administration.

Masters Healthcare Administration

[MHA 500] Aging in the US: Intro to Gerontology & Senior Support Care

This course is designed to provide an overview of the field of gerontology with an emphasis on senior care and services/ resources available to meet the needs of elderly population. The course considers the continuum of care including home case, assisted living, skilled nursing facilities and hospice. The role of technology, including gero-technology, in improving quality of life is examined.

[MHA 501] Health Aspects of Aging

This course is designed to provide an understanding about adult development and aging. The purpose of the course is both to provide a general introduction to the field of gerontology and specific focus on some aspects of aging and behavior.

[MHA 514] Healthcare Strategic Planning and Marketing

This course is designed to provide a comprehensive view of healthcare strategic planning and marketing processes and the application to healthcare services delivery in a variety of organizational and community-based settings.

[MHA 521] Long Term Care Administration

Overview of how the elderly receive care and support in their home and a variety of institutional settings. Focus on the impact of federal and state law-regulations on the delivery of care; the organization of a nursing home and how the delivery of services are arranged; and integrated in the delivery of care and the techniques and processes for effective long term care management.

[MHA 540] Talent Management in Healthcare

This course is designed to study, understand, and apply basic skills essential to role of talent management within healthcare. The degree to which healthcare organizations understand and manage talent resources will have a significant impact on the success of the organization. This course serves as a comprehensive foundation for core aspects of talent planning, development, and administration vital to the talent manager, operational managers, and senior leaders. Additionally, the course will aim to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life, and to understand the ways in which they can exercise responsible and productive citizenship. Students will learn that responsible citizenship requires them to develop skills to understand their own and others' positions, the fundamental importance of talent management, be part of the free exchange of ideas, and function as public-minded citizens.

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

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

[MHA 615] Research and Evidence Based Practice

This course focuses on evidence-based practice and the foundational knowledge necessary to support such practice. The interrelationship between theory, ethics, research, and evidence-based clinical practice will be highlighted. The course builds upon understanding of research and evidence based practice concepts, processes, and methodologies appropriate for diverse healthcare career paths (e.g., academic, leadership, practice). Knowledge acquisition, leveling of evidence, and literature synthesis will be addressed. Translational

science strategies to improve practice change implementation will be analyzed. Throughout the course, students will critique research and evidence-based practice changes. The importance of participating in and/or leading collaborative teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized.

[MHA 618] Healthcare Law and Ethical Decision Making

This course focuses on the complex and ever-changing legal principles and issues encountered in healthcare. This includes ethical issues/dilemmas (e.g. patient rights and provider duties in complex situations) and the role of the healthcare leader in making decisions utilizing ethical principles. Specifically, this course is designed to provide an overview of the general legal rules and concepts governing many aspects of the healthcare industry. The primary focus of this course is law as it relates to the delivery of healthcare in settings that include: hospitals, long-term care facilities, and medical offices. Exposure to numerous areas of the law that impact healthcare well be discussed including: modern tort laws, contracts, criminal law, employment law, and a review of the law governing business organizations.

[MHA 619] Applied Healthcare Financial Management

Understanding and applying financial management strategies are an important concept for healthcare leaders to develop. This course will prepare students to lead and apply financial management strategies by developing an understanding of the following topics: financial decision-making and management, financial markets, balance sheet analysis, working capital management, capital structure, business valuation and risk management.

[MHA 625] Health Program Planning and Evaluation

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

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

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

[MHA 638] Health Information Systems

This course provides foundational knowledge regarding healthcare informatics and information systems. Students will learn the history and basic definitions of concepts related to healthcare informatics. Students will explore the benefits and barriers in adopting health information technology within healthcare organizations. Students will discuss how data can be leveraged from information systems to drive process changes that promote patient-centered care, patient safety, and quality improvement. The course will focus on: (a) Background and foundational information for

health informatics; (b) Information systems and applications for delivery of healthcare ; (c) Participatory healthcare informatics and healthcare on the internet; (d) Life cycle of the health information system/project management; (e) User experience, standards, safety, and analytics in health informatics; (f) Governance structures, legal, and regulatory issues in health informatics; (g) Education and informatics; and (h) The future of health informatics, including international efforts and bioinformatics.

[MHA 650] Organizational Strategy and Systems Leadership

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

[MHA 651] Healthcare Operations Management

This course examines the application of operations management in the framework of healthcare organizations. The course will examine how operational issues impact healthcare management and delivery of safe patient care. Students will assess healthcare operation issues and analyze how they may impact the organization and patient care delivery. Students will develop problem solving skills and critical thinking by engaging in the following topics: (a) operations, systems and financial management; (b) risk analysis and patient safety; (c) quality, productivity and project management; (d) logistics and supply chain management; and (e) operational best practices, decision-making and data management/evaluation.

[MHA 690] Topics in Healthcare Administration

Topics in the Master's Program for Healthcare Administration

[MHA 691] Field Experience/Global Healthcare Experience for Leaders and Nursing

This course exposes students to healthcare leadership, delivery, and reimbursement during a field experience. Students will become acquainted with public delivery of healthcare and compare to healthcare delivery in the United States. Students will discuss how providers, nurses, and ancillary health team members are utilized in delivering healthcare across the globe. The impact and comparison of patient outcomes will be analyzed between the United States and the country(s)/regions that students visit during their field experience.

[MHA 692A] Capstone I

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

[MHA 692B] Capstone II

Capstone II is completed as one of the final courses in the MHA program. In this course, students participate in a capstone experience in which they are exposed to real-world projects and relationships within healthcare organizations. The experience connects coursework/theory to organizational experiences to allow students to witness the confluence of theory and practice. The student should be wholly responsible for a major project mutually determined by the leader/mentor and the student, under the guidance of faculty. The student develops an executive portfolio conceived, managed, and researched by the student, which

requires employing a concept learned and matched to a provider need. At the conclusion of the project the student will present their project findings/portfolio to their mentor and faculty.

[MHA 698] Continuing Registration

Continuing enrollment in graduate studies.

Mathematics

[MATH 502] Mathematics for Special Education

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

[MATH 507] Add+VantageMR® I: Math Recovery Strategies for the Classroom

Add+VantageMR® (AVMR): Math Recovery® Strategies for Elementary Classrooms 1 includes dynamic, diagnostic, individual assessments in number words and numerals, structuring numbers, and addition and subtraction strategies. The assessment, data collecting, and teaching tools accelerate the educator's ability to recognize the students' current levels of numeracy understanding to make data-driven instructional decisions. AVMR is beneficial for anyone working or supervising others in mathematics. It is most appropriate for pre-kindergarten through elementary educators.

[MATH 511] Enumerative and Algebraic Combinatorics

This course is an exploration of Combinatorics using enumerative and algebraic techniques. Topics include, but are not limited to: permutations, sets and subsets, multisets, the twelve-fold way, generating functions, recurrence relations, the principle of inclusion and exclusion, applications of group theory to counting, combinatorial designs, and error correcting codes.

[MATH 512] Applied Variation, Proportionality, and Related Topics

This course is a comprehensive exploration of variation and proportion and its applications to the world around us. Students will begin by establishing strong skills in solving problems involving proportions. They will then develop the ability to view the worlds of science and engineering through the lens of proportions and variations and establish connections between different branches of mathematics. Finally, students will use their skills to develop methods to enhance understanding of the mathematical relationships that lead to variation, ratio, and proportion.

[MATH 515] Programming and Technology Tools for Mathematics

Programming in R, technical writing using LaTeX, simulations of experiments using a variety of instructional technology, examination of formative assessment tools, and research instructional principles related to the use of computers and technology resources.

[MATH 581] Introduction to Topology

This course is an exploration of the beginnings of topology. The majority of the course will focus on point-set topology and the very end will discuss some topics of Algebraic topology. We will discuss topologies, bases, separation axioms, separable spaces, second countable spaces, compactness, functions and continuity, quotient spaces, connected spaces, metric spaces, and the classification of two-manifolds.

[MATH 590] Topics in Mathematics

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

[MATH 599] Mathematics Workshop

Mathematics Workshop

[MATH 616] Teaching Mathematics at the College Level

This course is designed to examine mathematics teaching methods at the college level. Students will distinguish different expectations between high

school mathematics courses and college level mathematics courses. Current research on mathematical mindsets will be investigated on how they can be applied to college level course work.

[MATH 626] Mathematical Problem Solving

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

[MATH 634] Probability and Statistics for Applications

This course offers a wide range of probability and statistical concepts, concentrating on specific statistical techniques used in science and industry. It provides students with practical ability to choose, generate, analyze, and interpret appropriately, descriptive and inferential statistics. There is an extensive breadth of coverage ranging from elementary methods to such advanced methods as multiple regression and nonparametric analysis. Topics include: Measures of location and variability, probability theory, random variables, common families of distributions, point and interval estimations, hypothesis testing, confidence intervals, chi-square tests, nonparametric statistics, analysis of variance, regression, and correlation.

[MATH 661] Functions of Complex Variables and Applications

The field of complex numbers is an extension of the field of real numbers. Complex numbers and the function of complex variables have application in many branches of mathematics, including algebraic geometry, number theory, analytic combinatorics, applied mathematics; as well as in physics,

including the branches of hydrodynamics, thermodynamics, and particularly quantum mechanics. In this course, we will study complex numbers, arithmetic of complex numbers, function of complex variables, limit, continuity, differentiation, integration of functions of complex variables and some important theorems on differentiation and integration, convergence of series, types of series, residues, poles, conformal mappings, and finally their applications.

[MATH 676] Abstract Algebra and Galois Theory

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

[MATH 690] Topics in Mathematics

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

Music

[MUS 590] Topics in Music

Topics in music

[MUS 597] Independent Study in Music

Independent study in music.

[MUS 620] Instrumental Ensemble

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

[MUS 634] Kodaly Method for Training Teachers Level I

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

[MUS 635] Kodaly Method for Training Teachers Level II

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

[MUS 636] Kodaly Method for Training Teachers Level III

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

[MUS 637] Orff-Schulwerk Level I

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

[MUS 690] Topics in Music

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

Nursing

[NURS 590] Topics in Nursing

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

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

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

[NURS 602] Advanced Healthcare Ethics

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

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

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

[NURS 608] Transcultural and Social Perspectives

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

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

[NURS 610] Health Promotion and Disease Prevention

This core course reviews theoretical foundations and research-based interventions related to health behavior, health promotion and disease prevention. Students critically examine patterns of health behaviors, risk assessment, lifestyles, developmental stages, sociocultural, psychological, and spiritual contributions to well-being. The role of nursing is addressed as related to systems and community change to prevent disease and enhance health at the community level.

[NURS 614] Advanced Pathophysiology and Pharmacology I

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

[NURS 615] Research and Evidence-Based Practice

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

teams to improve health outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning, as well as, evaluating knowledge implementation will be emphasized. Pre-Req: An education, business, or healthcare statistics course at the undergraduate (300/400 course, 3000/4000 course) or graduate level must be taken prior to registering for NURS 615. A course within the last 5 years is highly recommended.

[NURS 616] Advanced Pathophysiology and Pharmacology II

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

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

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

[NURS 629] Educational Foundations and Teaching Strategies

This course focuses on the transition from expert clinician to nurse educator. The role of the nurse

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

[NURS 635] Pathophysiology, Pharmacology, Physical Assessment for Health Professions I

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

[NURS 636] Pathophysiology, Pharmacology, Physical Assessment for Health Professions II

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

[NURS 637P] Practicum Early Start

The practicum early start experience allows students an expanded time frame pursuing experiential hours in the clinical setting. Practicum setting hours will be aligned with the student's emphasis area of Nurse Educator or Nursing Administration and Organizational systems Leadership. Major competences in evidence-based practice, communication, professionalism, team work, organizational/educational/practice trends, industry influences, and self-assessment are integrated in the course. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level.

[NURS 638] Health Information Systems

This course provides foundational knowledge regarding healthcare informatics and information systems. Students will learn the history and basic definitions of concepts related to healthcare informatics. Students will explore the benefits and barriers in adopting health information technology within healthcare organizations. Students will discuss how data can be leveraged from information systems to drive process changes that promote patient-centered care, patient safety, and quality improvement. The course will focus on: (a) Background and foundational information for health informatics; (b) Information systems and applications for delivery of healthcare ; (c) Participatory healthcare informatics and healthcare on the internet; (d) Life cycle of the health information system/project management; (e) User experience, standards, safety, and analytics in health informatics; (f) Governance structures, legal, and regulatory issues in health informatics; (g) Education and informatics; and (h) The future of health informatics, including international efforts and bioinformatics.

[NURS 639] Curriculum/Course Design and Evaluation

Curriculum philosophies, methods, and processes provide a framework for planning nursing education that creates a learner-centered environment. Consideration is given to curriculum

development and evaluation, and the ethics, standards and regulations guiding nursing curricula. Strategies are examined which assure a relevant curriculum/program informed by current evidence, health profession issues and societal trends.

[NURS 642P] Advanced Nurse Educator Practicum Capstone I

The student will have opportunities for application of knowledge and skills in an academic nursing education setting. Students will collaborate with a preceptor in higher education, and have the opportunity to implement various roles and practices of the nurse educator. Major competencies in evidence-based teaching strategies, curriculum development, interdisciplinary collaboration, academic practice trends, industry influences, changing role of the educator, and self-assessment are integrated into the course with an emphasis on breadth of the role of nursing in higher education. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing education. 100 precepted clinical hours are integrated into the course (on-site, virtual, and/or simulated).

[NURS 643P] Advanced Nurse Educator Practicum Capstone II

This practicum experience takes place in healthcare or academic setting. If students choose an academic setting, the focus must be on a different education program or different institution than that pursued in NURS 642P. The student will have opportunities for the application of nurse educator knowledge and skills in the selected setting. Students will collaborate with a preceptor, observe the role of the nurse educator, and implement nurse educator practices. Major competencies include nurse educator advanced roles, interdisciplinary collaboration, evidence-based teaching and learning practices, professional issues, organizational education, practice trends, industry influences, changing role of the educator, and self-assessment. The course focuses on the expanded role expectations for registered nurses prepared at the graduate level in nursing

education. 100 precepted clinical hours are integrated into the course (on-site, virtual, and/or simulated) which includes direct-care hours.

[NURS 644P] NAOSL Practicum Capstone I

This course focuses on nursing leadership in a healthcare setting. The student will have opportunities to apply knowledge relative to organizational systems leadership roles within healthcare settings. Students will collaborate with a preceptor, observe the role of the nurse administrator/organizational leader, and apply administrative/leadership skills in a healthcare specialty area. . Course experiences will address the American Organization of Nurse Leadership (AONL) competencies at the Nurse Executive and Clinical Nursing Manager and Leader (CNML) levels. 100 precepted clinical hours are integrated into the course (on-site, virtual, and/or simulated).

[NURS 645P] NAOSL Practicum Capstone II

The student will have opportunities to apply knowledge relative to organizational systems leadership roles within healthcare support industries, healthcare settings, or academic settings. Students will collaborate with a preceptor, observe the role of the nurse administrator/organizational leader, and apply administrative/leadership skills in a specialty area. Course experiences will address the American Organization of Nurse Leadership (AONL) competencies at the Nurse Executive and Clinical Nursing Manager and Leader (CNML) levels. 100 precepted clinical hours are integrated into the course (on-site, virtual, and/or simulated).

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

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

[NURS 650] Organizational Strategy and Systems Leadership

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

[NURS 690] Topics in Nursing

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

[NURS 695] Professional Portfolio (Plan B)

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

[NURS 697] Independent Study

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

[NURS 698] Continuing Registration

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

[NURS 699] Thesis (Plan A)

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

Physical Education

[PE 599] Continuing Studies Topical Workshop

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

Psychology

[PSY 517] Child Psychopathology

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

[PSY 563] Abnormal Psychology

Descriptive and explanatory models are detailed in relation to their relevance to behavior pathology and the prevention of abnormal behavior.

[PSY 565] Clinical Psychology

Discussion of techniques of psychotherapy, crisis intervention, interviewing, clinical assessment and prevention of disorder. Emphasis on psychotherapy as a process of understanding.

[PSY 575] Applied Behavior Analysis

Application of applied behavior analysis (ABA) principles to the development of assessment methods and behavioral interventions across a variety of settings and populations. Topics include professional ethics, behavioral measurement, functional behavioral assessment, and behavioral intervention programming.

[PSY 590] Topics in Psychology

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

[PSY 601] Foundations of School Psychology

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Topics covered include historical foundations of school psychology and education, current status of education, introduction to special education, legal and ethical issues, and professional roles of school psychologists. Emphasis on the relationship of this foundational content to the provision of equitable educational services to diverse populations. The relationship of school psychologists to other educational and mental health team members, including parents, is addressed.

[PSY 611] Children's Thinking and Learning

This course covers key research and theories in cognitive development. Topics will center on development of perceptual abilities, language, memory, concepts, social cognition, brain development and problem solving from birth through adolescence. In addition, the instructional progression needed for children to learn to read, write and do math will be explored.

[PSY 613] Neuroscience

This class explores past and current neuroscientific contributions with a focus on current trends and theory. Emphasis is on understanding of the relationship between the nervous system and behavior. The course surveys basic principles while focusing on student growth, development, learning, and application of conceptual knowledge.

[PSY 620] Measurement Theory

Theory and principles involved in test construction and interpretation. Issues associated with testing practices and various categories of tests are reviewed. Laboratory in administration of educational tests required.

[PSY 620L] Measurement Theory Lab

Laboratory in administration of educational tests.

[PSY 621] Assessment/Intervention I: Basic Processes

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

[PSY 621L] Assessment/Intervention I Lab

Assessment/Intervention I: Basic Processes Lab

[PSY 622] Assessment/Intervention II: Special Populations

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

[PSY 622L] Assessment/Intervention II: Special Populations Lab

Assessment/Intervention II: Special Populations Lab

[PSY 633] Statistics/Methods for School Psychologists

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

[PSY 634] Methods for Evidence Based Practice

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

[PSY 635] Research Seminar I in School Psychology

Seminar in applications and procedures when conducting psychological research. Writing a research proposal.

[PSY 636] Research Seminar II

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

[PSY 641] Practicum in School Psychology I

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention I. 100 clock hours.

[PSY 642] Practicum in School Psychology II

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention II. 100 clock hours.

[PSY 650] Working with Families & Communities

This course will focus on knowledge and skills needed to facilitate family/school/community partnerships to enhance academic and social–behavioral outcomes for children and adolescents, including unique needs of special needs populations. Topics will include family structures, families in diverse communities, community resources, school/family partnerships, and family-oriented intervention strategies. Focus on families of preK-12 children with special needs and families in under-served communities.

[PSY 690] Topics in Psychology

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

[PSY 695] Portfolio (Plan B)

Culmination portfolio for capstone projects.

[PSY 696] Project/Action Research (Plan B)

A non-thesis capstone research project. Two credits total required for the degree.

[PSY 697] Independent Study

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

[PSY 698] Continuing Registration

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

[PSY 699] Thesis (Plan A)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee. Three credits total required for Master's degree.

[PSY 701] Issues in the Practice of School Psychology

Seminar to discuss relevant issues in school psychology. Includes discussion of ethical, multicultural, and professional practice issues, as well as other specific topics relevant to students' concurrent internship. Also includes opportunities for discussion of internship experiences.

[PSY 723] Assessment/Intervention III: Early Childhood Handicaps

This course focuses on theories and processes of psychological and educational assessment and intervention with infants and young children.

[PSY 724] Social, Emotional and Behavioral Health

This course will expand on skills and concepts of assessment and intervention learned in previous courses. It will focus on data-based decision making and evidence–based practices to address social emotional and behavioral issues for PreK-12 students at the individual, group, and systems levels within a multi-tiered systems of support framework. Factors impacting effective and equitable outcomes for all students will be addressed. Students must be concurrently enrolled in PSY 744 Practicum III. Prerequisite: PSY 622

[PSY 728] Systems Intervention

A seminar for advanced graduate students in school psychology. Systems level and organizational interventions will be the focus of study. Topics include organizational development, primary intervention, child advocacy, consultation, and intervention for classes of children.

[PSY 744] Practicum in School Psychology III

On-site exposure to the practice of school psychological services and supervised experience in applying principles and techniques learned in Assessment/Intervention IV. 100 clock hours.

[PSY 752] Diversity, Equity, and Inclusion

This course focuses on factors of diversity impacting educators, students and families in order to provide equity and inclusion for all students in our educational system. Participants will examine access and equity in the contexts of culture, ethnicity, race, ability, religion, and gender. Participants will also explore aspects of diversity as potential assets in creating productive educational environments. Students will develop advocacy skills to work toward systemic equity and inclusion.

[PSY 769] Internship in School Psychology

Supervised experience as a school psychology intern in an approved setting for one year full time (at least 33 hours per week) or two years half time (at least 17 hours per week). A minimum of 1200 hours total. One credit is available for each 200 clock hours of internship. Must be repeated to a total of six credits for the Specialist degree.

[PSY 795] Specialist Portfolio in School Psychology

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

[PSY 797] Independent Study

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

[PSY 798] Continuing Registration

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

Political Science

[POL 590] Topics in Political Science

Topics in Political Science. May be repeated when topic varies.

[POL 690] Topics in Political Science

Graduate topics in political science. May be repeated as topic varies.

School of Social Work

[SW 500] MSW Foundation and Field Orientation

This course is a two-day seminar focused on introducing students to essential elements of the Master of Social Work Foundation curriculum and supporting services. Emphasis is placed on orienting the students to the concurrent field experiences and possible organization placements.

[SW 505] Human Behavior and the Social Environment

This course is an overview and application of systems theory. Assess the interactions among individuals and between individuals and social

systems. Includes an integration of bio-psycho-social variables that affect human development and behavior.

[SW 515] Social Work Research Methods

This course is the study of research methods (designs) and processes including assessing problems, analyzing and presenting data, and monitoring and evaluating intervention and services in social work practice.

[SW 525] Foundations of Generalist Practice

This course examines generalist social work practice utilizing the problem-solving model with focus on the knowledge, values and skills for working with micro and mezzo systems. An ecological perspective and systems view of practice is used. Intervention theories and practice skills are studied and applied to Individuals, families, and groups as the target areas of intervention.

[SW 550] Generalist Practice: Communities & Organizations

This course explores generalist social work practice utilizing the problem-solving model with focus on the knowledge, values and skills for working with organizations and communities.

[SW 560] Social Policy and Policy Practice

This course examines the development of social welfare policies and current policy structures, and policy practice, advocacy, analysis, and evaluation used in agency, community, and legislative settings.

[SW 591] Field Practicum I

This course is a required field experience for full MSW program students, under agency and departmental supervision. Opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class.

[SW 592] Field Practicum II

This course is a required field experience for full MSW program students, under agency and departmental supervision. Opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class.

[SW 593] Field Supervision & Integrative Seminar I

This course is a seminar during Field Practicum I to promote integration of academic knowledge and field learning with a focus on professional and ethical issues. Must be concurrently enrolled in SW 591. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience.

[SW 594] Field Supervision & Integrative Seminar II

This course is a seminar during Field Practicum II to promote integration of academic knowledge and field learning with a focus on professional and ethical issues. Must be concurrently enrolled in SW 592. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience.

[SW 600] MSW Specialization & Field Orientation

This course is a two-day seminar focused on introducing students to essential elements of the Master of Social Work Specialization curriculums and supporting services. Emphasis is placed on orienting the students to the concurrent field experiences and possible organization placements.

[SW 615] Research and Program Evaluation

This course is an advanced study of evidence-based research methods and applications for social work practice. Emphasis is given to practical uses such as program evaluation design and techniques.

[SW 620] Advanced Social Policy

This course examines the history of social welfare policy, the policy development, analysis, and change process, as well as intersections with the judicial system.

[SW 625] Social Diversity, Equity, and Inclusion in Social Work Practice

This course explores identities and intersectionality in contemporary society. Issues of power and oppression will be examined as they relate to social, economic, and environmental justice. Strategies for creating a more inclusive and just society will be explored.

[SW 630] Multicultural Clinical Skills I

This course explores theories of clinical practice and their application. Emphasis will be on a strengths-based, multicultural approach and practice to individuals in clinical settings.

[SW 635] Multicultural Clinical Skills II

This course explores theories of clinical practice and their application. Emphasis will be on a strengths-based, multicultural approach and practice with couples, families, and groups in clinical settings.

[SW 638] Differential Diagnosis and Assessment

This course will explore common mental disorders and contemporary methods of assessment. Students in the course will develop differential diagnostic skills using the Diagnostic and Statistical Manual of Mental Disorders. The course will emphasize a multicultural, strengths-based, and person-in-the-environment approach.

[SW 650] Leadership in Human Service Organizations

This course will expose students to contemporary evidence-based management, supervision, and leadership theories in human service settings.

[SW 655] Community and Organizational Change

This course discusses advanced social work macro practice methods. A survey of theories and evidence-based interventions will be examined.

[SW 658] Program Planning, Design, and Development

Program Planning, Design, and Development is an advanced course in human service organization management. Modern strategies for proposing and advancing programs to address diverse community will be explored.

[SW 691] Field Practicum III

Field Practicum III is a required 250-hour specialized field experience under agency and departmental supervision. The course is an opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class.

[SW 692] Field Practicum IV

Field Practicum IV is a required 250-hour specialized field experience under agency and departmental supervision. The course is an opportunity to practice/integrate social work core competencies and practice behaviors (knowledge, value, and skills) obtained in class.

[SW 696A] Field Seminar & Portfolio Proposal

Field Seminar & Portfolio Proposal is taken concurrently with Field Practicum III to promote integration of academic knowledge and a specialized field experience with a focus on professional and ethical issues. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. Within this course, the student will develop a specialized evidence-based practice portfolio proposal.

[SW 696B] Field Seminar & Portfolio Defense

Field Seminar & Portfolio Defense is taken concurrently with Field Practicum IV to promote integration of academic knowledge and a specialized field experience with a focus on professional and ethical issues. The instructor will also be the primary liaison between the university and field setting. The instructor will coordinate and conduct site visits for the internship experience. During this semester, the student will present their

specialized evidence-based practice portfolio and provide an oral defense.

[SW 699] Thesis

The thesis is a faculty-supervised research project on a subject approved by the student's advisor and thesis committee. May be repeated for credit.

School of Teaching & Learning

[STL 590] Topics in STL

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

Special Education

[SPED 504] Best Practices in Teaching I

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

[SPED 513] Teaching in Inclusive Environments

This course focuses on current best practices in teaching students with identified needs in inclusive environments. The class places emphasis on the use of technology, assistive technology, lesson planning, and assessment to facilitate success of all students in inclusive settings. Students will develop and expand their knowledge of instructional strategies and lesson planning connected to state and/or Common Core Standards.

[SPED 514] IEP Policies and Methods

This course will address key issues regarding the collaborative development of the Individual Education Plan (IEP). The IEP is the cornerstone of services for students identified as having a specific disability in need of special education services. Students will learn best practices for collaborative IEP development and creation. The development of a clearly written document including all parts of the

IEP will be drafted and finalized into accurate, sound documents.

[SPED 519] Biomedical Aspects

This course is designed to help you understand the medical aspects and terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues, accompany specific physical and health disabilities, specific condition needs, managing personal care, first aid techniques, and evacuation procedures. Prerequisite substitutions require instructor consent.

[SPED 523] Foundations of Early Intervention/ECSE

Examination of the legal history, program models, and approaches to services for young children with disabilities and their families. Research on the efficacy of early intervention and aspects of family systems is reviewed. Current issues in service provision, teaming, and individual program plans are also included in the course. Details regarding disability-specific characteristics and effective interventions, assistive technology, accommodations & other services are featured.

[SPED 524] Assessment in Early Childhood Special Education

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

[SPED 526] Fundamental Strategies for Early Intervention and ECSE

This course facilitates the development of effective service coordination and teaching/coaching skills for professionals in Early Intervention and Early Childhood Special Education (EI/ECSE) ages 0-6. An emphasis is placed on using evaluation and assessment information to plan developmentally appropriate individualized programs (IEPs) in the

least restrictive environments for young children (3-6) with a variety of disabilities or delays. Importance is placed on activity and play-based intervention and methods for use with children with motor, sensory, health, communication, social-emotional and/or cognitive disabilities within inclusive PreK/K settings. Course content also provides a foundation for coaching parents and other primary caregivers of infants and toddlers with disabilities/delays in natural environments through early intervention services (birth-2). Focus is placed on early childhood atypical and typical development, family-centered care, routines-based intervention in natural environments, criterion-based curriculum for birth-age 2 intervention planning, conducting family-centered home visits, partnering with community services, and coordination and development of Individualized Family Service Plans (IFSPs).

[SPED 527] Instructional Strategies: Preschool

The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social , communication and self-care skills will be emphasized. Prerequisite substitutions require instructor consent.

[SPED 530] Foundation of Reading and Writing Methods

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

[SPED 531] Survey of Autism Spectrum Disorders

This course is designed to immerse the learner in text, research, and data describing the characteristics and defining qualities of Autism Spectrum Disorder. The significance of early identification and intervention across the five

primary autism spectrum disorders will be analyzed. Best practices for intervention including collaboration, communication, and observation strategies will be introduced.

[SPED 543] Consultation and Collaboration in Special Education and Human Services

Understanding and development of professional consultation and collaboration skills to initiate and apply appropriate and effective teaming techniques for assessment, intervention, and evaluation via transdisciplinary approaches for special needs students/clients and their caregivers.

[SPED 545] Methods of Reading Intervention

Second in a series of two methods courses where candidates will learn and apply knowledge and pedagogy that support the development of reading and writing in children with disabilities. By knowing and understanding the premise of literacy development and intervention, candidates will explore effective instructional, assessment, and intervention practices.

[SPED 547] Physical & Health Disabilities

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

[SPED 555] Characteristics of Students with Learning and Behavior Problems

A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with learning disabilities and/or emotional/behavior disorders.

[SPED 556] Functional Curriculum and Assessment

The purpose of this course is to develop an understanding of individuals with developmental disabilities as well as a functional, life-skills

orientation to assessment and curriculum that involves both academic and life skills instruction. Students will perform both informal and formal assessment, write an assessment report, and develop curriculum which allows for integration of students with identified cognitive impairments. Prerequisite substitutions require instructor consent.

[SPED 559] Communication Programming for Persons with Severe Disabilities

This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies. Prerequisite substitutions require instructor consent.

[SPED 563] Assessment Strategies

Assessment of scholastic achievement and aptitude, social behavior, and instructional effectiveness through the use of norm referenced individualized test instruments and informal instructor designed procedures. Course includes report writing, establishment of objectives, participation in the development of IEPs, and review of basic statistical and measurement concepts.

[SPED 567A] Special Education Practicum

Directed practicum experience in special education setting. Students will complete field-based assignments related to special education licensure standards under the direction of university supervisor. Students will also be required to be observed by a cooperating teacher in the field. 120 hours field experience.

[SPED 567D] Secondary Practicum: Developmental Disabilities

Directed practicum experience in secondary level special education resource room setting. Students

will spend approximately 15 hours per week in schools.

[SPED 567E] Early/Elementary Special Education Practicum

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

[SPED 567I] Infant/Interagency Practicum

Advanced practicum with infants and toddlers with disabilities from education, health, and social services perspectives in home and clinical settings.

[SPED 567M] Middle School Special Education Practicum

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

[SPED 567P] Practicum in Physical and Health Disabilities

Directed practicum in a public school elementary or secondary setting for pupils with physical/health

disabilities. Students will spend 225 hours in schools.

[SPED 567S] Secondary Special Education Practicum

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

[SPED 568B] SLD Middle/Secondary Competency Based Field Experience

Directed student teaching at the secondary level in special education SLD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the SLD licensure coordinator.

[SPED 568C] E/BD Middle/Secondary Competency Based Field Experience

Directed student teaching at the secondary level in special education E/BD Program. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the E/BD licensure coordinator.

[SPED 568D] DD Middle/Secondary (Severe) Competency Based Field Experience

Directed student teaching at the secondary level in special education DD Program for students with severe developmental disabilities. Students will spend the equivalent of four weeks, full time in a middle school or secondary setting. Prerequisite or concurrent course substitutions require instructor consent of the DD licensure coordinator.

[SPED 568E] Student Teaching II: ECSE

Directed student teaching experience in an ECSE program. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the ECSE licensure coordinator.

[SPED 568P] Student Teaching II: Physical and Health Disabilities

A second student teaching experience in a public school elementary or secondary setting for pupils with physical and health disabilities. Students will spend 200-300 hours in schools. Prerequisite substitutions require the approval of the P/HD licensure coordinator.

[SPED 570] Secondary Services & Transitional Planning

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

[SPED 571] Behavior and Environment Management

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. Prerequisite substitutions require instructor consent.

[SPED 575] Informal Assessment/Teaching Strategies: Students with Learning Disabilities

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

[SPED 578] Educational Interventions: Emotional/Behavioral Disorders

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

[SPED 580] Legal/Social Foundations of Special Education

This course overviews the educational sociological, legal, and historical frameworks of special education services within the context of public school systems. It includes research on the efficacy of special education; national and state reform and renewal efforts in general and environmental professional preparation, litigation and legislation, and best practices in curriculum for all learners. Issues related to families in a changing educational system are also addressed. Prerequisite substitutions require instructor consent.

[SPED 590] Topics in Special Education

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

[SPED 599] Continuing Studies Workshop

This is a continuing studies workshop/course focusing on topics in special education.

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

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

[SPED 604] Understanding Research, Research Methods, and Data

This course is designed to provide students with foundational knowledge related to quantitative and qualitative research methods. The focus is on understanding the role of research in practice. The course is practitioner centered in order to help facilitate professionals' ability to review and critically analyze professional literature. The course provides a broad foundation for developing skills in understanding and utilizing research methods.

[SPED 606] Classroom and School-wide Positive Behavior Supports

Learners of the course will increase knowledge base, skills, and confidence to work with individuals who exhibit challenging behaviors and/or demonstrate challenging social, emotional and behavioral needs in the classroom.

[SPED 610] Identifying and Teaching Students with Dyslexia

This course is designed to meet the MN legislative requirements related to teaching students with characteristics of dyslexia. The course will address the following topics: defining dyslexia, the structured literacy approach, additional teaching methods and strategies for students who show characteristics of dyslexia, resources for professionals and parents to meet the needs of students showing characteristics of dyslexia.

[SPED 613] Inclusive Teaching Practices

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

[SPED 620] Perspectives and Policies in Special Education

This course is designed for graduate students, especially those in School Psychology, and Speech, Language and Hearing, and Special Education. Historical, legal, social and political frameworks for special education within schools and communities will be examined. Emphasis will be on the relationship between special and general

education, inclusionary practices, family-focused interventions and collaborative teaming.

[SPED 641] Methods of Developmental Disabilities: Birth-Age 21

This course is designed to provide the skills and knowledge necessary to competently provide specially designed systematic instruction to students with a broad range of cognitive impairments and deficits in adaptive behavior. "Broad range" means all levels of cognitive impairment, mild-moderate through severe-profound. The course provides in depth coverage of the pedagogy used in planning, including research-based instructional strategies to promote developmental, functional, and academic learning across a continuum of placement settings to improve outcomes for students birth-21 with Developmental Cognitive Disabilities (DCD). Teacher candidates will understand and experience the process of using relevant assessment data to develop meaningful IEPs leading to effective instruction. Strategies to cultivate and maintain positive, collaborative relationships with children, families, educators, paraprofessionals and related service providers, and the community to support student development and educational progress will be incorporated throughout the course.

[SPED 661] ECSE Program Effectiveness

Accountability is a critical factor in Early Childhood Special Education (ECSE). ECSE teachers must be able to demonstrate children's growth as well as demonstrate program effectiveness. This course will focus on discovering supports that are needed for a child to learn and the requirements for on-going assessment within a responsive curriculum. Linking assessment with intervention will be explored through Response-to-Intervention and Curriculum-Based Assessment, among other assessment procedures.

[SPED 664] Theory and Process of Consultation and Collaboration

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

[SPED 668B] Graduate Licensure Practicum: LD

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

[SPED 668C] Graduate Licensure Practicum: EBD

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

[SPED 668D] Graduate Licensure Practicum: DD

This graduate field experience is required for completion of the Developmental Disabilities license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with Developmental Cognitive Disabilities. Students will

also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

[SPED 668E] Graduate Licensure Practicum: ECSE

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

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

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

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

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

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

[SPED 690] Topics in Special Education

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

[SPED 695] Portfolio (Plan B)

Culmination portfolio for capstone projects.

[SPED 696] Capstone Project in Special Education

A non-thesis capstone research project.

[SPED 697] Independent Study

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

[SPED 698] Continuing Registration

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

[SPED 699] Thesis (Plan A)

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

Speech/Language/Hearing Sciences

[SLHS 573] Rehabilitation Audiology

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

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

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

Speech Language Pathology

[SLP 601] Research Design in Speech-Language Pathology

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

[SLP 621] Seminar: Cleft Palate and Phonological Disorders

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

[SLP 623] Seminar: Voice Disorders

This seminar explores the nature of acquired and congenital voice disorders and differences across the lifespan, including methods of assessing, diagnosing, and treating voice etiologies.

[SLP 624] Seminar: Stuttering and Related Fluency Disorders

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

[SLP 627] Communication in Normal Aging and Dementia

The study of communication and swallowing in normal aging and the cognitive-communicative disorders of dementia. The focus of the class will be on retained abilities and global deterioration processes, their etiology, pathophysiology, associated cognitive- communitive impairments, prevention, assessment, direct and indirect intervention techniques.

[SLP 630] Adult Neurogenic Language Disorders

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

[SLP 631] Pediatric and Adult Motor Speech Disorders

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

[SLP 642] Augmentative and Alternative Communication

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

[SLP 646] Clinical Experience

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

[SLP 647] Diagnostic and Appraisal Procedures

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

[SLP 675] Seminar: Professional Issues in SLP

A seminar that covers topics related to issues facing SLPs working across settings, including such topics as credentialing, ethics and legal considerations, interprofessional education, interprofessional practice, service delivery models, cultural competence, and supervision.

[SLP 681] Pediatric and Adult Swallowing Disorders

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

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

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

[SLP 683] Seminar in Child and Adolescent Language Disorders

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

[SLP 690] Topics in Speech Language Pathology

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

[SLP 695] Portfolio (Plan B)

Culmination portfolio for capstone projects.

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

A non-thesis capstone research project.

[SLP 697] Independent Study

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

[SLP 698] Continuing Registration

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

[SLP 699] Thesis (Plan A)

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

Teaching English as a Second Language

[TESL 551] English Structures

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

[TESL 555] Oral Discourse Structures

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

[TESL 556] Written Discourse Structures

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

[TESL 573] Teaching Science and Math to ELs

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

[TESL 625] Social, Cultural, and Political Contexts of Language and Literacy

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

[TESL 654] Pedagogical Grammar

In-depth study of English syntax with strategies and techniques for teaching English structures in the classroom.

[TESL 669] Internship

A supervised field experience or internship in education related to the graduate major subject. Variable credit from 1-10. May be repeated if setting varies.

[TESL 670] Designing ESL Courses

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

[TESL 675] Assessment in TESL

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

[TESL 690] Topics in Teaching English as a Second Language

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

[TESL 696] Project/Action Research (Plan B)

A non-thesis capstone research project.

[TESL 697] Independent Study

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

[TESL 698] Continuing Registration

Continuing enrollment in graduate studies TESL. This option is to be used for registration after completion of all course requirements or when not otherwise actively enrolled. Students not otherwise enrolled at the time they sit for the oral exam must enroll in TESL 698. This course may not be used to meet any program or graduation requirements.

[TESL 699] Thesis (Plan A)

Research and writing of the master's thesis under the supervision of the faculty chair and the thesis committee.